



ACBS ANNUAL WORLD  
**CONFERENCE 15**  
SEVILLE, SPAIN  
20-25 JUNE, 2017

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## Welcome from the ACBS President



Bienvenido! Welcome to Seville, Spain, the beautiful hosting city for the 15th Annual World Conference of the Association for Contextual Behavioral Science (ACBS). Our vibrant community of professionals and students contributes to humankind all year long, and our annual conference gives us a treasured opportunity to pause, reflect, and reconnect with our science, our values, and most importantly, friends and colleagues, new and old. It's people like you that make up our organization, and I hope you benefit from - and contribute to - our community during the ACBS World Conference this year.

In the Call for Submissions for ACBS 15, I quoted one of my favorite poems by Mary Oliver: "Can one be passionate about the just, the ideal, the sublime, and the holy, and yet commit to no labor in its cause?" In other words, can you truly say that you care about justice, diversity, reducing suffering while improving quality of living, and other core values without committed action? And wouldn't embracing cutting edge science assist in your endeavors? Well, this year's conference theme - Committed to Science - gives you the opportunity to collaborate with peers in our contextual behavioral science community to accelerate your skills with the basic principles and applied implementations of our work in order to help you live your core values.

During this conference where we are all improving our committed action skills, and learning to help others with those same skills, may I invite you to make occasional commitments throughout this time together to truly connect with the moment. During our shared meals, or interactive workshops, or even at the Follies, can you take that present experience and simply be with it. When contacting those moments, also reflect on how you are serving your values by being here, while collaborating with and contributing to this community. I hope those experiences will be reinforcing for such mindful action in your Life... so much so that you take that awareness with you, realizing that even when this conference is over, the present moment never is.

Have a lovely conference,  
DJ Moran, ACBS President

### ACBS Board

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DJ Moran, Pickslyde Consulting, USA

#### **Past-President**

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Marcy Marek  
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Laura Purcell

#### **Student Representative**

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

Emily N. Rodrigues, ACBS

#### *Incoming Board Members (2017):*

#### **President-Elect**

Louise Hayes, Ph.D., University of  
Melbourne, Australia

#### **Members at Large**

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Jonathan Bricker, Ph.D., Fred Hutchinson  
Cancer Research Center & University of  
Washington, USA

#### **Student Representative**

Joseph Graddy, University of Waikato, New  
Zealand

*The Association for Contextual Behavioral Science (ACBS) is dedicated to the advancement of functional contextual cognitive and behavioral science and practice so as to alleviate human suffering and advance human well being.*

## Book Selling

The bookstore at the World Conference is located in the Triana room. We're offering New Harbinger Publications and Context Press titles at 30% off the cover price. We'll offer discounts where possible on titles from other publishers. The bookstore accepts all major credit cards and cash (Euros). Shop early for the best selection as quantities are limited. Bookstore hours are:

Tuesday, 20 June	8:00 – 18:15
Wednesday, 21 June	8:00 – 18:15
Thursday, 22 June	8:00 – 18:45
Friday, 23 June	8:00 – 19:45
Saturday, 24 June	8:00 – 17:00

## CE Credits & Certificates (with hours)

### Certificates with hours (fee required):

Please remember to **scan in and out** at the beginning and end of each session, each day, 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 credit if you do not scan/sign in and out.

*Please DO NOT SCAN in and out for coffee/tea breaks. Hours are NOT available for Ignite Sessions, Chapter/SIG/Committee meetings, or other lunch time sessions.*

### CE Credits (APA type):

Please remember to **scan in and out** at the beginning and end of each session, each day, 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 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 or Chapter/SIG/Committee meetings or other lunch time sessions.*

You will need to complete an evaluation for each session you attend, in order to earn CEs. 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, 12 July, 2017. We will email you a printable copy of your certificate by 15 August, 2017. 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 WC15, evaluations are required to be completed by Wednesday, 12 July, 2017.**

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

- **General certificates of attendance** (without hours) will be made available (hard copy) by the registration desk as of Friday morning, 23 June 2017.

## 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 and contributing to the improvement of future conferences.



**To all CE & General Evaluations**

## Peer Reviewed ACT Trainer Information

In this program, Peer Reviewed ACT Trainers who are presenting a workshops at WC15 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.*

## Early AM Movement Sessions

### 1. Working with Rather than Against: A Physically Active Workshop to Demonstrate Aikido and ACT Principles in Action

Workshop (8:00-9:00, Thursday)

**Location: Park (see map below)**

For complete information please look at Thursday Morning, Session #1 in your program.

### 2. ACT - Yoga

Workshop (8:00-9:00, Friday)

**Location: Park (see map below)**

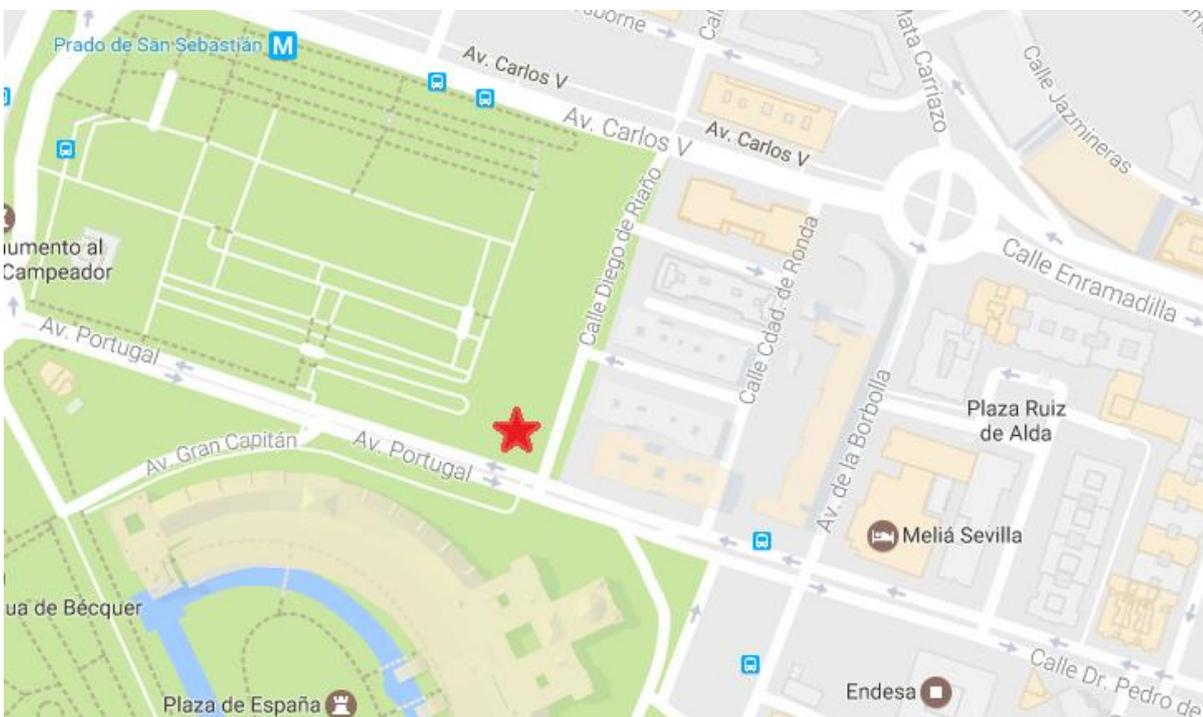
For complete information please look at Friday Morning, Session #46 in your program.

### 3. Energizing ACT - Qi Gong Wake-Up

Workshop (8:00-9:00, Saturday)

**Location: Foyer outside Giralda I-II**

For complete information please look at Friday Morning, Session #90 in your program.



## Awards

### Developing Nations World Conference Scholarships

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 members. Even if you only can contribute \$5, every little bit helps. [http://contextualscience.org/developing\\_nations\\_fund](http://contextualscience.org/developing_nations_fund)

Fatema Ahmadi, Afghanistan (unable to attend)    Edmond Brandon, Sierra Leone  
Racheal Nuwagaba, Uganda

### 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)

Gordon Nyabadeuardo, Kenya    Sara Chè Runga, New Zealand  
Lea Stephany, France    Claire Turner, New Zealand

### 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.

Gloria M<sup>a</sup> Torres Fernández, Spain    Charikleia Karatza, Greece  
Sumin Na, Canada    Aline Simões, Brazil  
Nikolija Rakočević, Serbia

### Michael J. Asher Student Dissertation Award

This award includes a monetary reward of \$500.00USD to be used in support of research (e.g., to pay participants, to purchase testing equipment) and/or to facilitate travel to the ACBS annual conference. It was named for Michael J. Asher, Ph.D., ABPP, who passed away in 2016. He was a clinical psychologist at Behavior Therapy Associates, P.A. since 1988. He served as Coordinator of Consultation Services and was Board Certified in Cognitive and Behavioral Psychology by the American Board of Professional Psychology. Dr. Asher was an Adjunct Associate Professor with the Department of Psychiatry, Rutgers Medical School where he supervised Psychiatric Fellows and taught Child Cognitive Behavior Therapy, and he was a field supervisor for the Graduate School of Applied and Professional Psychology at Rutgers University. Dr. Asher co-authored several books on the topic of behavior disorders and children. He was passionate about his work, loved psychology, cognitive behavior therapy, and especially enjoyed learning about and practicing Acceptance and Commitment Therapy (ACT). Dr. Asher greatly impacted the lives of many and his contribution to the field of psychology and education was significant.

Danielle Moyer, University of North Texas, *Peer victimization as a function of perspective taking, empathy, and psychological willingness*

### 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 2017 ACBS Fellows:

Niloo Afari	Beate Ebert
David Gillanders	D.J. Moran
Jacqueline Pistorello	Emily Sandoz
Rainer Sonntag	Matthieu Villatte
David Sloan Wilson	Zhu Zhuhong

## Message from our WC15 Program Chairs Miguel Rodríguez Valverde and Francisco J. Ruiz



Welcome to Sevilla!

We are glad to welcome you to the 15th annual World Conference of the Association for Contextual Behavioral Science (ACBS). It is a privilege for us to host, for the first time in Spain, the celebration of this major event. The annual ACBS conference constitutes a unique opportunity to learn about the latest and most innovative research in contextual behavioral science (CBS), to receive training, and to establish contact with other researchers and practitioners and strengthen the ACBS community.



ACBS is a scientific organization with a clear values-based mission: the alleviation of human suffering and the advancement of human wellbeing through research and practice firmly grounded in contextual behavioral science. We believe that this year's conference program is a representative sample of the CBS work that is being carried out worldwide in a broad diversity of settings, from basic experimental research on language and cognition to global mental health, including, to name a few, prevention, education, organizational management, psychotherapy, and the experimental analysis of verbal processes underlying effective therapeutic methods. The conference program committee has strived to put together a program that is true to this year's conference theme "Committed to Science", the idea that it is possible to make science in any field of work, and that the research connecting the basic and applied realms is of paramount importance.

In addition to the multiple workshops conducted by international experts, and to the numerous symposia and panel discussions, this year's program presents an extraordinary pool of invited speakers. We will have plenary presentations by Carmen Luciano, Steve Hayes, Daniel J. Moran, Alicia Meuret, Gregory Madden, and Frans de Waal. Also, there will be top-level invited addresses by Paul Gilbert, Lisa Coyne, Maria Karekla, Roger Vilardaga, Dermot Barnes-Holmes, and Niklas Törneke. We would like to point out that throughout the conference there will be a track with workshops, symposia and panel discussions delivered in the Spanish language. We hope that this will serve to promote diversity and encourage the increasingly important CBS work carried out by the Spanish-speaking community from both sides of the Atlantic.

We would also like to seize this opportunity to sincerely thank all the volunteers (researchers, practitioners, and students alike) involved in the program committee for their time and fantastic work. Likewise, we'd like to thank the help and support of the Conference Strategy Committee (CSC), as well as the work of Yvonne Barnes-Holmes and her team in organizing a rich RFT-track. Lastly, we want to acknowledge and show our heart-felt appreciation for the enormous work carried out by Emily and the ACBS staff, without whose contribution this conference would just not be possible. It has been a real privilege to work with all of them.

We truly hope that you enjoy the conference and your visit to the beautiful city of Sevilla.

*¡Bienvenidos a Sevilla!*

*Estamos encantados de darles la bienvenida a la 15ª conferencia anual de la Association for Contextual Behavioral Science (ACBS). Es un privilegio acoger en España, por vez primera, la celebración de este evento fundamental para todos los interesados en la ciencia conductual contextual. La conferencia anual de la ACBS es una oportunidad única para conocer las investigaciones más recientes e innovadoras en este ámbito científico, formarse en sus aspectos prácticos, así como para establecer contactos con otros investigadores y terapeutas y fortalecer el sentido de comunidad de la ACBS.*

*ACBS es una organización científica con una misión orientada a unos valores claramente definidos: aliviar el sufrimiento humano y promover el avance del bienestar humano a través de la investigación y el ejercicio profesional firmemente basados en la ciencia conductual contextual. Creemos que el programa de esta edición de la conferencia es una buena muestra del trabajo que se está llevando a cabo en esta dirección en una amplísima diversidad de ámbitos de actuación, que van desde la investigación experimental básica en lenguaje y cognición hasta la salud mental global, pasando por la prevención, educación, manejo de las organizaciones, terapia, y el análisis experimental de los procesos verbales que subyacen a los métodos terapéuticos eficaces. Desde el comité organizador del programa nos hemos esforzado para que el programa de la conferencia sea fiel reflejo del lema de este año "Comprometidos con la ciencia", la idea de que es posible hacer ciencia desde cualquiera de*

los ámbitos de trabajo, de los más básicos a los aplicados, y que es fundamental la investigación que conecta ambos.

Además de los múltiples talleres formativos impartidos por expertos internacionales y de los numerosos simposios y paneles de discusión, el programa de este año cuenta con un extraordinario plantel de conferenciantes invitados. Tendremos conferencias plenarias a cargo de Carmen Luciano, Steve Hayes, Daniel J. Moran, Alicia Meuret, Gregory Madden, y Frans de Waal, además de presentaciones invitadas de primer nivel a cargo de Paul Gilbert, Lisa Coyne, Maria Karekla, Roger Vilardaga, Dermot Barnes-Holmes, y Niklas Törneke. Nos gustaría destacar que a lo largo de la conferencia se ofertará un itinerario en español, con talleres formativos, simposios de investigación y paneles de discusión. Esperamos que la conferencia sirva para afianzar y promover el trabajo en ciencia conductual-contextual desarrollado por la comunidad hispano-parlante a ambos lados del Atlántico.

Nos gustaría aprovechar estas líneas para agradecer sinceramente a todos los voluntarios (investigadores, clínicos, estudiantes, etc.) implicados en la organización del programa su dedicación y su fantástico trabajo. Igualmente, queremos agradecer la ayuda y apoyo del Conference Strategy Committee (CSC). También nos gustaría hacer mención al gran trabajo de Yvonne Barnes-Holmes y su equipo para conformar un itinerario específico de RFT (RFT-track). Por último, queremos reconocer y agradecer de corazón el inmenso trabajo llevado a cabo por Emily y el personal de la ACBS, sin cuya aportación esta conferencia simplemente no sería posible. Ha sido un privilegio trabajar con todos ellos.

Esperamos que disfruten de la conferencia y de su estancia en la preciosa ciudad de Sevilla.

Miguel Rodríguez Valverde, Ph.D., Universidad de Jaén, Program Co-chair

Francisco J. Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz, Bogotá, Program Co-chair

### **Special Thank You from ACBS to our WC15 Program Committee**

Adrián Barbero-Rubio  
Dermot Barnes-Holmes  
Mike Bordieri  
Nuno Bravo Ferreira  
Francisco Cabello Luque  
Juan Carmelo Visdómine  
Lozano  
Aisling Curtin  
Frederick Dionne  
Chad Drake  
Martin Finn  
David Gillanders  
Bárbara Gil-Luciano  
Andrew Gloster  
Colin Harte  
Louise Hayes

Mónica Hernández-López  
Maria Karekla  
Deirdre Kavanagh  
Valerie Kiel  
Naoko Kishita  
Russell Kolts  
Andreas Larsson  
Aileen Leech  
Jenna LeJeune  
Miguel Ángel López Medina  
Daniel Maitland  
Staci Martin  
Chris McCurry  
Ciara McEnteggart  
Louise McHugh  
Amy Murrell

Manuela O'Connell  
Paula Odriozola González  
Sarah Potts  
Josh Pritchard  
Graciela Rovner  
Regan Slater  
Juan Carlos Suárez Falcón  
Thomas Szabo  
Christiene Terry  
Miles Thompson  
Niklas Törneke  
Gloria Torres Fernández  
Sonsoles Valdivia Salas  
Roger Vilardaga  
Jenn Villatte  
Matthieu Villatte

### **About the RFT Tracks**

Chair: Yvonne Barnes-Holmes

Given a very positive, and unexpectedly high, level of submissions to the RFT Track in only its second year, we decided to divide the submissions into two tracks this year. Each highlighting the strong place of the various kinds of RFT work in ACBS.

We have called one Track "[A Developing Story of RFT](#)" because it is largely concerned with telling participants a developing story across the Track, covering theory conceptually, expanding its empirical basis, and advancing the theory's link with applied concerns, both clinical and educational. While this Track likely contains the more abstract end of RFT work, it will allow audiences to see the recent developments in RFT and how the theory is likely to develop in the future. For example, several studies explore hierarchical relations and show how the difference between these and distinction relations may have clinical significance.

We called the second Track "[Exploration of CBS through RFT](#)" because its focus is more on the reticulation between RFT and the broader science and application of ACBS. This RFT work is of the same high quality and impact as research featured in the more abstract Track, but highlights how many types of CBS research and practice can use RFT concepts to explain and develop their understanding of broader issues. For example, this Track contains clinical analog studies that show how, for example, defusion can be described in RFT terms and how doing so might enhance our understanding of fusion and even add precision to our clinical work.



## ACBS World Conference 16 & 17!

*Join us in 2018:*

### **ACBS World Conference 16**

Montreal, Quebec, Canada

July 24-29, 2018

(pre-conference workshops July 24 & 25)

*Join us in 2019:*

### **ACBS World Conference 17**

(to be revealed during the conference!)

25-30 June, 2019

(pre-conference workshops 25-26 June)

## **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.

## Public Transit, Taxis, & Luggage

*Public transit:*

To get into the center of Sevilla (old town), you may ride the T1 tram from the San Bernardo or Prado de San Sebastian stations. The tram leaves every 3-15 minutes depending on the time of day. The cost of a ticket is €1.40. You need to purchase the ticket from the machine, prior to getting on the tram. (The machine has Spanish and English options.) You will likely want to get off at the *Archivos de Indias* station. Taking the tram will save you about 15 minutes of walking.

*Taxis:*

The hotel concierge can help you call for a taxi and provide taxi phone numbers. If you're leaving from the Melia Sevilla however, there are usually a few taxis out front.

Uber is also available in Sevilla.

The address of the conference hotel is Melia Sevilla, Dr. Pedro de Castro, 1, Seville

*Luggage:*

If you are a guest of the Melia Sevilla, they offer luggage storage by the hotel registration desk on Planta 0.



Jueves

**2. El 'self' (yo) y la respuesta al propio comportamiento. Implicaciones de la coherencia y el encuadre jerárquico**

Invitado (9:30-10:45)

**Sala: Giralda I-II** - (con auriculares)

Carmen Luciano, Ph.D., University Almería, Spain  
(Introducción por: Dermot Barnes-Holmes, Ph.D., Ghent University)

**3. Aprovechar el Poder del Momento Presente en ACT**

Workshop/Taller (11:00-14:00)

**Sala: Giralda I-II** - (con auriculares)

Kirk Strosahl\*, Mountainview Consulting Group  
Patricia Robinson\*, Mountainview Consulting Group

**7. Intervenciones Breves de ACT Centradas en Romper Patrones Inflexibles de Rumia y Preocupación**

Workshop/Taller (11:00-12:30)

**Sala: Prado**

Bárbara Gil-Luciano, Ph.D. candidate, Madrid Institute of Contextual Psychology MICPSY, University of Almería  
Francisco J. Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

**27. Avances en la Investigación con el IRAP: Aspectos de Relevancia Clínica y Metodológica**

Simposio (12:45-14:00)

**Sala: Utera**

Chair: Mónica Hernández-López, Ph.D., Universidad de Jaén  
Discussant: Giovambattista Presti, M.D., Kore University, Enna

**D. Spanish Chapter**

Chapter/SIG reunión (14:15-15:05)

**Sala: Giralda VI-VII**

Mónica Hernández-López, Ph.D., University of Jaén  
Lidia Budziszewska, Universidad Europea de Madrid

**30. Los Poderosos Grupos ACT**

Workshop/Taller (15:15-16:45)

**Sala: Giralda I-II** - (con auriculares)

Darrah Westrup\*, Ph.D., Private Practice  
M. Joann Wright\*, Ph.D., Linden Oaks Behavioral Health

**40. Análisis de los procesos terapéuticos y aplicaciones de la Terapia de Aceptación y Compromiso: Mexico Chapter Sponsored**

Simposio (15:15-16:45)

**Sala: Lebrija**

Chair: Francisca López Ríos, Universidad de Almería

**45. Primates Prosociales: Empatía en Animales y Humanos**

Invitado (17:00-18:15)

**Sala: Giralda I-II** - (con auriculares)

Frans BM de Waal, Emory University, Atlanta, GA, USA  
(Introducción por: Steven C. Hayes, University of Nevada)

Viernes

**48. Economía Conductual de Impulsividad y Comportamiento Adictivo**

Invitado (9:30-10:45)

**Sala: Giralda I-II** - (con auriculares)

Gregory J. Madden, Ph.D., Utah State University  
(Introducción por: Michael Twohig, Ph.D., Utah State University)

**49. Dominar la conversación clínica con RFT**

Workshop/Taller (11:00-14:00)

**Sala: Giralda I-II** - (con auriculares)

Jennifer L. Villatte\*, Ph.D., University of Washington  
Matthieu Villatte\*, Ph.D., Seattle

**60. Aplicación de ACT en Niños y Adolescentes: Un Recorrido por las Estrategias Principales**

Workshop/Taller (11:00-12:30)

**Sala: Utera**

Ángel Alonso, Ph. D. candidate, Madrid Institute of Contextual Psychology, University of Almería  
Adrián Barbero-Rubio, Ph.D., Madrid Institute of Contextual Psychology, University of Almería  
Bárbara Gil-Luciano, Ph.D. candidate, Madrid Institute of Contextual Psychology, University of Almería

**70. mHealth: Qué es y qué podría ser desde el punto de vista de la ciencia conductual contextual**

Invitado (12:45-14:00)

**Sala: Lebrija**

Roger Vilardaga, Duke University

**74. Aplicación de la Terapia de Aceptación y Compromiso para dejar de fumar**

Workshop/Taller (15:15-16:45)

**Sala: Giralda I-II**

Martin O'Connor, MSc, University College Dublin  
Louise McHugh\*, Ph.D., University College Dublin

**76. Activando paso a paso: Tratamiento de Activación Conductual para Depresión (BATD)**

Workshop/Taller (15:15-16:45)

**Sala: Giralda V**

Fabian Maero, Psicólogo, Grupo ACT Argentina  
Licenciada Paula José Quintero, Grupo ACT Argentina

**89. Evolución del propósito: Por qué el éxito final de la CBS está ligado a la ciencia de la evolución aplicada**

Invitado (17:00-18:15)

**Sala: Giralda I-II** - (con auriculares)

Steven C. Hayes, University of Nevada  
(Introducción por: Carmen Luciano, Ph.D., University Almería, Spain)

Viernes Pósters en Español

18:15-19:15 & 19:15-20:15

**Sábado**

**91. No tome un aliento profundo:  
Desmentiendo los mitos terapéuticos al  
comprender los mecanismos  
psicobiológicos de la reducción del miedo**  
Invitado (9:30-10:45)

**Sala: Giralda I-II** - (con auriculares)

Alicia E. Meuret, Southern Methodist University, Texas  
(Introducción por: Michael P. Twohig, Ph.D., Utah State  
University)

**92. Miedo y Flexibilidad: ACT y el Aprendizaje  
Inhibitorio para Niños y Adolescentes  
Ansiosos**

Workshop/Taller (11:00-14:00)

**Sala: Giralda I-II** - (con auriculares)

Lisa Coyne\*, Ph.D., McLean Hospital, Harvard University  
Denise Egan Stack, Massachusetts General Hospital

**106. Entrenando Terapeutas de habla  
Hispana en Ciencia Conductual  
Contextual: Compartiendo Diferentes  
Experiencias**

Panel de discusión (11:00-12:30)

**Sala: Ecija**

Carmen Luciano, Ph.D., Universidad de Almería  
Manuela O'Connell, Lic., Private Practice  
Bárbara Gil Luciano, Mg, MICPSY  
Francisco Ruiz, Ph.D., Fundación Universitaria Konrad  
Lorenz  
Fabián Olaz, Ph.D., Centro Integral de Psicoterapias  
Contextuales (CIPCO)-Facultad de Psicología,  
Universidad Nacional de Córdoba  
Juan Pablo Coletti, Universidad de Favaloro, Centro  
Argentino de Terapias Contextuales

**114. Primeros Movimientos en la  
Conceptualización de casos desde una  
Perspectiva Contextualista Funcional:  
Unificando Criterios en el Trabajo con  
ACT, FAP y DBT**

Workshop/Taller (12:45-14:00)

**Sala: Lebrija**

Germán Teti, M.D., Centro Argentino de Terapias  
Contextuales (CATC) y Hospital "Braulio A. Moyano"  
Juan Pablo Coletti, Centro Argentino de Terapias  
Contextuales (CATC) y Universidad Favaloro

**118. Contactando con la muerte**

Workshop/Taller (15:15-16:45)

**Sala: Giralda I-II** - (con auriculares)

Ray Owen, DCLinPsy, Wye Valley NHS Trust, UK  
David Gillanders, DCLinPsy\*, University of Edinburgh, UK

**120. Estrategias de Estilo en Psicoterapia  
Comportamental Contextual: Utilizando  
los Principios del Aikido Verbal para  
Incrementar el Impacto de nuestras**

**Intervenciones en ACT y FAP: Mexico  
Chapter Sponsored**

Workshop/Taller (15:15-16:45)

**Sala: Giralda V**

Fabián O. Olaz, Psy. D., Universidad Nacional de  
Córdoba-Centro Integral de Psicoterapias  
Contextuales

Michel André Reyes Ortega, Psy.D., Instituto de Ciencia y  
Terapia Conductual COntextual

**133. La Diversidad Mindful**

Invitado (17:00-18:15)

**Sala: Giralda I-II** - (con auriculares)

D.J. Moran, Ph.D., BCBA-D, Pickslyde Consulting/  
MidAmerican Psychological Institute  
(Introducción por: Sonja V. Batten, Ph.D., Booz Allen  
Hamilton)

**Domingo**

**137. Un Análisis de las Interacciones  
Verbales en Sesión Basado en la RFT:  
Estrategias para el Desarrollo de  
Intervenciones ACT Breves y Efectivas**  
Workshop/Taller (9:30-11:00)

**Sala: Prado**

Mónica Hernández-López, Ph.D., Universidad de Jaén  
Miguel Rodríguez-Valverde, Ph.D., Universidad de Jaén

**140. Investigación en Ciencia Conductual  
Contextual: Aportaciones Básicas y  
Aplicadas**

Simposio (9:30-11:00)

**Sala: Buhaira**

Chair: Luis Alberto Quiroga-Baquero, Fundación  
Universitaria Konrad Lorenz

**150. Fomentando la Conexión y la Flexibilidad  
Psicológica en Parejas Trabajando desde  
un Marco Experiencial**

Workshop/Taller (11:15-12:30)

**Sala: Prado**

Manuela O'Connell\*, Lic., Private Practice

**157. Aportaciones de la Ciencia Conductual  
Contextual en el ámbito de la Infancia y la  
Adolescencia**

Panel de discusión (11:15-12:30)

**Sala: Ecija**

Mónica Hernández-López, Ph.D., Universidad de Jaén  
Carmen Luciano, Ph.D., Universidad de Almería  
Francisco J. Molina Cobos, Ph.D., Universidad de Almería  
Francisco J. Ruiz, Ph.D., Fundación Universitaria Konrad  
Lorenz  
Angel Alonso Sanz, MSc., Madrid Institute of Contextual  
Psychology, MICPSY

**Rookies Retreat: First ACBS Conference Orientation**

**18:00-18:45**

**Carmona, Planta/Floor +1**

Join Houyuan Luo and Jessica Borushok, former ACBS Board members, and the Executive Director of ACBS to welcome you to your first (or one of your first) ACBS World Conference. We'll give you a little info about the conference, and do some icebreakers... because the networking starts now!



**Opening Chapter & SIG Social**

**18:30-21:00**

**Planta/Level -1 & -2**

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.

Conference Attendees, Pre-Conference Attendees, and their guests welcome. (A cash bar will be available)

**Registration**

**18:00-20:00**

**Planta/Level -1**

Registration will be available from 18:00-20:00. Come say hello and pick up your conference materials!

**Poster Session #1**

**18:30-19:30**

**Planta/Level -1 & -2**

For complete poster information see the "Poster" section in this program.

Open to conference attendees and guests.



Image denotes ACBS Junior Investigator Poster Award Recipients

# ACT for Self-Criticism and Shame: A Masterclass

With Dr Jason Luoma and Dr Jenna LeJeune

Thursday 14th and Friday 15th September, 2017 London

**Persistent self-criticism and shame are two of the most difficult issues in working with stuck clients.**

Join world leading ACT trainers and researchers, Jason and Jenna, from the highly acclaimed Portland Psychotherapy Clinic, as they take you through the cutting edge ACT clinical skills and research in working with shame and self-criticism.

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## ACT for Young People: The Thriving Adolescent

With Dr Louise Hayes

Thursday 23rd and Friday 24th November, 2017 London

Join Louise Hayes, leading world expert in Acceptance and Commitment Therapy Training (ACT) for young people, to learn about the internationally acclaimed cutting edge DNA-V model. Find out how to use ACT in fun, developmentally appropriate and engaging ways with young people!

**Attend in person or via live interactive webcast**

Go to [www.contextualconsulting.co.uk](http://www.contextualconsulting.co.uk) to find out more about our other workshops, ACT supervision and therapy.



Image:



Denotes ACBS Junior Investigator Poster Award Recipients

Planta/Floor -1 & -2

Open to conference attendees and guests. Cash bar available.

Clinical Interventions and Interests

**1. CareACT: Internet-Based ACT for Enhancing the Psychological Wellbeing of Elderly Caregivers**

*Subtopic: Elderly caregivers*

Päivi Lappalainen, Ph.D., University of Jyväskylä & Gerocenter Foundation, Finland

Inka Pakkala, Ph.D., Gerocenter Foundation

Riku Nikander, Ph.D., University of Jyväskylä & Gerocenter Foundation

**2. Physiological and Experiential Responding During Exposure for Panic Disorder**

*Subtopic: Panic Disorder, Agoraphobia, Exposure*

Natalie Tunnell, Southern Methodist University

David Rosenfield, Ph.D., Southern Methodist University

Anke Seidel, Ph.D.

Alicia E. Meuret, Ph.D., Southern Methodist University

**3. Acting Flexible, Acting Resistant: The Upsides of an ACT Choice. A Randomized Comparison of Acceptance and Commitment Therapy Group Intervention and Cognitive Behavioral Therapy Group for the Treatment of Obese Patients**

*Subtopic: Obesity, Eating Disorder*

Roberto Cattivelli, Istituto Auxologico Italiano IRCCS, Department of Psychology, Catholic University of Milan, Italy

Alessandro Musetti, Department of Literature, Arts, History and Society, University of Parma, Italy

Margherita Novelli, Istituto Auxologico Italiano IRCCS

Giorgia Varallo, Istituto Auxologico Italiano IRCCS  
Chiara Spatola, Istituto Auxologico Italiano IRCCS, Department of Psychology, Catholic University of Milan, Italy

Emanuele Cappella, Department of Psychology, Catholic University of Milan, Italy

Gianluca Castelnuovo, Istituto Auxologico Italiano IRCCS, Department of Psychology, Catholic University of Milan, Italy

**4. Adolescents with Type 1 Diabetes: Usefulness of the ACT-Model**

*Subtopic: Diabetes, Adolescents*

Iina Alho, M.A. (psych.), Central Finland Health District & University of Jyväskylä

Raimo Lappalainen, professor, University of Jyväskylä

Mirka Joro, B.A. (psych.), University of Jyväskylä

Laura Juntunen, B.A. (psych.), University of Jyväskylä

Emmiina Ristolainen, B.A. (psych.), University of Jyväskylä

Emma Räihä, University of Jyväskylä

**5. An Acceptance-Based Intervention for Children and Adolescents Experiencing Pain During Cancer Treatment: A Single Subject Study**

*Subtopic: Pain in children with cancer*

Jenny Thorsell Cederberg, MS, Uppsala University

JoAnne Dahl, Ph.D., Uppsala University

Louise von Essen, Ph.D., Uppsala University  
Gustaf Ljungman, Uppsala University

**6. Experiential Avoidance: Comparing Measures from AAQ-II, IRAP and Behavioral Task**

*Subtopic: IRAP*

William F. Perez, Ph.D., Paradigma - Center of Behavioral Sciences and Technology

Roberta Kovac, M.A., Paradigma - Center of Behavioral Sciences and Technology; USP - University of Sao Paulo

Ila Linares, Paradigma - Center of Behavioral Sciences and Technology

Sarah Fernandes, Paradigma - Center of Behavioral Sciences and Technology

Gabriela dos Santos, Paradigma - Center of Behavioral Sciences and Technology

Cainã Gomes, Paradigma - Center of Behavioral Sciences and Technology

**7. Psychological Flexibility, Health and Wellbeing**

*Subtopic: Mental Health and Psychological Inflexibility*

Lidia Budziszewska, MS, Universidad Europea de Madrid, Spain

Pablo Ruisoto, Ph.D., Universidad Europea de Madrid & University of Salamanca

**8. Effectiveness of Acceptance and Commitment Therapy on Shyness in Male Adolescents**

*Subtopic: Acceptance and Commitment Therapy, Shyness, Male adolescents*

Prof. Asghar Aghaei, Isfahan(Khorasgan) branch, Islamic Azad University, Isfahan, Iran

Parvin Tavakoli, M. A., Isfahan(Khorasgan) branch, Islamic Azad University, Isfahan, Iran

**9. A Randomised Controlled Trial to Assess the Effectiveness of Acceptance & Commitment Therapy (ACT) on Treatment Outcomes Among Patients with Depression at Selected Mental Health Centre**

*Subtopic: Depression*

Chrishma Viola D'Souza, Rajiv Gandhi University of Health Sciences, Ramaiah Institute of nursing education and research

**10. A Systematic Review of Third Wave Online Interventions for Depression**

*Subtopic: Online interventions*

Marco A. Sierra, Fundación Universitaria Konrad Lorenz  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Cindy L. Flórez, Fundación Universitaria Konrad Lorenz

**11. Are Pain Acceptance and Willingness Stable Constructs or Psychological States Influenced by Pain Intensity?**

*Subtopic: Chronic pain*

Carlos Suso-Ribera, University Jaume I. Castellon (Spain)

Diana Castilla-López, University Jaume I. Castellon (Spain)  
Irene Zaragoza-Álvarez, CiberFisiopatología Obesidad y Nutrición (CB06/03 Instituto Salud Carlos III)  
María Victoria Ribera-Canudas, Pain Unit. Vall d'Hebron Hospital  
Cristina Botella, University Jaume I. Castellon (Spain)  
Azucena García-Palacios, University Jaume I. Castellon (Spain)

**12. Effect of Brief ACT Protocol Focused on the Use of the Metaphorical Body Language**

*Subtopic: ACT*

Beatriz Harana Lahera, Ph.D. Student, Madrid Institute of Contextual Psychology (MICPSY)  
Evangelina Ruiz García, MSc, Madrid Institute of Contextual Psychology (MICPSY)  
Elena Belmonte Padilla, BS, Madrid Institute of Contextual Psychology (MICPSY)  
Manuel Ariza Bernal, BS, Madrid Institute of Contextual Psychology (MICPSY)

**13. Effectiveness of Acceptance and Commitment Therapy as a Treatment for Veterans with Chronic Posttraumatic Stress Disorder**

*Subtopic: PTSD*

Ellen J. Bluett, M.S., Utah State University  
Brandon Yabko, Ph.D., Salt Lake City Veterans Affairs Medical Center  
Michael Twohig, Utah State University

**14. Effectiveness of Acceptance and Commitment Therapy on Resiliency and Codependency of Mothers of Addicts**

*Subtopic: ACT, Resiliency, Codependency, mothers, addicts*

Leili Nourian, Ph.D student Isfahan(Khorasgan) branch, Islamic Azad University, Isfahan, Iran

**15. Effectiveness of ACT in a PTSD Specialty Partial Hospitalization Program**

*Subtopic: PTSD*

Catherine D'Avanzato, Ph.D., Brown Medical School; Rhode Island Hospital  
Darren Holowka, Ph.D., Brown Medical School; Rhode Island Hospital  
Sarah McCutcheon, M.S., Rhode Island Hospital  
Kirsten Langdon, Ph.D., Rhode Island Hospital  
Brian Pilecki, Ph.D., Rhode Island Hospital  
Mark Zimmerman, M.D., Brown Medical School; Rhode Island Hospital

**16. Effects of a 12-Month Compassion-Focused Intervention in a Commercial Weight Management Programme: Self-Reassurance and Self-Compassion as Processes of Change**

*Subtopic: Weight management interventions*

Cristiana Duarte, MSc, Ph.D. Candidate, Cognitive and Behavioural Centre for Research and Intervention, University of Coimbra  
Carol Stalker, Ph.D. Student, College of Life and Natural Sciences, University of Derby  
Francisca Catarino, MSc., College of Life and Natural Sciences, University of Derby

Jaskaran Basran, College of Life and Natural Sciences, University of Derby  
Paul Gilbert, Ph.D., College of Life and Natural Sciences, University of Derby  
Graham Horgan, Ph.D., Biomathematics and Statistics Scotland, Rowett Institute of Nutrition and Health  
Liam Morris, Slimming World  
James R. Stubbs, Ph.D.

**17. Evaluating Longitudinal Changes in Undergraduates' Suicidal Ideation and Alcohol Use with a Brief Personalized Feedback Intervention Integrating Dialectical Behavior Therapy and Motivational Interviewing**

*Subtopic: College students, DBT, suicide, alcohol use, brief interventions*

Charlotte D. Brill, M.S., University of Washington, Department of Psychology  
Ursula Whiteside, Ph.D., NowMattersNow.org  
Megan M. Kennedy, M.A., LMHC, University of Washington, Division of Student Life, Health and Wellness

**18. Evaluating the Effectiveness of One-Day Group Acceptance and Commitment Therapy Workshop for Non-Patient Irritable Bowel Syndrome: A Pilot Randomized Controlled Trial**

*Subtopic: Acceptance and Commitment Therapy, Irritable Bowel Syndrome, one-day intervention*

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

**19. Predictors of Adolescent Readmission after Psychiatric Hospitalization: An Assessment of the Impact of Psychiatric Follow-Up/Aftercare**

*Subtopic: Psychiatric Hospitalization*

Kendra J. Homan, Ph.D., Mayo Clinic, Rochester MN  
Susan L. Crowley, Ph.D., Utah State University, Logan UT  
Jarrod M. Leffler, Ph.D.

**20. The Effect of ACT WS for Teachers and Staffs Working for Children Having Disabilities II**

*Subtopic: Parent, children, disabilities*

Shinji Tani, Ritsumeikan University  
Kotomi Kitamura

**21. The ACTonHEART Study: Feasibility, Acceptability and Preliminary Efficacy of a Brief Intervention Based on Acceptance and Commitment Therapy in a Cardiac Rehabilitation Setting**

*Subtopic: Cardiovascular disease*

Chiara A.M. Spatola, Ph.D., Catholic University of the Sacred Heart; Istituto Auxologico Italiano  
Cattivelli Roberto, Ph.D.  
Emanuele A.M. Cappella, Catholic University of Sacred Heart, Milan  
Giada Rapelli, Istituto Auxologico Italiano, Milano  
Gianluca Castelnuovo, Catholic University of Sacred Heart, Istituto Auxologico Italiano, Milano  
Enrico Molinari, Catholic University of Sacred Heart, Istituto Auxologico Italiano, Milano

**22. The Connection Between the Relationship-Focused Values and Cortisol in Women with Breast Cancer**

*Subtopic: Mindfulness*

Soultana Mpoulkoura, San Jose State University  
Kendra Fisher, San Jose State University  
Jannet Lara, San Jose State University  
Jennifer Gregg Ph.D., San Jose State University

**23. The Effect of Universal Program Based on ACT for Adolescents Under Unusual Stress**

*Subtopic: Universal program, Adolescents, Self-esteem*

Tomu Ohtsuki, Ph.D., Waseda University, Japan  
Kenichiro Ishizu, Ph.D., University of Toyama, Japan  
Yoshiyuki Shimoda, Ph.D., Saga University, Japan

**24. Social Rank and Psychosis: Understanding Their Role in the Pathway to Depression**

*Subtopic: Self-compassion, depression and psychosis*

Joana Gonçalves, University of Coimbra  
Ricardo Viegas, University of Coimbra  
Paula Castilho, Ph.D., University of Coimbra

**25. Stressors and Guilt in Dementia Caregivers: The Mediator Role of Cognitive Fusion**

*Subtopic: Caregivers, Guilt, Cognitive fusion*

Laura Gallego-Alberto, M.A., Universidad Autónoma de Madrid  
María Márquez-González, Ph.D., Universidad Autónoma de Madrid  
Rosa Romero-Moreno, Ph.D., Universidad Rey Juan Carlos  
Carlos Vara-García, M.A., Universidad Rey Juan Carlos  
Isabel Cabrera, Ph.D., Universidad Autónoma de Madrid  
Andrés Losada, Ph.D., Universidad Rey Juan Carlos  
Jorge Aguilar-Álvarez, M.A., Universidad Autónoma de Madrid

**26. Support Group for Parents of Children with Intellectual Disability**

*Subtopic: Parental skills empowerment*

Dr. Lucia Marconi, Nation Health Service, Tuscany Northwest USL, Viareggio  
Dr. Giovanna Canepa, Nation Health Service, Tuscany Northwest USL, Viareggio  
Dr. Michele Carrozzini, Academy of Cognitive and Behavioural Science, Parma

**27. Support Group for the Italian Red Cross Rescuers**

*Subtopic: PTSD, Mindfulness*

Dr. Lorenzo Pellegrini, Academy of Cognitive and Behavioral Science Parma

**28. Turkish Version of Valued Living Questionnaire (VLQ): Preliminary Analysis of Reliability and Validity in Bipolar Disorder and Schizophrenia Sample**

*Subtopic: VLQ clinical sample*

Hasan Turan Karatepe, Medeniyet University, School of Medicine, Department of Psychiatry, Istanbul, Turkey  
M. Emrah Karadere, Hitit University, School of Medicine, Department of Psychiatry, Corum, Turkey  
Kaasim Fatih Yavuz, Bakirkoy Mazhar Osman Mental Health and Neurological Diseases Education and Research Hospital, Bakirkoy, Istanbul, Turkey  
Sevinc Ulusoy, Bakirkoy Mazhar Osman Mental Health and Neurological Diseases Education and Research Hospital, Bakirkoy, Istanbul, Turkey  
Murat Aktepe, Arnavutkoy State Hospital, Istanbul, Turkey

Alparslan Cansiz, Siverek State Hospital, Urfa, Turkey

**29. The Impact of a RFT-based ACT Protocol on Impulsivity**

*Subtopic: Impulsivity*

V. Alejandro Briones, Madrid Institute of Contextual Psychology (MICPSY)  
Beatriz Sebastián, Madrid Institute of Contextual Psychology (MICPSY)  
Matheus Bebber, Madrid Institute of Contextual Psychology (MICPSY)  
Paula Cañeque, Madrid Institute of Contextual Psychology (MICPSY)

**30. Acceptance and Commitment Therapy with Children: Evaluation of Two Interventions**

*Subtopic: Children*

Fernanda Gongora Miguez, Federal University of Paraná  
Ana Paula Viezzer Salvador, Federal University of Paraná

**31. Does Attending an Optional Meditation in an ACT-Based Acute Care Partial Hospitalization Program Improve Treatment Outcomes?**

*Subtopic: Mindfulness*

Brian Pilecki, Rhode Island Hospital/ Alpert Medical School of Brown University  
Theresa A. Morgan, 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  
Kristy Dalrymple, Rhode Island Hospital/ Alpert Medical School of Brown University  
Mark Zimmerman, Rhode Island Hospital/ Alpert Medical School of Brown University

**32. Effect of a Short Mindfulness Intervention on the Cognitive Interference Caused by Pain**

*Subtopic: Mindfulness*

Louis-Nascan Gill, B.Sc., Université de Montréal  
Vanessa Tabry, M.Sc., Concordia University  
Kristina Martinu, Ph.D., CRIUGM  
Adrianna Rodriguez-Ayotte, B.Sc., Université de Montréal  
Natacha Vachon, B.Sc., Université de Montréal  
Mathieu Roy, Ph.D., Concordia University  
Pierre Rainville, Ph.D.

**33. Japanese Version of Child and Adolescent Mindfulness Measure: Development and Examination of its Reliability and Validity**

*Subtopic: Mindfulness, Children*

Hiramatsu Yuka, M.A., Ritsumeikan University  
Tani Shinji, Ph.D., Ritsumeikan University

**34. Best Practices and Guidelines for Utilizing Digital Interventions to Improve Engagement and Adherence in Chronic Illness Sufferers: An evidence-based review prepared in association with the European Federation of Psychologists' Association, Psychology and Health and e-health task forces**

*Subtopic: E-HEALTH*

Penelope Constantinou, University of Cyprus  
Orestis Kasinopoulos, Ph.D. candidate, University of Cyprus  
Maria Karekla, Ph.D., University of Cyprus

**35. The Comparison of Effectiveness of Acceptance and Commitment Therapy on Prevention of Addiction Relapse in Opioid and Methamphetamine Consumers**

*Subtopic: Acceptance and Commitment Therapy, Relapse prevention, Opioid, Methamphetamine*

Asghar Aghaei, Prof., Department of educational science and psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran  
Azam Saeedi Ghaleaghaei, Department of educational science and psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

**36. ACTivate your service: Introducing an ACT model at the level of clinical intervention, training and supervision across the Adult Mental Health pathway of a rural county in the UK**

*Subtopic: Trans-diagnostic, service development*

Rachel Black, CPsychol, 2getherNHSFT  
Becky Greenhalgh, 2getherNHSFT  
Philippa Capel, CPsychol, 2getherNHSFT  
Andrew Turner, CPsychol, 2getherNHSFT

**Prevention and Community-Based Interventions**

**37. Oncology Nurse Self-Care: A Literature Review of Interventions to Address Burnout and Compassion Fatigue**

*Subtopic: Stress-management*

William Kent, BSc, University of Chester  
Nick Hulbert-Williams, Ph.D., University of Chester  
Kevin Hochard, Ph.D., University of Chester  
Ros Bramwell, Ph.D., University of Chester

**38. Further Development and Psychometric Validation of a Novel Measure of Trait Mindful Eating**

*Subtopic: Mindfulness*

Lee Hulbert-Williams, University of Chester  
Wendy Nicholls, University of Wolverhampton  
Samantha Flynn, University of Chester  
Nick Hulbert-Williams, University of Chester

**39. Dissemination of a Functional Analytic Psychotherapy (FAP)-Informed Intervention for Loneliness: Results from an Open Trial**

*Subtopic: Functional Analytic Psychotherapy*

Joseuda B C Lopes, MSc, Novum Paradigma  
Fabian O. Olaz, Psy.D., National University of Córdoba-Integral Center of Contextual Psychoterapies (CIPCO)  
Mavis Tsai, Ph.D., Independent Practice and University of Washington  
Robert J. Kohlenberg, Ph.D., ABPP, University of Washington

**40. The Relationship between Experiencing Parental Psychological Aggression and Anger Expression Styles**

*Subtopic: Children, Parenting*

Leyla Ergüder, M.S., University of North Texas  
Zeynep Hatipoglu-Sümer, Ph.D., Middle East Technical University

**41. The Role of Fears to Receive Kindness and Compassion from Others in the Link Between Early Affiliative Memories and Depression Symptoms**

*Subtopic: Depression*

Ana Laura Mendes, CINEICC, University of Coimbra  
Cláudia Ferreira, CINEICC, University of Coimbra  
Inês A. Trindade, CINEICC, University of Coimbra

**42. Using ACT with Adolescents Impacted by Cancer: The PEER Program**

*Subtopic: Adolescents and Young Adults, Cancer*

Pandora Patterson, Ph.D., CanTeen Australia, The University of Sydney  
Elizabeth Kelly-Dalgety, CanTeen Australia  
Fiona McDonald, Ph.D., CanTeen Australia, The University of Sydney

**43. A Brief Acceptance and Commitment Therapy (ACT)-Based Group Program for Unemployed Individuals with Mental Health Problems**

*Subtopic: Mental illness among unemployed people*

Marie Christine Dekoj, Ph.D., Centre for Psychotherapy, Kitzberg Hospital, Bad Mergentheim  
Lisa Gabriel, Department of Psychiatry II, University of Ulm and BKH Günzburg, Germany  
Tobias Staiger, Ph.D., Department of Psychiatry II, University of Ulm and BKH Günzburg, Germany  
Tamara Waldmann, Department of Psychiatry II, University of Ulm and BKH Günzburg, Germany  
Thorsten Brosch, Kolping-Werk Augsburg  
Nicolas Rüscher, Department of Psychiatry II, University of Ulm and BKH Günzburg, Germany

**44. From Feeling Inferior to Being Concerned About One's Body Weight and Shape: The Weight of Body Image-Related Psychological Inflexibility**

*Subtopic: Body Image*

Joana Marta-Simões, CINEICC, University of Coimbra  
Cláudia Ferreira, CINEICC, University of Coimbra  
Inês A. Trindade, CINEICC, University of Coimbra

Thursday Early Morning 8:00

**1. Working with Rather than Against: A Physically Active Workshop to Demonstrate Aikido and ACT Principles in Action**

Workshop (8:00-9:00)

Components: *Experiential exercises*

Categories: Clin. Interven. & Interests, Prof. Dev., Aikido and ACT

Target Audience: *Beg., Interm.*

**Location: Park (see front of program)**

Annette Dufresne, Ph.D., CPsych., Private Practice

This workshop will provide an experiential learning approach to key principles of Aikido and ACT. Participants will have an opportunity to experience how to use harmony in dealing with physical energy, and how this can extend to using harmony, or its parallel of acceptance in ACT, in dealing with external or internal barriers. Key Aikido principles will be presented in both verbal and physical form. Examples of key principles include: maintaining a solid base and an alert presence, entering, blending, and redirecting. The parallels of these principles to ACT principles of using core values to guide action, practicing mindful engagement in the present, willingness, and defusion will be explored. Experiencing these principles in verbal and physical form will allow practitioners to integrate the information at a different level, and will open up possibilities for how physical demonstrations can reinforce ACT principles. Participants should come prepared for light physical activity and bring a towel.

Educational Objectives:

1. Demonstrate physical movements that represent principles of Aikido and ACT.
2. Describe on a physical and mental level how the concept of harmony is effective in working with external physical aggression or internal mental aggression.
3. Practice some basic physical movements that can be used with clients to highlight basic Aikido and ACT principles.

Thursday Early Morning 8:15

**A. Journal of Contextual Behavioral Science Editor's Meeting**

Chapter/SIG Meeting (8:15-9:15)

**Location: Prado**

Emily K. Sandoz, University of Louisiana at Lafayette

Editor-in-Chief and Associate Editors will meet to review the annual publishing report and any updates or charges from Publications Committee and identify targets for growth in the coming year.

Thursday Morning Plenary 9:30

**2. The Self and Responding to the one's own Behavior: Implications of Coherence and Hierarchical Framing/ El 'self' (yo) y la respuesta al propio comportamiento. Implicaciones de la coherencia y el encuadre jerárquico**

Invited (9:30-10:45)

Components: *Conceptual analysis*

Categories: RFT, Clin. Interven. & Interests, Performance-enhancing interventions, Superv., Train. & Dissem., Theory & Philo., Functional contextual approaches in related disciplines

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

**Location: Giralda I-II**

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

(Introduced by: Dermot Barnes-Holmes, Ph.D., Ghent University)

The analysis of human behavior has been a difficult endeavour because of its variability, its generativity, and the influence of private events over acting. Behavior Analysis provided the first experimental bases to study these difficulties on the shoulders of a functional philosophy of behavior and, in 1970, unexpected research findings opened the door towards an excellent avenue for the analysis of complex human behavior. Then, Relational Frame Theory was created and language, as relational behavior and framing, was experimentally explored. Several relational behaviors were identified, among others, deictic and hierarchical framing. In addition, coherence emerged as an historically established function of the behavior of framing. This presentation is focused on coherence and hierarchical framing as the cornerstone of an account of self/one's behavior and responding to one's own behavior. Implications extend to scientific fields where a contextual human behavior theory would be an effective aid.

*El análisis científico de la conducta humana ha sido una empresa difícil principalmente debido a la variabilidad y generatividad conductual amén de la dificultad para entender la influencia de los eventos privados en la propia acción. El Análisis de Conducta procuró las bases experimentales para estudiar parte de estas dificultades a partir de una filosofía funcional de la conducta. En 1970 se produjeron una serie de hallazgos inesperados que abrieron la puerta a una trayectoria excelente de investigación de la conducta humana más compleja. Ahí comenzó a enraizarse la Teoría del Marco Relacional de tal modo que el lenguaje, como conducta relacional, como enmarcar, se abordó experimentalmente. Se identificaron diversas conductas relacionales, entre ellas, la conducta de enmarcar en deícticos y en jerarquía. A la par, se abordó la coherencia como función de la conducta relacional necesariamente establecida en la historia personal. Esta presentación se centrará en la coherencia y la conducta de enmarcar en jerarquía como los puntos centrales en el análisis de la conducta del Yo, de uno, y de la*



*conducta de responder a la propia conducta. Las implicaciones se extienden a diversos campos en los que sería útil una visión contextual de la conducta humana.*

Educational Objectives:

1. Describe the main difficulties in the analysis of human behavior.
2. Revise the language processes involved in forming the content of the self or one's own behavior.
3. Describe and discuss the language processes involved in responding to one's own behavior.

Thursday Morning 11:00

**3. Harnessing the Power of the Present Moment in ACT/ *Aprovechar el Poder del Momento Presente en ACT***

Workshop (11:00-14:00)

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

Categories: Clin. Interven. & Interests, Behavioral medicine, Mindfulness and Acceptance Interventions

Target Audience: *Interm., Adv.*

**Location: Giralda I-II**

Kirk Strosahl\*, Mountainview Consulting Group  
Patricia Robinson\*, Mountainview Consulting Group

While present moment awareness is a central pillar of the ACT Psychological Flexibility Model, it is also the hardest

one for therapists to use constructively. The reason for this disconnect is that it is assumed that once a client is "in the moment", things will take care of themselves. In reality, the present moment is a minefield of opportunities for the client to practice more experiential avoidance and rule following. The task of the therapist is to help the client systematically navigate through this maze. To do that, the therapist must have a roadmap and a destination. This workshop will introduce participants to a five phase approach to working in the present moment. Each phase must be completed before one can enter into the next phase. We will describe each phase (notice, name, let go, soften, expand) in detail and demonstrate using role plays, dyadic practice, experiential exercises and video demonstrations.

*Mientras que la conciencia del momento presente es un pilar central del Modelo de Flexibilidad Psicológica de ACT, también es la más difícil para los terapeutas usarlo constructivamente. La razón de esta desconexión es que se supone que una vez que un cliente está "en el momento", las cosas se harán cargo de sí mismos. En realidad, el momento presente es un campo minado de oportunidades para que el cliente practique más evitación experiencial y siga reglas. La tarea del terapeuta es ayudar al cliente a navegar sistemáticamente por este laberinto. Para ello, el terapeuta debe tener un mapa y un destino. Este taller presentará a los participantes un enfoque de cinco fases para trabajar en el momento presente.*

*Cada fase debe ser completada antes de que uno pueda entrar en la siguiente fase. Vamos a describir cada fase (aviso, nombre, dejar ir, suavizar, expandir) en detalle y demostrar el uso de Role plays, práctica diádica, ejercicios experienciales y demostraciones de vídeo.*

Educational Objectives:

1. Demonstrate the five phases of a successful present moment intervention.
2. Discuss the neuroscience bases of various present moment and mindfulness based cognitive processes.
3. Review the obstacles that can challenge both therapist and client during a present moment intervention.

**4. ACT for Spiritual Development: Accept, Choose, Teach Others**

Workshop (11:00-12:30)

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

Categories: Prevention and Comm.-Based, Performance-enhancing interventions, Spirituality

Target Audience: *Beg., Interm.*

**Location: Giralda III-IV**

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

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

Educational Objectives:

1. Describe simple and useful distinctions between the common language terms "mind," "body," and "spirit" based on a functional contextual approach to these terms.
2. Explain "spiritual dimension" in relation to Relational Frame Theory.
3. Contact the "spiritual aspect of their being" and make useful connections between this "place from which" to righteous indignation, forgiveness and reconciliation.

**5. Using ACT to Address Depression in the Context of Psychosis: Psychosis SIG Sponsored**

Workshop (11:00-12:30)

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

Categories: Clin. Interven. & Interests, Psychosis, Depression

*Target Audience: Interm.*

**Location: Giralda V**

Hamish McLeod, Ph.D., University of Glasgow  
 Ross White, Ph.D. DCLinPsy, University of Liverpool

Comorbid depression affects over 50% of people diagnosed with schizophrenia-spectrum disorders and is associated with reduced quality of life, elevated suicidality, relapse, hospital admission, and inflated care costs. Worse still, depressive suffering is often overshadowed by positive psychotic symptoms or misinterpreted as negative symptoms. The functional consequences of comorbid depression include reduced values consistent action, enmeshment with unhelpful conceptualized notions of self, and entrenched avoidance. RCT outcomes from our research group<sup>1,2</sup> suggest that ACT can improve depressive symptoms in people experiencing psychosis. Our trials have also helped us develop effective ways of working with the problems of low motivation, pessimism, suspiciousness, and disorganized thinking that can accompany psychosis. We will briefly describe the protocol developed for our clinical trials but most emphasis will be placed on demonstrating and practicing how ACT therapeutic techniques may be adapted/modified to better meet the needs of those who experience depression and psychosis.

Educational Objectives:

1. Explain functionally important signs of depressive suffering in people experiencing psychosis and discriminate these from negative and positive symptoms of psychosis.
2. Use case material to identify depression relevant treatment targets in people experiencing psychosis and practice linking these to core ACT processes.
3. Practice the use of ACT techniques to address factors that maintain depressive suffering and associated behavioral inflexibility.

**6. Evolution, Contextual Behavioral Science, and Pro Sociality: From Non-Human Animals to Human Research**

Panel (11:00-12:30)

Components: *Conceptual analysis*

Categories: Evolution, Theory & Philo., RFT, Evolution, PROSOCIAL

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

**Location: Giralda VI-VII**

Steven C. Hayes, University of Nevada  
 Frans de Waal, Emory University  
 Paul Gilbert, Centre for Compassion Research and Training College of Health and Social Care Research Centre, University of Derby, UK.  
 Beate Ebert, Clinical Psychologist and licensed Psychotherapist, Private Practice, Aschaffenburg, Germany  
 Paul W. Atkins, Institute for Positive Psychology and Education. Australian Catholic University

Cooperation and prosociality is characteristic of the behavior of many species. Concern for human cooperation and prosociality seems to be increasing worldwide, in the current era of terrorism and political hardening. In this session, researchers who have done empirical or applied

work on cooperation and prosociality with humans and non-humans will discuss what is known, and its implications for ways to advance prosociality in the modern world.

Educational Objectives:

1. Review the evidence about the evolution of cooperation and prosociality in humans and non-humans.
2. Compare different perspectives (basic/applied) in the analysis of cooperation and pro-sociality.
3. Analyze ways of advancing prosociality in the modern world.

**7. Intervenciones Breves de ACT Centradas en Romper Patrones Inflexibles de Rumia y Preocupación**

Workshop/Taller (11:00-12:30)

Componentes: *Análisis conceptual, Datos originales, Ejercicios experienciales, Role play*

Categoría: Intervenciones y aspectos clínicos, Intervenciones para mejorar el rendimiento, Rumia, Intervención breve de ACT

*Nivel: Principiantes, Intermedio, Avanzado*

**Sala: Prado**

Bárbara Gil-Luciano, Ph.D. candidate, Madrid  
 Institute of Contextual Psychology  
 MICPSY, University of Almería  
 Francisco J. Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

La rumia y preocupación limitantes son denominadores comunes a muchos trastornos psicológicos, identificándose como estrategias de evitación experiencial involucradas en el origen y mantenimiento de patrones inflexibles. La investigación más reciente sugiere que ambas estrategias se disparan como la primera reacción ante determinados desencadenantes, los cuales estarían situados en la cúspide de una jerarquía construida en la historia personal del individuo (Luciano, Ruiz & Törneke, 2016). En esta línea, así mismo, investigación preliminar está mostrando resultados muy prometedores en la aplicación de protocolos breves de la Terapia de Aceptación y Compromiso (ACT) centradas en la alteración de la rumia y la preocupación (Ruiz, Riaño-Hnez, Suárez-Falcón & Luciano, 2016).

Este workshop abordará el rol de la rumia y la preocupación como componente transdiagnóstico de la mayoría de problemas psicológicos, y presentará un modelo de intervención breve de ACT basada en la definición más reciente de flexibilidad psicológica a manos de la RFT.

Objetivos Formativos:

1. Describir la rumia y preocupación como principales estrategias de evitación experiencial en la mayoría de trastornos psicológicos.
2. Identificar los desencadenantes de la rumia y preocupación, construidos en la historia de aprendizaje del individuo.

3. Aplicar intervenciones breves de ACT dirigidas a reducir la rumia y preocupación.

**8. ACT with Multicultural Competence: An Experiential Workshop using ACT Principles and Exercises to Bolster Multicultural Competence: College/University SIG**  
Workshop (11:00-12:30)

Components: *Experiential exercises, Didactic presentation, Role play*  
Categories: Prof. Dev., Clin. Interven. & Interests, Diversity  
Target Audience: *Beg., Interm., Adv.*  
**Location: Nervión Arenal I**

Adia Gooden, Ph.D., The University of Chicago  
Giovanna Rivano-Gomez, Psy.D., The University of Chicago  
Cat Goyeneche, Psy.D., The University of Chicago

As our world becomes more connected, it is essential for therapists to increase their competency to work effectively with clients from diverse backgrounds (APA, 2003). Multicultural competencies include knowledge, skills, attitudes/beliefs, and relationships (Sue et al., 1982; Constantine & Ladany, 2000). Multicultural competency development must include an experiential component to help individuals understand how they bring bias or prejudice into their therapeutic work (Sue & Zane, 2009). Further, research has demonstrated that self-awareness contributes to higher levels of compassion and improved

therapeutic skills (Hays, 2008). Drawing on research, this workshop will use the core principles of ACT to guide participants through experiential exercises that will expand their skills, attitudes, and relationship building abilities to bolster multicultural competence. Participants will be supported in exploring their own experiences as well as those that are different from them (Open), responding mindfully to any discomfort that may arise (Center), and identifying and acting on their values related to working with diverse populations (Engage). This workshop is able to accommodate Spanish-speaking attendees.

**Educational Objectives:**

1. Describe the importance, components, and benefits of multicultural competence for mental health clinicians based on related research findings.
2. Develop multicultural competence skills, increase multicultural awareness, and improve therapeutic relationships through the application of ACT principles in clinical practice.
3. Identify personal and professional challenges with multiculturalism in mental health and learn to apply ACT skills to address these challenges.

**9. Using the Science of Positive Psychology to Enhance Psychological Flexibility, Clinical Practice, and Therapist Self-Care**

Workshop (11:00-12:30)  
Components: *Literature review, Experiential exercises, Didactic presentation*  
Categories: Clin. Interven. & Interests, Positive Psychology

Target Audience: *Beg., Interm.*  
**Location: Nervión Arenal II**

Lanaya L. Ethington, Ph.D., University of Iowa

This program will review models of positive psychology that relate to well-being and psychological flexibility, and will also examine the impact that positive affect has on brain functioning. We will provide discussion of empirically-supported exercises that increase the experience of positive affect, and tools to help clinicians and clients identify their strengths. We will review the solid foundation of scientific data that supports the use of specific clinical interventions and their lasting impact weeks, or even months, after their implementation.

We will review aspects of positive psychology that are present in theoretical approaches such as Acceptance and Commitment Therapy (ACT), Functional Analytic Psychotherapy (FAP), and mindfulness-based approaches. We will discuss how to utilize positive psychology interventions to broaden behavioral repertoires in the presence of unpleasant emotional or physical experiences. We will also explore the strengths and character virtues that are connected to well-being, and invite exploration of how to assist clients in meaningful cultivation of these strengths. Lastly, aspects of positive psychology that can enhance self-care practices of therapists will be presented. One of the overarching tenets of positive psychology is to help individuals and communities flourish and thrive; therefore, attendees of this workshop can expect to leave with ideas about how to make meaningful change in their own lives, as well as those of people they serve.

**Educational Objectives:**

1. Describe how the strengths-based nature of positive psychology may be used to deepen interventions designed to increase psychological flexibility.
2. Identify three empirically-supported interventions demonstrated to increase the experience of positive affect that may be used in clinical practice.
3. Discuss how therapist self-care practices relate to therapeutic effectiveness and connectedness with clients.

**10. Uncovering the Process of "Creative Hopelessness"**

Workshop (11:00-14:00)  
Components: *Experiential exercises, Didactic presentation, Role play*  
Categories: Performance-enhancing interventions, Clin. Interven. & Interests, Performance-enhancing interventions, Prof. Dev., Creative Hopelessness

Target Audience: *Beg., Interm., Adv.*  
**Location: Santa Cruz**

Rikke Kjelgaard\*, M.Sc., ACT Danmark / Human ACT Sweden  
Robyn Walser\*, Ph.D., TL Consultation Services

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 and explain the process of Creative Hopelessness.
2. Apply the process when needed in therapy.
3. Design various ways of using this technique in flexible and fluent ways.

**11. Translational Research on Clinically Relevant Processes: Psychological Inflexibility, Hierarchical and Conditional Framing, Growth Mindset, and Self-Compassion**

Symposium (11:00-12:30)

Components: *Conceptual analysis, Original data*  
Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Behavioral medicine, Pattern of psychological inflexibility, Self-esteem, Growth mindset

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

**Location: Buhaira**

Chair: Varsha Eswara-Murthy, University College Dublin

This symposium presents a diversity of approaches to studying clinically relevant processes, ranging from analogue laboratory research to large-scale cross-sectional survey. The first paper in the symposium presents an analogue experimental study exploring the conditions that enhance avoidance behavior to the point of turning it into psychological inflexibility. The second study investigates whether different ways of framing task performance, either hierarchically (e.g., focusing on what you are doing is part of the task) or conditionally (e.g., focus on getting a good score), affects task persistence (motivation to persist in task), task performance, and self-efficacy and willingness to engage in the task. The third study presents a large-scale survey examining whether growth mindset can decouple the links between low self-esteem and outcomes such as poor academic achievement and low wellbeing. The fourth and last paper in the symposium presents research that has used the IRAP to explore the construct of self-compassion from the point of view of implicit verbal relations. Results show discrepancies between explicit and

implicit measures of self-compassion. These different ways to assess self-compassion seem to capture different features of the construct itself.

- Conditions that Enhance Avoiding as Psychological Inflexibility  
 Adrián Barbero-Rubio, Ph.D., University of Almeria, Madrid Institute of Contextual Psychology  
 Carmen Luciano, University of Almeria
- Investigating the Effect of Conditional vs Hierarchical Framing on Motivation  
 Varsha Eswara-Murthy, University College Dublin  
 Matthieu Villatte, Evidence-Based Practice Institute of Seattle  
 Louie McHugh, University College Dublin
- The Benefits of Believing you can Change: Growth Mindset Weakens the links Between Self-Esteem and Negative Outcomes  
 James Conigrave, Institute for Positive Psychology and Education  
 Professor Joseph Ciarrochi, Institute for Positive Psychology and Education  
 Assoc. Prof. Baljinder Sahdra, Institute for Positive Psychology and Education
- Using the IRAP to Explore Self-Compassion and Self-Judgment  
 Andrea Compiani, Università IULM, Milano, Italy  
 Paolo Moderato, Università IULM, Milano, Italy  
 Giovambattista Presti, Kore University, Enna, Italy  
 Annalisa Oppo, Freud University, Italy

Educational Objectives:

1. Analyze components of the learning process that might be involved in the natural developing a pattern of psychological inflexibility.
2. Discuss the results in terms of processes involved in experiential avoidance/psychological inflexibility.
3. Explain the importance of a growth mindset, and the relevance to practice.

**12. Same Technology, Different Delivery: Varieties of Formats of ACT Interventions for Chronic Health Problems**

Symposium (11:00-12:30)

Components: *Conceptual analysis, Original data*  
Categories: Clin. Interven. & Interests, Behavioral medicine, ACT Delivery in Chronic Ill Health

Target Audience: *Beg.*

**Location: San Bernardo**

Chair: David Gillanders, University of Edinburgh  
 Discussant: Ray Owen, Herefordshire NHS

One of the remarkable features of ACT is that the exact same technology can be used with relatively little adaptation across a very wide variety of problem areas. This has pragmatic benefits for clinicians (who don't need to learn multiple protocols, specific to each problem area) and has benefits for the progress of clinical science as data can accumulate faster across a breadth of areas. A further remarkable feature is the flexibility with which the same technologies can be delivered. This has benefits to organisations in terms of using

ACT technology across a variety of service delivery models. In this symposium, presentations from three different groups, with three different health problems, using both high and low intensity intervention formats will be presented. This symposium will show delegates the flexibility of ACT technology in addressing diverse health complaints and its adaptability to a range of service contexts.

- **Low Intensity Psychological Intervention for Irritable Bowel Syndrome**  
David Gillanders, University of Edinburgh  
Nuno Ferreira, University of Edinburgh  
Eugenia Angioni, University of Edinburgh  
Maria Eugenicos, University of Edinburgh  
Sergio Carvalho, University of Coimbra

- **ACT for Obesity: Clinical Techniques and Research Outcomes**  
Dayna Lee-Baggley, Ph.D., Nova Scotia Health Authority

- **A Randomized Controlled Trial of a Guided Self-Help Bibliotherapy Among Community Adults Suffering from Chronic pain**  
Frederick Dionne, Ph.D., Université du Québec in Trois-Rivières  
Josée Veillette, Université du Québec in Trois-Rivières  
Marie-Claude Blais, Ph.D., psychologue, Université du Québec in Trois-Rivières

Educational Objectives:

1. Describe the application of ACT for Obesity, Chronic Pain and IBS.
2. Consider how to adapt ACT technology to different delivery formats.

3. Critically evaluate treatment format in relation to necessary ingredients.

### **13. Be More Contextual, Behavioral, and Scientific in Your Practice: Using Single-Case Designs (SCDs)**

Symposium (11:00-12:30)

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

Categories: Evolution, Prof. Dev., Single-Case Designs (SCDs)

*Target Audience: Beg.*

**Location: Lebrija**

Chair: Niklas Törneke, M.D., Private Practice  
Discussant: Carmen Luciano, Ph.D., University of Almeria

Using single case designs (SCDs) methodology in inherently suitable in philosophy of our Contextual Behavioral Science (CBS). However, we cannot see many SCDs-based researches and practices in our World Conference and Journal of Contextual Behavioral Science. It's true that randomized controlled trials might be critically important, the "gold standard", in the Empirically Supported Treatment (EST) or Evidence-based Practice in psychology (EBPP) era, but it is one of many standards in our CBS enterprise. Moreover, we also attach great importance to generating practice-based evidence, not only evidence-based practice, in order to build a progressive science. The purpose of this symposium is to promote using SCDs methodology through reconsidering some gaps between research and practice, and

showing some technical, practical and analytic innovations in this methodology.

- **Bridging the Gap Between Research and Practice Using Single Case Designs**  
Michael Twohig, Ph.D., Utah State University
- **How to Implement "Treatment-Evaluation" through using Single-Case Designs (SCDs): Some New Technical and Practical Innovations**  
Takashi Muto, Ph. D., Doshisha University
- **Non-Parametric Approaches to Planning and Analyzing Single Case Design Data**  
Roger Vilardaga, Ph.D., Duke University

Educational Objectives:

1. Implement single-case designs (SCDs) in clinical setting.
2. Implement "treatment-evaluation" through using SCDs with some new technical and practical innovations.
3. Implement non-parametric approaches to planning and analyzing data in SCDs.

### **14. Examining the Role of Psychological Flexibility within Distinct Lesbian, Gay, Bisexual, Transgender, Queer and Intersex (LGBTQI) Populations**

Symposium (11:00-12:30)

Components: *Conceptual analysis, Original data*  
Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, LGBTQI populations, Diversity, Coping, Mental and behavioural health

*Target Audience: Beg., Interm.*

**Location: Utera**

Chair: Jo Lloyd, Ph.D., Goldsmiths, University of London  
Discussant: Laura Silberstein, Psy.D., The Center for CFT

Research indicates that LGBTQ people experience minority stressors, in addition to the general life stressors experienced by everyone, which are salient to their mental health and wellbeing (Meyer, 2003; Testa et al, 2015). Whilst minority stressors have their origins in oppressive social and cultural structures, they are believed to take root in LGBTQ people via psychological processes. Specifically, there are subjective/proximal stressors (e.g., internalised transphobia) which are thought to result from the internalisation of negative social attitudes (Meyer, 2003). There are also objective/distal stressors (e.g., homophobic discrimination) which are thought to gain psychological importance when they manifest in the immediate context of people's thoughts, feelings and actions (Meyer, 2003). Since psychological processes appear to underpin the experience of minority stressors, we suggest that the way in which people respond to their internal psychological events may be central to how they cope with such stressors. To this end, this symposium examines the role of psychological flexibility within three distinct LGBTQ populations: A heterogeneous sample of LGBTQ people, transgender and gender nonconforming (TGNC) people and LGBTQ employees. The latter paper also extends to an analysis of how the concept of psychological flexibility can be used to design teams and organisations in which LGBTQ employees can thrive.

- The Protective Role of Psychological Flexibility in the Relationship between Minority Stressors and Mental Health in Transgender and Gender Nonconforming (TGNC) People in England  
Jo Lloyd, Ph.D., Goldsmiths, University of London
- Stigma in Context: Psychological Distress and Coping Style of Gender and Sexual Minorities  
Lauren Griffin, University of Louisiana at Lafayette  
Rebecca Copell, MSc., University of Louisiana at Lafayette  
Emily Sandoz, Ph.D., University of Louisiana at Lafayette
- Helping Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Employees Live Vital and Effective Lives: From Psychological Flexibility to Organisational Flexibility  
Jo Lloyd, Goldsmiths, University of London

**Educational Objectives:**

1. Demonstrate a comprehensive and nuanced understanding of distinct LGBTQ identities.
2. Describe the unique stressors/problems experienced by distinct LGBTQ populations and the impact these can have on psychological and behavioural outcomes.
3. Explain the role that psychological inflexibility may have in maintaining psychological and behavioural issues, as well as the potential for psychological flexibility to mitigate this.

**15. Fear and Flexibility: ACT and Inhibitory Learning in Children & Adolescents**  
Invited (11:00-12:30)

Components: *Conceptual analysis, Literature review, Original data, Experiential exercises, Didactic presentation, Case presentation*  
Categories: Clin. Interven. & Interests, RFT, OCD and Anxiety

Target Audience: *Interm., Adv.*

**Location: Estepa**

Lisa W. Coyne, Ph.D., McLean Hospital/Harvard Medical School  
(Introduced by: Kelly Wilson, University of Mississippi)



Exposure and Response Prevention (ERP) for anxiety and OCD in children and adolescents has robust empirical support. However, new research on how exposure works has suggested specific guidelines we can use to enhance exposure based treatments. Acceptance and Commitment Therapy (ACT) is a transdiagnostic evidence-based intervention that can be used to support inhibitory learning in treatment. Thus, this invited talk will address how clinicians may incorporate ACT into ERP to support inhibitory learning; namely, through shaping curiosity, willingness, and

flexibility in the presence of fear and anxiety. Specifically, the speaker will a) present an overview of exposure-based treatment and inhibitory learning research and applications; b) give a brief overview of ACT and its' evidence-base; and c) demonstrate how to incorporate specific ACT interventions into exposure to strengthen and contextualize inhibitory learning. Clinical examples will be used to illustrate therapeutic techniques, in addition to the workshop's didactic content.

**Educational Objectives:**

1. Explain OCD, anxiety, and ERP in behavioral terms, including inhibitory learning processes.
2. Describe the ACT model, in particular, the mindfulness and acceptance processes and the commitment and behavior change processes.
3. Conduct ERP incorporating elements of ACT such that they enhance inhibitory learning.

**16. Flexible Clinician, Flexible Client: Increasing Fluency in ACT**

Workshop (11:00-14:00)

Components: *Experiential Exercises, Didactic presentation, Case Presentation, Role play*

Categories: Clinical Interventions and Interests

Target Audience: *Interm., Adv.*

**Location: Carmona**

Jennifer Plumb Vilardaga\*, Ph.D., Duke University School of Medicine

Not unlike our clients, at times we can find ourselves sticking with our "comfortable" responses and ways of being in the room. This workshop invites clinicians to harness the power of experiential training to expand their therapeutic repertoire and to continue to grow in their use of ACT. To promote fluency, clinicians will practice activities that will help 1) increase sensitivity to contingencies that call for engaging a particular process, 2) practice new responses to clinical prompts, and 3) facilitate adoption of interventions that may be somewhat outside their "comfort zone". Through small group and role play activities, clinicians will practice responding to the same clinical prompt in several different ways to have different intended functions, and to promote a broader array of possible interventions. Deconstruction of role plays will enable clinicians to identify processes as they arise in the moment, conceptualize the situation, make suggestions as to next steps, and integrate feedback as to how well it served the situation. Role plays will also be used to help clinicians reflect on times when their own psychological inflexibility stifled creative responses, and practice responding to these moments in ways that are in line with clinicians' values.

**Educational Objectives:**

1. Describe at least two different ways to respond to the same clinical situation.

2. Using self-assessment, identify one therapist behavior that is "comfortable" and one therapist behavior that is "less comfortable"
3. Practice and implement at least one new way of responding or being in the room to facilitate psychological flexibility.

**17. An RFT Approach to the Relationship Among Middle Level Terms**

Panel (11:00-12:30)

Components: *Didactic presentation*

Categories: RFT

Target Audience: *Interm., Adv.*

Location: *Ecija*

Dr. Ciara McEnteggart, Department of Experimental Clinical and Health Psychology, Ghent University, Belgium  
 Dermot Barnes-Holmes, Ph.D., Ghent University  
 Maarten De Schryver  
 Yvonne Barnes-Holmes, Ghent University

The use of middle level terms has been an interesting topic of discussion in ACBS for some years. We have discussed their benefits and disadvantages. In turn, we have explored a bottom-up strategy, a top-down strategy, and even a reticulating strategy. But perhaps there are even more interesting ways to explore this issue. This is, could we consider a conceptual framework that allows researchers and practitioners to visualize how each middle level term relates statistically to the specific behaviors each is meant to capture, in

what is called 'concept mapping'? This is what Maarten de Schryver unfolds in the current panel. Engaging in this type of strategy may help to better understand how middle level terms are related to each other and to reduce unnecessary overlap and redundancy.

Educational Objectives:

1. Appreciate the CBS dialog on the use of middle level terms.
2. Explain the relevance of concept mapping to the middle-level terms discussion.
3. Discuss the potential benefits of using concept mapping as a strategy to explore further dialog around the use of middle-level terms in CBS.

**Thursday Afternoon 12:45**

**19. Interfacing Conceptual and Experimental Analyses**

Symposium (12:45-14:00)

Components: *Conceptual analysis, Original data*

Categories: RFT, Clin. Interven. & Interests,

Theory & Philo., Experimental

Psychopathology, Anxiety, IRAP, Analogy,

Coherence

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

Location: *Giralda V*

Chair: Miguel Rodríguez-Valverde, Ph.D., University of Jaén, Spain

This tightly-packed 4-paper symposium examines the reticulation between RFT concepts and their

experimental manipulation. Paper 1 summarizes multiple experiments in which the existing Relational Elaboration and Coherence (REC) model appears to fall short in explaining various IRAP performances. As an alternative, the authors propose the Differential-Arbitrarily-Applicable-Relational-Responding-Effects (DAARRE) model as a more dynamical conceptualization of the relational performances observed in the IRAP. Paper 2 seeks to enhance simple and complex repertoires of analogical reasoning as derived relational responding in undergraduates. The results show that the relational training protocol enhances both the fluency and the flexibility of participants' ability to solve analogies. Paper 3 presents experimental manipulations of the nature and functions of relational coherence, by systematically comparing relationally coherent or incoherent networks of stimuli. In the Consistent Context, feedback was contingent on responding in accordance with the trained relations, while this did not apply in the Inconsistent Context (IC). The results suggest that coherence in and of itself may function as a powerful reinforcer. Paper 4 tackles the difficulties in experimentally manipulating the transfer of physiological fear. In an MTS study of equivalence relations, electric shock was differentially conditioned and eye blink was the main dependent variable. The paper explores the possible implications of the findings for our understanding of fear generalization as derived relational responding.

- The IRAP Has a Mid-Life Crisis: A Younger (and More Complex) Model is Needed  
 Martin Finn, Ghent University  
 Dermot Barnes-Holmes, Ghent University
- Impact of a Experimental Protocol in Fluency and Flexibility of Analogical Reasoning  
 Asunta Utande, University of Almería  
 Carmen Luciano, University of Almería  
 Zaida Callejón, University of Almería
- The Reinforcing Function of Coherence  
 Zaida Callejón Ruiz, University of Almería  
 Carmen Luciano, University of Almería
- An Experimental Analysis of the Transfer of Conditioned Fear Using Blink-Startle Modulation as a Measure  
 Miguel Ángel López-Medina, M.Sc., University of Jaén, Spain  
 Miguel Rodríguez-Valverde, Ph.D., University of Jaén, Spain  
 Mónica Hernández-López, Ph.D., University of Jaén, Spain

Educational Objectives:

1. Describe the dynamic nature of relational responding produced on even relatively simple IRAPs.
2. Explain the DAARRE model and analyze processes involved in the analogy.
3. Evaluate impact of the experimental protocol in the analogical reasoning.

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

Panel (12:45-14:00)

Components: *Conceptual analysis, Case presentation*

Categories: Clin. Interven. & Interests, Superv. Train. & Dissem., Prof. Dev., RFT, Clinical Applications of RFT

*Target Audience: Interm., Adv.*

**Location: Giralda VI-VII**

Emily Sandoz, University of Louisiana at Lafayette  
 Andreas Larsson, Karolinska Institutet & Stockholm Health Care Services

Carmen Luciano, University of Almería  
 Yvonne Barnes-Holmes, Ghent University  
 Jennifer Villatte, University of Washington  
 Matthieu Villatte, Evidence-Based Practice Institute  
 Niklas Törneke, NT Psykiatri Private Practice

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 within terms of Relational Frame Theory (RFT).
2. Analyze ACT-interventions from an RFT perspective.
3. Review one's own clinical practice from a functional perspective grounded in a unique approach to human language and cognition - RFT.

**21. Ignite Session**

Ignite (12:45-14:00)

Components: *Didactic presentation*

*Target Audience: Beg., Interm.*

**Location: Prado**

- Living our Values and Embracing Our Vulnerabilities in Graduate School and Beyond  
 Clare Kennedy Purvis, Psy.D., Lantern
- Lovism: A CBS-Based Life-stance  
 Alan Pogrebinschi, MSc., Private practice
- The Words Don't Work  
 Jim Lucas, Private Practice & University of Birmingham, UK
- Bridging the Gap Between Us and Them: About Stigmatization in Mental Health Practice  
 K L Helmus, Psychologist
- Reducing Patients' Self-Stigma Through Their Mental Health Care Professionals  
 Marilon Van Doorn, University of Utrecht
- Your Therapist Doesn't Feel Like a Fraud? You Should Look for Another Professional!  
 Giovanni Pergher, MS, Faculdades
- Designing a Digital ACT-Based Intervention: Things I have learned  
 Orestis Kasinopoulos, Ph.D student, University of

Cyprus

- Maria Karekla, Ph.D., University of Cyprus
- TangOrient: Mindfulness and Therapeutic Innovation  
 Haneen Tamari, B.A, Dip., M. Sc., University of Toronto & Ryerson University
- Building Community Through Mindfulness and Committed Action  
 Annette Dufresne, Ph.D., CPsych., Private Practice
- Just My Imagination: My Journey from OCD Patient to Therapist  
 Michael Blumberg, MA, LCPC, Glenview Counseling Group
- ACT in Sex-therapy  
 Charlotte Makboul, Private Practice
- Four Paths to Wholeness  
 Marianela Medrano, Palabra Counseling Center

**22. It's Not My Fault, It's Not his Fault: ACT 101 for Parents of Dysregulated Teens**

Workshop (12:45-14:00)

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

Categories: Clin. Interven. & Interests, Parents, Emotion dysregulation, Teens

*Target Audience: Beg.*

**Location: Nervión Arenal I**

Patricia E. Zurita Ona, Psy.D., East Bay Behavior Therapy Center

Parents of teens affected by mild to severe emotion dysregulation problems struggle with significant levels of distress, anxiety, insomnia, somatic complaints, depression, and low marital satisfaction; anecdotal observation indicates that parents of this particular group of teens approach therapy holding a "fix my teen" agenda.

ACT offers an extremely valuable opportunity to reduce parents' tendency to engage in experiential avoidance, rule-governed behaviors, break the coercive cycle these families struggle with, and help parents to be the best parents possibly they can be.

This workshop will focus on specific ACT treatment interventions for the treatment of parents of dysregulated teens that can be delivered in a group or individual therapy. Specific ACT interventions including creative hopelessness, values identification, self-as-context, defusion, contact with the present moment, and acceptance applied to the work with parents will be presented. Specific emphasis will be placed on interventions to help parents to (1) identify their most common responses to their emotional pain when dealing with their teens, (2) focus on their internal emotional experience as it arises before they engage in an aversive strategy, (3) notice their own cognitive fusion with verbal rules about themselves or their teens, such as "I can't tolerate my teen's behavior; he's so manipulative; I'm a failure, etc.," past, future thoughts, and stories (4) analyze the function of their avoidant/controlling responses as well as the workability of them; and

finally (5) help them re-engage in values-based parental behaviors.

Educational Objectives:

1. Use ACT interventions customized for parents of teens struggling with emotion dysregulation.
2. Analyze the “why” and “how” parents engage in experiential avoidance strategies, the impact of them in their teen’s behavior and the cycle of conflict.
3. Describe values-based identification activities with parents as a driver of change from old parenting behaviors to new strategic ones.

**23. How to do Relational Frame Theory Research**

Workshop (12:45-14:00)

Categories: RFT, Educational settings, Research

*Target Audience: Beg.*

**Location: Nervión Arenal II**

Louise McHugh\*, University College Dublin  
Ian Stewart, National University of Ireland Galway

Lynn Farrell, University College Dublin  
Ahmet Nalbant, ACBS Turkey Chapter  
Diana Ferroni Bast, National University of Ireland Galway

Corinna Stewart, National University of Ireland Galway

Nic Hooper, University of West England

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 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 etc.). Attendees will be supported to start their own research project after the workshop.

Educational Objectives:

1. Design Relational Frame Theory research studies.
2. Develop knowledge of existing procedures and protocols available to facilitate research.
3. Create collaborations between researchers and practitioners interested in conducting RFT research.

**24. ACT Interventions for Health Problems**

Symposium (12:45-14:00)

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

Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Behavioral medicine, Chronic Disease, Behavior Change, RFT, Cancer, Parents with children with chronic illness, Clinical Health Psychology, Neuropsychiatry, Neuropsychology

*Target Audience: Beg., Interm.*

**Location: Buhaira**

Chair: Dayna Lee-Baggley, Ph.D., Nova Scotia Health Authority

There is increasing evidence that acceptance and mindfulness-based treatments are useful in the areas of health psychology and behavioral medicine. Acceptance, mindfulness, and values have proven effective in improving the management of health and chronic illness. This symposium presents four papers that attest to the potential of acceptance-based interventions in a diversity of health problems. The first paper will present an overview of the literature relating ACT and chronic disease and will show the use of applied ways to use ACT interventions to change health behaviors through an RFT framework. The second paper presents a data-driven approach to intervention development. The aim of this study is to analyze the association of ACT components with patient-reported outcomes in order to develop a more patient-led, and clinically and cost-effective intervention for stressful psychological transitions after primary cancer treatment. The third study presents the results of a randomized controlled trial of a 4-session group-based ACT intervention for parents of children with asthma. The results of this study show that ACT is potentially more efficacious than an educational talk in helping parents to adjust in caring for their children with asthma. The last paper will present a detailed case series of routinely collected data from an UK National Health Service clinic offering ACT for functional neurological disorders (FND) like conversion disorder and other somatic symptom disorders. This novel and promising approach to the treatment of these disorders that are at the intersection of mental and physical health will be illustrated in a detailed case study.

- Health Behavior Change: How to use RFT Principles and ACT Interventions to Change Habits  
Dayna Lee-Baggley, Ph.D., Nova Scotia Health Authority  
Ray Owen, D. Clin Psychol, Wye Valley NHS Trust, Hereford, UK  
Jason Lillis, Ph.D., Brown University
- Psychological Transition after Primary Cancer Treatment: Component Mapping using an Acceptance and Commitment Therapy (ACT) Framework for Effective Intervention Development  
Nick Hulbert-Williams, Ph.D., University of Chester  
Brooke Swash, Ph.D., University of Chester  
Pandora Patterson, Ph.D., CanTeen Australia and University of Sydney

Fiona McDonald, CanTeen Australia & University of Sydney  
 David Gillanders, DCLinPsy, University of Edinburgh  
 Melissa Pilkington, MSc, University of Chester & Edge Hill University  
 Sylvie Lambert, Ph.D., McGill University  
 Lesley Storey, Ph.D., Queen's University Belfast

- The Efficacy of a Group-Based Acceptance and Commitment Therapy on the Psychological Flexibility and the Psychological Adjustment of Parents of Children with Asthma: A Randomized Controlled Trial  
 Yuen Yu Chong, Ph.D student, School of Nursing, The Hong Kong Polytechnic University, Hong Kong  
 Yim Wah MAK, Ph.D., School of Nursing, The Hong Kong Polytechnic University, Hong Kong  
 Alice Yuen Loke, Ph.D., School of Nursing, The Hong Kong Polytechnic University, Hong Kong
- Using ACT to Improve Outcomes in Functional Neurological Disorders ("Conversion Disorder"): A Detailed Case Series  
 Christopher D. Graham, University of Leeds

**Educational Objectives:**

1. Describe the ways in which RFT principles and techniques can be used to understand chronic disease.
2. Consider how ACT might need to be tailored for different kinds of patient-report outcome relevant to cancer adjustment.
3. Describe the effects of Acceptance and Commitment Therapy in helping parents of children with chronic diseases.

**25. Working with Values and Values-Consistent Behavior**

Symposium (12:45-14:00)

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

Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Educational settings, Superv., Train. & Dissem., Functional contextual neuroscience and pharmacology, RFT, Psychological Flexibility in Students, PTSD, Substance use disorders, Military veterans, Values, Committed action, Intellectual Disabilities, Autism, Teenagers

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

**Location: San Bernardo**

Chair: Giovanni Miselli, Ph.D., BCBA, Fondazione Istituto Ospedaliero di Sospiro Onlus (CR) Italy

Values are a key component of the psychological flexibility (PF) model, and values clarification and work in promoting engagement with valued actions are fundamental elements of ACT. Engagement in valued daily life actions is what makes life meaningful, according to the ACT model. The four papers in this symposium present a diversity of ways of working with values and values-consistent behavior. The first paper presents research that tested the effect of an online gamified app-platform designed to enhance psychological flexibility in order to achieve valued goals. College students were randomly assigned to one of two conditions: a gamified ACT intervention or an active control condition (traditional online games such as tetris, pinball, etc.). The main results show that the gamified ACT intervention

enhanced PF, reduced procrastination behaviors, increased the accomplishment of valued goals, and increased academic performance. The app-platform seems to be an easy and efficacious way to enhance PF in order to increase goal valued performance and academic achievement in college students. The second paper in this symposium examines the connection between values and behavioral assignments in therapy. Using case examples drawn from a treatment outcome study of ACT for comorbid PTSD and alcohol use disorders in US veterans, the presentation will focus on how to collaboratively develop values-consistent behavioral assignments in therapy, a challenge for novice ACT therapists that requires a deep understanding of the connection between values and committed action. The third paper will present an adaptation of the procedure (Hayes and Carrochi, 2015) to conduct a Values Conversation as a part of Preference Assessment of verbally competent people with intellectual disabilities. This procedure systematically uses the value altering effects of verbal stimuli to establish a verbal context to help the individual with intellectual disability engage in behavior consistent with long-term reinforcers, quality of life and personal values. The fourth and last paper in this symposium will discuss original data from a study with a community sample aimed at assessing psychometric properties of measures of values and values-consistent behaviour with adolescent population.

- Increasing Psychological Flexibility, Goal Valued Performance and Academic Achievement in University Students through a Gamified Online Platform  
 Sara de Rivas, Universidad Autónoma de Madrid  
 Oscar Lecuona, Universidad Autónoma de Madrid  
 Luz Vilte, Universidad Autónoma de Madrid  
 Jennifer Moreno, Universidad Autónoma de Madrid  
 Raquel Rodríguez-Carvajal, Universidad Autónoma de Madrid
- Putting Values into Action: Examining the Connection Between Values and Behavioral Assignments from a Study of ACT for Co-occurring Posttraumatic Stress Disorder and Alcohol use Disorders: Veterans Affairs (VA) ACT SIG Sponsored  
 Eric Meyer, Ph.D., VA VISN 17 Center of Excellence for Research on Returning War Veterans  
 Robyn Walser, Ph.D., National Center for PTSD-Dissemination and Training Division
- Altering the Value of Reinforcers: Values Conversations for Intellectual Disabilities: ACT Italia Chapter Sponsored  
 Giovanni Miselli, Ph.D. BCBA, Fondazione Istituto Ospedaliero di Sospiro Onlus (CR) Italy  
 Roberto Cavagnola, Psy D., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR)  
 Mauro Leoni, Ph.D., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR), University of Pavia  
 Serafino Corti, Ph.D., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR), Università Cattolica Brescia Italy

Francesco Fioriti Ed.D, Fondazione Istituto Ospedaliero di Sospiro Onlus (CR)  
Giuseppe Chiodelli, MD; Laura Galli, MD; Michela Uberti, MD, Giovanni Michelini, Ph.D., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR)

- Values, Values-Consistent Behaviour and Wellbeing in Adolescents  
Davina Chauhan, NHS Lothian  
Nuno Ferreira, University of Edinburgh  
Paul M. Morris, University of Edinburgh

Educational Objectives:

1. Implement ACT interventions in a gamified environment through new technologies.
2. Develop collaborative, values-based behavioral assignments from an ACT perspective.
3. Discuss issues related to measuring values-consistent behaviour in adolescents.

**26. Reclaiming Health and Wellbeing for Populations Affected by War, Gender-Based Violence, and Other Adversity: CBS Strategies from Small to Large Scale: Diversity Committee Sponsored**

Symposium (12:45-14:00)

Components: *Conceptual analysis, Original data*

Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Superv., Train. & Dissem., Functional contextual approaches in related disciplines, RFT, Humanitarian Emergencies, Implementation Science, Gender-based

violence

Target Audience: *Beg.*

Location: **Lebrija**

Chair: Thomas Szabo, Florida Institute of Technology, Commit and ACT

Discussant: Ross White, University of Liverpool

Armed conflicts have contributed to an estimated 65.3 million forcibly displaced people globally. Furthermore, many individuals live in contexts of ongoing adversity, poverty, and high rates of gender-based violence. These conditions have devastating and long-lasting impacts on health and wellbeing. Yet many individuals in these settings lack access to evidence-based care. It is essential that global efforts focus on rolling out effective interventions that can reach vast numbers of individuals, families, and communities. In such settings we need to develop innovative methods for implementation, training, and supervision, since there are often limited resources available. In this symposium, we will present recent developments from four organizations working to address these issues – Commit & Act, World Health Organization, Peter C Alderman Foundation, and War Child Holland. The interventions and implementation models discussed here range from small to large scale, from individual behavior to health-system building, and have both research and service focuses.

- A Multi-Level Care-System for Children Affected by War: Feasibility Data from War Child Holland’s work in Lebanon and Gaza

Kenneth E Miller, War Child Holland  
Elise Griede, War Child Holland  
Heba Ghalayini, War Child Holland OPT  
Ali Jawad, War Child Holland Lebanon  
Kate Roberts, War Child Holland OPT  
May Aoun, War Child Holland Lebanon  
Felicity L. Brown, War Child Holland  
Mark Jordans, War Child Holland, Kings College London

- Microaggression, Intimate Partner Gender-Based Violence, and Behavioral Flexibility Training in Sierra Leonean Couples

Thomas G. Szabo, Florida Institute of Technology  
Hannah Bockarie, Commit & Act, Sierra Leone  
Jonathan Tarbox, University of Southern California  
Ross White, University of Liverpool, UK  
Corinna Stewart, National University of Ireland, Galway

- Scalable Psychological Interventions in Communities Affected by Conflict and Other Adversity: Case studies from the WHO Mental Health and Psychosocial Support in Emergencies programme

Felicity L. Brown, War Child Holland  
Kenneth Carswell, World Health Organization  
Mark van Ommeren, World Health Organization  
Wietse A. Tol, Johns Hopkins Bloomberg School of Public Health, Peter C Alderman Foundation  
Atif Rahman, University of Liverpool, Human Development Research Foundation  
Jura Augustinavicius, Johns Hopkins Bloomberg School of Public Health  
Marx Leku, Peter C Alderman Foundation

Educational Objectives:

1. Describe the considerations needed to develop and implement evidence-based psychological interventions at scale in order to reach the vast numbers of individuals affected by armed-conflict and ongoing adversity.
2. Explain the importance of a comprehensive, integrated care system that addresses multiple risk factors at different ecological levels for children living in war-affected settings.
3. Identify simple interventions that help couples take committed, values-based actions in and between sessions.

**27. Avances en la Investigación con el IRAP: Aspectos de Relevancia Clínica y Metodológica**

Simposio (12:45-14:00)

Components: *Datos originales*

Categoría: Teoría de los Marcos Relacionales, Intervenciones y aspectos clínicos, Contextos educativos/escolares, Otros, IRAP

Nivel: *Principiantes, Intermedio, Avanzado*

**Sala: Utera**

Chair: Mónica Hernández-López, Ph.D., Universidad de Jaén

Discussant: Giovambattista Presti, M.D., Kore University, Enna

El IRAP se ha convertido en un procedimiento popular dentro de la ciencia conductual contextual para la evaluación de repertorios verbales de carácter implícito. La investigación más reciente aborda dos cuestiones fundamentales. Por un lado la relevancia clínica de dichos repertorios y por otro las características metodológicas de la propia tarea. Este simposio incluye trabajos que abordan

ambos aspectos. El primero de ellos es uno de los pocos trabajos que han utilizado el IRAP con población infantil y adolescente y está centrado en el estudio de respuestas relacionales implicadas en la evitación y aceptación de las propias emociones. El segundo aborda las creencias disfuncionales implícitas en cuidadores de personas mayores con demencia. El último trabajo se centra del estudio de los efectos de la inhibición de respuesta en la ejecución en el IRAP.

- El IRAP como medida de Aceptación/Evitación Experiencial en Adolescentes  
Gloria Torres-Fernandez, M.Sc., Universidad de Jaén  
Mónica Hernández-López, Ph.D., Universidad de Jaén  
Miguel Rodríguez-Valverde, Ph.D., Universidad de Jaén
- Evaluación de creencias disfuncionales implícitas en cuidadores informales de personas mayores con demencia a través de una tarea IRAP  
María Marquez-Gonzalez, Ph.D., Universidad Autónoma de Madrid  
Isabel Cabrera, Ph.D., Universidad Autónoma de Madrid  
Naoko Kishita, Ph.D., University of East Anglia, United Kingdom  
Laura Gallego-Alberto, M.Sc., Universidad Autónoma de Madrid  
Carlos Vara, M.Sc., Universidad Rey Juan Carlos  
Andres Losada, Ph.D., Universidad Rey Juan Carlos
- Un análisis de los efectos de la inhibición de respuesta sobre la ejecución en el IRAP  
Miguel Angel Lopez-Medina, M.Sc., Universidad de Jaén  
Miguel Rodríguez-Valverde, Ph.D., Universidad de Jaén  
Mónica Hernández-López, Universidad de Jaén  
Amelia Viñas Arribas, University of Jaén

Objetivos Formativos:

1. Conocer las características y funcionamiento del IRAP y su aplicación a diferentes ámbitos.
2. Profundizar en la relevancia clínica de los repertorios verbales evaluados mediante el IRAP.
3. Analizar la influencia de características personales sobre la ejecución en el IRAP.

## 28. ACT-Based Digital Applications for Health Behavior Change: #FlexiQuit #AcceptMe #AlgeaApp

Invited (12:45-14:00)

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

Categories: Other, Clin. Interven. & Interests, Prevention and Comm.-Based, Behavioral medicine, Digitalized Interventions

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

**Location: Estepa**

Maria Karekla, Ph.D., University of Cyprus  
(Introduced by: Megan M. Kelly, University of Massachusetts Medical School, Worcester, MA and Edith Nourse Rogers Memorial Veterans Hospital, Bedford, MA)

Over 1/3 of the world's population, with more than 300 million in Europe alone, use a smart phone or other digital modalities to access information or communicate with others (statista.com). It is no wonder that digitalized means present with great opportunities to harness health behavior change in individuals. The digitalization of societies, coupled



with increasing demands for self-management, cost-effectiveness, time-limited, widely accessible and quality services, present with an ideal arena for innovative

approaches in the provision of services. Acceptance and Commitment Therapy informed digitalized interventions are gaining ground in their ability to effectively achieve health behavior change and lead to improvements in vitality and well being among sufferers. This presentation examines the opportunities and challenges for utilizing digitalized ACT interventions especially in the area of health behavior change. Findings and lessons learned from our recent studies are presented, utilizing a variety of digitalized innovations in the prevention and treatment of human suffering.

Educational Objectives:

1. Discuss the use of digital new technologies in enhancing ACT for health behavior change.
2. Propose innovative ways of adapting new technologies (e.g., use of gamification principles) for use with different populations (e.g., adolescents, young adults, elderly etc.) and as a way to enhance the delivery of ACT.
3. Utilize findings from trials examining the effectiveness of various digitalized ACT interventions.

## 29. The Art and Science of Cultivating Self Compassionate Perspective Taking with Adolescents: Ohio Chapter Sponsored Panel (12:45-14:00)

Components: *Conceptual analysis, Experiential exercises*

Categories: Clin. Interven. & Interests, Theory & Philo., Adolescents

Target Audience: *Interm., Adv.*

**Location: Ecija**

Chris Fraser, MSW, LISW, Positive Path Counseling (Private Practice)

Lisa Coyne, Ph.D., Harvard McLean Hospital

Laura Silberstein, Psy.D., The Center for Mindfulness and Compassion Focused Therapy

Dennis Tirch Ph.D., The Center for Mindfulness and Compassion Focused Therapy

Louise Hayes Ph.D., 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. This panel of experts will address in depth the art and science of cultivating self compassionate perspective taking with adolescents.

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.

**Thursday Lunch 14:00**

**Thursday Lunch Events 14:15**

**B. UK and Ireland Chapter**

Chapter/SIG Meeting (14:15-15:05)

**Location: Giralda III-IV**

David Gillanders, University of Edinburgh  
Lene Forrester, BMI Choice

The UK and Ireland Chapter has recently elected a new board and the board is getting to work on growing the chapter, making its activities more visible and delivering for chapter members. Come and hear about our plans, let us know what your priorities are as members of the chapter, so we can have a conversation about how to grow CBS in the UK and Ireland.

Some of the things we want to work on are: establishing the chapter as a viable financial entity, capable of hosting training events, conferences etc, for the benefit of members; representing CBS to clinical guideline bodies such as NICE and SIGN, Scottish Matrix so that they become better appraised of the evidence for CBS approaches

Let us know your priorities, all are welcome!

**C. Vikings from the Swedish chapter conquer Sevilla!**

Chapter/SIG Meeting (14:15-15:05)

**Location: Giralda V**

Graciela Rovner, Ph.D. and elected president, ACT Institutet Sweden and University of Gothenburg, Dept of Rehabilitation Medicine, Sweden  
Jenny Thorsell, Cederberg Department of Women's and Children's Health, Uppsala University

Welcome to this meeting, where the last Swedish innovations will be presented in short. Get inspired! We also aim to make some exercises to make new friends and increase our collaborations. We, in the Swedish chapter, are into a process of building a stronger community. The world needs such communities these days... Commit and come, get inspired and richer!

**D. Spanish Chapter**

Chapter/SIG Meeting (14:15-15:05)

**Location: Giralda VI-VII**

Mónica Hernández-López, Ph.D., University of Jaén  
Lidia Budziszewska, Universidad Europea de Madrid

All Spanish speakers are invited to attend this meeting, specially members of the Spanish Chapter. We will come together to connect with each other and share ideas about future directions for our chapter.

Todos los hablantes de español están invitados a acudir a esta reunión, especialmente los miembros del Spanish Chapter. Nos encontraremos para conectar y compartir ideas sobre las direcciones futuras de nuestro chapter.

**E. Contextual Medicine SIG meeting**

Chapter/SIG Meeting (14:15-15:05)

**Location: Prado**

Josephine Loftus, MD, Centre Hospitalier Princesse Grace  
Maarten Aalberse, private practice, Lyon

The Contextual Medicine SIG was established in order to provide a forum to discuss and develop the integration of CBS with all aspects of the field of medicine. Since then the group has attracted a large membership due to the wide range of topics addressed on the SIG's Listserve and Facebook page. These include human physiology, neuroscience, medicine, and their relationship to the broader field of evolutionary and social science. The SIG encourages the development of CBS-based case conceptualization for psychological flexibility and psychopathology, integrated with models and language familiar to medical practitioners. The SIG also encourages a contextual and functional approach to diagnosis and prescribing practices. The diversity of membership provides a rich platform for lively interdisciplinary discussion and exchange of ideas and models applied in different clinical settings. The meeting is open to all ACBS members.

**F. Applying ACT to Addictions SIG meeting**

Chapter/SIG Meeting (14:15-15:05)

**Location: Nervión Arenal I**

Gabriella Svanberg, M.Sc., Private Practice

Anybody who is interested in ACT for Addictions is very welcome. I, Gabriella Svanberg will discuss my paper "ACT and severe substance Use Disorder". I would like to share our experiences and what we are planning on doing in Sweden and also share other peoples experiences within the field. Love to see how we all can share and learn from each other.

**G. The ACBS Student SIG Meeting**

Chapter/SIG Meeting (14:15-15:05)

**Location: Nervión Arenal II**

Houyuan Luo, M.A., University of Alberta  
Bai Xiaoyou

The Student SIG meeting is held every year during the World Conference. We get together to share thoughts about how to better serve student members.

#### **H. Awards Committee Meeting**

Chapter/SIG Meeting (14:15-15:05)

##### **Location: Buhaira**

M. Joann Wright, Linden Oaks at Edward

This will be the first "in person" meeting for the newly-formed Awards Committee.

#### **I. Turkey Chapter Meeting**

Chapter/SIG Meeting (14:15-15:05)

##### **Location: San Bernardo**

Sevinc Ulusoy, Bakirkoy Research and Training Hospital for Psychiatry and Neurology  
Ahmet Nalbant, Bakirkoy Research and Training Hospital for Psychiatry and Neurology

All members of ACBS are welcome to this meeting. We have been an affiliated chapter since 2013 and this meeting will provide an opportunity for connecting with each other and sharing our ideas about future directions for our chapter.

Thursday Afternoon 15:15

### **30. Powerful ACT Groups/ Los Poderosos Grupos ACT**

Workshop (15:15-16:45)

Components: *Experiential exercises, Didactic presentation*

Categories: Clin. Interven. & Interests, Prof. Dev., Group therapy

Target Audience: *Beg., Interm.*

##### **Location: Giralda I-II**

Darrah Westrup\*, Ph.D., Private Practice  
M. Joann Wright\*, Ph.D., Linden Oaks Behavioral Health

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. During this workshop, we will discuss the particular contributions of ACT in a group setting, as well as the challenges that are an inherent aspect of the model and how to work with them to further the therapy. We will demonstrate clinically powerful group activities, providing 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 those already familiar with ACT.

Este taller explorará e ilustrará formas de incorporar los métodos del marco de la Terapia de Aceptación y Compromiso (ACT) en sesiones de terapia de grupo en términos de principios y ejercicios básicos de ACT. Durante este taller, discutiremos las contribuciones específicas de ACT en un grupo, así como los desafíos que son un

aspecto inherente del modelo y cómo trabajar con ellos para promover la terapia. Vamos a demostrar clínicamente actividades de grupo poderosas, proporcionando un componente experiencial sobre cómo llevar la conducta ACT para la variedad de preocupaciones clínicas que se caracterizan por la evitación emocional y la pérdida de contacto con el comportamiento cargado de valor. A través de ejemplos de casos, hojas de trabajo fáciles de usar y demostraciones experimentales, planeamos ayudar a aquellos que son nuevos en ACT a comprender de manera integral cómo utilizar los seis aspectos centrales del modelo y cómo transmitir estas prácticas a grupos terapéuticos, además de impartir nuevas técnicas para aquellos que ya están familiarizados con ACT.

Educational Objectives:

1. Apply the core processes of ACT in a group setting.
2. Explore the contributions and challenges of conducting ACT in groups.
3. Participate in experiential exercises.

### **31. ACT Matrix Approach for the Work with Difficult Clients and Personality Disorders: Mexico Chapter Sponsored**

Workshop (15:15-16:45)

Components: *Conceptual analysis, Experiential exercises, Role play*  
Categories: Performance-enhancing interventions, Clin. Interven. & Interests, Superv., Train. & Dissem., RFT, Challenging Situations, ACT, ACT Matrix, Personality Disorders

Target Audience: *Interm.*

##### **Location: Giralda III-IV**

Michel A. Reyes Ortega, Ph.D., Contextual Behavioral Science and Therapy Institute, Mexico City  
Benjamin Schoendorff\*, Contextual psychology Institute  
Fabián O. Olaz, Centro Integral de Psicoterapias Contextuales  
Marie-France Bolduc, Contextual Psychology Institute

From a contextual behavioural point of view, personality can be understood as an organized behavioural repertoire controlled by its contingencies, and personality traits as functional classes of behaviour differing in variety, flexibility and prevalence across individuals. Thus, personality disorders can be conceptualized as severe experiential avoidance patterns shaped by the interaction of biological self-regulation difficulties, i.e. flexible rule following in service of values, and an aversive interpersonal learning environment that fails in the task of shaping effective self-regulation skills. Therapy with persons with this learning history can be challenging because therapy, as an interpersonal learning environment can be aversive. Ongoing research suggest the ACT Matrix can be an effective intervention to help people diagnosed with personality disorders develop psychological

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flexibility within a safe learning environment. In this workshop, we'll show our approach to use the Matrix and Validation as primary tools to show the problem of experiential avoidance, promote psychological acceptance and cognitive defusion, and values coherent actions. We'll include single case and group comparison study's findings to discuss our approach.

Educational Objectives:

1. Describe the equivalences between FAP analysis of therapeutic relationship.
2. Implement DBT commitment strategies from a values based perspective.
3. Conduct a 3 step plan for managing challenging situations in therapy.

**32. Working with Addiction: Using ACT in Rehab Programs for Substance and Alcohol use Disorder**  
Workshop (15:15-16:45)

Components: *Experiential exercises, Didactic presentation, Case presentation*  
Categories: Clin. Interven. & Interests, Alcohol and Substance Use  
Target Audience: *Interm., Adv.*

**Location: Giralda V**

Giovanni Zucchi, Psy.D., Ospedale Privato Maria Luigia, Parma  
Augusto Enea Filimberti, Psy.D., Ospedale Privato Maria Luigia, Parma

An increasing number of research show how ACT is an effective treatment for addictions. Empirical data suggests how experiential avoidance play an aetiopathogenetic role in addictions and as a deterrent in engaging in rehab programs. At the "Ospedale Privato Accreditato Maria Luigia ( Parma, Italy)", an ACT rehab program has been structured. This workshop is directed to everyone interested in working with people suffering for substance and alcohol use and. In particular the workshop is aimed to:

- Facilitate a functional-contextualistic approach to addiction
- Give tools to enhance awareness of stereotypical behavioural patterns in patients
- Give tools for working on acceptance and on craving management
- Give tools to increase motivation to change, working with values
- Give tools to cultivate a more self-compassionate attitude through perspective-taking exercises

Many act consistent experiential exercises will be proposed, with particular emphasis on specific new exercises created by the authors and on the use of the matrix.

Educational Objectives:

1. Apply a functional-contextualistic approach to addiction.
2. Use exercises to enhance awareness of stereotypical behavioural patterns in patients.
3. Describe conducting groups for working on acceptance and on craving management.

**33. RFT Conceptualization of Relational Coherence and Implications for ACT**

Panel (15:15-16:45)

Components: *Conceptual analysis,*  
Categories: RFT, Clin. Interven. & Interests, Relational Coherence

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

**Location: Giralda VI-VII**

Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Steven C. Hayes, University of Nevada  
Dermot Barnes-Holmes, Ghent University  
Carmen Luciano, Universidad de Almería  
Matthieu Villatte, Evidence-Based Practice Institute

According to Relational Frame Theory (RFT), relational coherence (RC) is a common process involved in many forms of complex human behavior. RC has recently become a popular topic of theoretical and empirical research in RFT. Some relatively different conceptualizations have been proposed in the context of the study of implicit cognition and the clinical implications of RC. This panel discussion brings together some of the most prominent researchers in this topic with the aim to shed some light regarding how they conceptualizes RC. Additionally, the panelists will discuss the clinical implications of relational coherence for the understanding psychopathology and psychotherapy.

Educational Objectives:

1. Describe the RFT conceptualization of relational coherence.
2. Explain how relational coherence is involved in many forms of complex human behavior.
3. List implications of the conceptualization of relational coherence for ACT.

**34. New Data on Core RFT Concepts: Rules, Coherence, and Level of Derivation**

Symposium (15:15-16:45)

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

Categories: RFT, Theory & Philo., Rule Governed Behavior, Coherence, Derivation, Relational Responding

Target Audience: *Interm., Adv.*

**Location: Prado**

Chair: Ian Hussey, Ph.D., Ghent University  
Discussant: Ian Stewart, Ph.D., National University of Ireland, Galway

Relational Frame Theory aspires to provide a general framework for the prediction-and-influence of language and complex human behaviour in both laboratory and applied contexts. This symposium presents data from three lines of research on core RFT ideas. The first paper provides a conceptual outlines of relational coherence as an organizing and presents novel empirical data on affective and behavioural responses to coherent and incoherent networks. The second paper describes the RFT account of implicit attitudes. Data from three pre registered studies are presented which manipulate level of derivation and observes changes in effects on Implicit Association Test (IAT), providing initial but strong support for the influence of opportunities to derive on the strength of relational responding. The third paper describes Rule Governed Behaviour and presents novel data

on derived insensitivity to changes in contingencies. Future directions for each line of work and implications for the study of the relational behaviours that constitute language will be discussed.

- **Relational Coherence and Ambiguity: Behavioural and Affective Responses within a Novel Training Paradigm**  
Sam Ashcroft, University of Chester  
Lee Hulbert-Williams, Ph.D., University of Chester  
Kevin Hochard, Ph.D., University of Chester  
Nick Hulbert-Williams, Ph.D., University of Chester
- **Testing the RFT Account of Implicit Attitudes: Manipulating Level of Derivation of Relational Responding**  
Ian Hussey, Ph.D., Ghent University  
Sean Hughes, Ph.D., Ghent University  
Jan De Houwer, Ph.D., Ghent University
- **Rule-Based Insensitivity Propagation through Equivalence**  
James Greville, Ph.D., Aberystwyth University  
Jean-Louis Monestès, Ph.D., University of Grenoble Alpes  
Nic Hooper, Ph.D., University of the West of England

Educational Objectives:

1. Describe the relationship between rule governed behaviour and environmental contingencies.
2. Summarize the state of the evidence for the concept of relational coherence.
3. Explain the concept of level of derivation of relational responding and the evidence for this concept.

**35. Using Technology to Better Assess and Enhance Psychological Flexibility Among College and University Students: College/University SIG Sponsored**

Symposium (15:15-16:45)

Components: *Original data*

Categories: Educational settings, Clin. Interven. & Interests, College/University

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

Location: **Nervi3n Arenal I**

Chair: Frederick Dionne, Ph.D., and Simon Gr3goire, Ph.D., Universit3 du Qu3bec 3 Trois-Rivi3res

Discussant: Jacqueline Pistorello, University of Nevada, Reno

Many college and university students struggle with mental health problems that undermine both their quality of life and academic success. Recently, different mindfulness and acceptance-based interventions have been implemented throughout college and university campus to promote mental health among post-secondary students (Pistorello, 2013). Although encouraging, these interventions currently face two major challenges: 1) how can they be offered so they are easily accessible and cost-effective and 2) how can they be assessed with ecological validity? The symposium explores new ways of promoting and assessing psychological flexibility among students suffering from either stress, distress or procrastination using new technologies. Haeger and colleagues present the results from a Web-based online ACT therapy intervention (LifeToolbox) for distressed college students. Dionne and colleagues present a Web-based ACT program to reduce procrastination among university students. Gr3goire and

colleagues use a single-subject time-series design and the ecological momentary assessment method to examine day-to-day fluctuations in stress and psychological flexibility among students enrolled in a ACT intervention. These studies are discussed by Jacqueline Pistorello, Ph.D., and they will be space for questions from the audience.

- **Initial Findings from a Randomized Dismantling Trial of the LifeToolbox Website: A Transdiagnostic Online Acceptance and Commitment Therapy Intervention for Distressed College Students**  
Jack Haeger, M.S., Utah State University, Logan, Utah  
Jennifer Krafft, B.A., Utah State University, Logan, Utah  
Michael Levin, Ph.D., Utah State University, Logan, Utah
- **A Web-Based ACT Program to Reduce Procrastination Among University Students : The Results From a Pilot Study**  
Frederick Dionne, Ph.D., Universit3 du Qu3bec 3 Trois-Rivi3res  
Guillaume Raymond, Ph.D. (c), Universit3 du Qu3bec 3 Trois-Rivi3res  
Joel Gagnon, Ph.D (c), Universit3 du Qu3bec 3 Trois-Rivi3res  
Simon Gr3goire, Ph.D., Universit3 du Qu3bec 3 Montr3al
- **Ecological Momentary Assessment of Stress and Psychological Flexibility Among College and University Students Taking Part in an ACT Intervention**  
Simon Gr3goire, Ph.D., Universit3 du Qu3bec 3 Montr3al  
Lise Lachance, Ph.D., Universit3 du Qu3bec 3 Montr3al  
Christophe Ch3nier, Universit3 du Qu3bec 3 Montr3al

Educational Objectives:

1. Describe the results of a study implementing a transdiagnostic Web-based Intervention for distressed college students.
2. Describe the content and preliminary results of a Web-based ACT intervention for academic procrastination.
3. Explore the benefits and the drawbacks of using Ecological momentary assessment to examine the impacts of ACT interventions.

**36. Building a Movement to Translate Behavioral Science Knowledge into More Nurturing Societies: Evolution Science SIG Sponsored**

Workshop (15:15-16:45)

Components: *Conceptual analysis Literature review, Experiential exercises*

Categories: Prevention and Comm.-Based, Evolution, Nurturance

Target Audience: *Interm.*

Location: **Nervi3n Arenal II**

Anthony Biglan, Oregon Research Institute

Over the past 45 years the United States and most other countries have seen a rise in the support for free market ideology. According to this view, society will be best off if each person is

encouraged to pursue their own economic wellbeing. Although it is true that market competition selects innovative products and services, it is also the case that unfettered markets allow individuals and corporations to pursue profitable activities that undermine the wellbeing of many people. Examples include the tobacco industry, the arms industry, and the fossil fuel industry.

Over the same period, behavioral science research has identified the basic conditions that undermine human wellbeing and numerous treatment and preventive interventions that can significantly improve human wellbeing. In this workshop, I will present a strategy for how behavioral science knowledge could supplant free-market ideology so that we can evolve a society that is far more oriented toward and far more successful in nurturing human wellbeing.

I will begin by presenting a public health framework that targets increasing the prevalence of people who are living healthy, productive, and caring lives. I will briefly describe the policies, programs, and practices that have proven benefit in advancing wellbeing in this way.

I will examine each of the major sectors of society in terms of (a) how they currently undermine wellbeing; (b) how changes in their practices could reduce their harm and increase their benefit; and

(c) what steps could be taken to influence their practices.

At a minimum I will discuss the following sectors of society: (a) business, (b) healthcare, (c) human services, (d) education, and (e) criminal justice.

I will encourage participants to identify specific steps they can take in their work and in their private lives to bring about improvements in the practices of one or more of the sectors. If people are willing, we will explore how teams of ACBS members could advance the improvement in practices in individual sectors of society.

Educational Objectives:

1. Explain how free market economics theory has undermined communitarian values and human wellbeing.
2. Describe how the public health framework can organize our objectives for evolving a more nurturing society.
3. Create specific plans for how to contribute to evolving a more nurturing society.

### **37. Sessions with IMPACT: Interpersonal Mindfulness Processes in Acceptance & Commitment Therapy**

Workshop (15:15-16:45)

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

Categories: Clin. Interven. & Interests, Prof. Dev., Relationships

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

### **Location: Santa Cruz**

Russ Harris\*, Private Practice

The therapeutic relationship is of primary importance in ACT. The ACT therapist aims to build authentic, caring and deeply-connected relationships with her clients, with an emphasis on courage, compassion, and willing vulnerability. The ACT model also encourages therapists to disclose their authentic emotional & psychological responses to client behavior - as it occurs, moment-to-moment, in the session - in order to model, instigate and reinforce psychological flexibility. The therapeutic relationship can also provide a powerful model for addressing other relationship issues that occur outside the therapy room. Unfortunately, most ACT textbooks and trainings under-emphasize this important and essential interpersonal aspect of the model. In order to address this issue, this workshop will introduce you to IMPACT: Interpersonal Mindfulness Processes in ACT. Through demonstration, role play and experiential exercises, you will gain a thorough overview of how to model, instigate, and reinforce psychological flexibility through an interpersonal focus. You will learn how to do all the core ACT processes through overtly and mindfully focusing on what is happening in the relationship between therapist and client - on a moment-to-moment basis, as it occurs in the session.

Educational Objectives:

1. Build authentic, caring and deeply-connected relationships with clients.
2. Gain permission to comment on what is happening in the relationship.
3. Describe the core ACT processes through overtly and mindfully focusing on what is happening in the relationship between therapist and client - on a moment-to-moment basis, as it occurs in the session.

### **38. ACT Processes in the Workplace and in Organizational Settings**

Symposium (15:15-16:45)

Components: *Literature review, Original data*

Categories: Prevention and Comm.-Based, Org.

Beh. Management, Burnout, Forensic, Leadership, Sustainability, Work-related stress, Forensic, Intellectual Disabilities, Staff Burnout

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

### **Location: Buhaira**

Chair: Nuno Ferreira, Ph.D., University of Edinburgh

This symposium focuses on the role of psychological flexibility and other ACT-relevant processes in employee wellbeing and employee performance in different work settings. The first and last papers explore the role of psychological flexibility in predicting employee well-being and its influence in burnout and job demands and satisfaction for employees working in highly demanding secure mental health settings. The second paper presents an RFT-based analysis of how to improve the effectiveness of leader communication in enhancing employee performance as related to individual employee values aligned with corporate social responsibility.

The third paper in the symposium presents a data-driven intervention development study aimed at identifying the ACT components/processes that correlate better with work-related wellbeing in a population under high risk of work-related stress (oncology nurses), so as to tailor a specific ACT intervention targeted to this population. All in all, these four papers provide a broad overview of the application and great potential impact of ACT in the workplace and organizational settings.

- **Working in a Demanding Environment: Employee Wellbeing in Secure Forensic Settings**  
Nuno Ferreira, Ph.D., University of Edinburgh  
Amelia Cooper, DClin, University of Edinburgh, The State Hospital
- **Leader Communication and Employee Values: The Motivative Augmental in Leader Communication on Employee Performance of Environmentally Relevant Behaviors**  
Julia H. Fiebig, Ph.D., BCBA-D, Ball State University & ABA Global Initiatives
- **The Relationship between Acceptance and Commitment Therapy (ACT) Processes and Work-Related Wellbeing in UK Nurses: an Intervention Development Study**  
William Kent, University of Chester  
Dr. Kevin Hochard, University of Chester  
Professor Nick Hulbert-Williams, University of Chester
- **Burnout and Job Satisfaction in Secure Mental Health Settings: Exploring the Effects of Social Support, Psychological Mindedness and Psychological Flexibility**  
Nuno Ferreira, Ph.D., University of Edinburgh  
Joanna Chabinska, University of Edinburgh, NHS Tayside

#### Educational Objectives:

1. Consider the differential roles that cognitive job demands and psychological flexibility play in the wellbeing of professionals working in a high-secured mental health setting.
2. Explore the statistical relationships between stress outcomes and ACT processes in UK oncology nurses.
3. Consider the differential roles that psychological mindedness and psychological flexibility play in the perception of burnout of professionals working in a secured mental health setting.

### 39. Perspective Taking and the Self: Measurement and Application

Symposium (15:15-16:45)

Components: *Original data*

Categories: Clin. Interven. & Interests, RFT, Perspective Taking and the Self

*Target Audience: Beg.*

**Location: San Bernardo**

Chair: Lin Yu, Kings College London

Discussant: Louise McHugh, University College Dublin

The current symposium comprises three papers the unifying concern of which is selfing and perspective taking from a Contextual Behavioural Science (CBS) point of view. Paper 1 looks at the development of a measure of selfing that differentiates two distinct patterns of selfing behavior (i.e., self as distinction and self as observer). The second paper reports on a

qualitative analysis of self-discriminations in adolescent responses to questions about their own and others perspectives. The final paper in the symposium looks at whether Antipsychotics impact on perspective taking (i.e., deictic relational responding) in patients with schizophrenia. Taken together the symposium offers new insights into a CBS account of selfing and perspective taking.

- **The Self Experiences Questionnaire (SEQ): Preliminary Analyses for a Measure of Self in People with Chronic Pain**  
Lin Yu, King's College London  
Sam Norton, King's College London  
Lance McCracken, King's College London
- **Measuring Occurrences of Self and Other in Relation to Mental Health in Adolescent Speech**  
Orla Moran, University College Dublin  
Priscilla Almada, University of Wollongong  
Louise McHugh, University College Dublin
- **Do Antipsychotics Have Any Effect on Perspective Taking in Schizophrenia?**  
Ahmet Nalbant, Bakirkoy Research and Training Hospital for Mental Health and Neurological Diseases, Istanbul

#### Educational Objectives:

1. Understand the CBS approach to selfing and perspective taking.
2. Assess the difficulties with measurement of selfing and perspective taking from a CBS point of view.
3. Gain insight into the impact of antipsychotics on derived relational responding.

### 40. Análisis de los procesos terapéuticos y aplicaciones de la Terapia de Aceptación y Compromiso: Mexico Chapter Sponsored Simposio (15:15-16:45)

Componentes: *Análisis conceptual, Revisión de literatura, Datos originales, Presentación didáctica, Presentación de caso*

Categoría: Intervenciones y aspectos clínicos, Prevención e intervenciones comunitarias, Superv., formación y diseminación, Grief, Postvention, Suicide, ACT, Autoestigma, Trastorno Mental Grave, Depression, Relación Terapéutica

*Nivel: Principiantes, Intermedio, Avanzado*

**Location: Lebrija**

Chair: Francisca López Ríos, Universidad de Almería

El análisis de los procesos terapéuticos es un área de investigación de fundamental importancia para el avance de las terapias contextuales como la Terapia de Aceptación y Compromiso (ACT) y la Psicoterapia Analítico Funcional (FAP). El avance en este análisis puede permitir, entre otras cosas, avanzar en el diseño de aplicaciones novedosas de estas terapias. En este symposium se presentan cuatro trabajos que abordan ambas perspectivas. El primer trabajo está dedicado al análisis de los procesos comunes en las terapias contextuales y su efecto en el éxito de la intervención. El segundo estudio analizar los procesos verbales que acaecen

en FAP. La tercera presentación explora la aplicación de ACT para los casos de duelo complicado debido a suicidio. Finalmente, compara la aplicación de ACT versus terapia cognitivo conductual en la disminución del autoestigma de pacientes con trastorno mental grave.

- **Terapia de Aceptación y Compromiso para duelo Complicado por Suicidio**  
Jose I. Cruz Gaitán, Universidad de Guadalajara  
Ivonne Corona Chavez, Universidad de Guadalajara
- **“Comparación del efecto de ACT versus terapia cognitivo-conductual en el afrontamiento del autoestigma en personas con Trastorno Mental Grave”**  
José Luis Arroyo Cifuentes, Línea de Rehabilitación Psicosocial Hospitalarias. Instituto ACT  
Marisa Páez Blarrina, Instituto ACT
- **Análisis del proceso terapéutico en las Terapias Contextuales**  
Francisca López Ríos, Universidad de Almería  
José Manuel García Montes, Universidad de Almería
- **Análisis de los procesos verbales en la relación terapéutica: Presentación de metodología y de caso tratado con terapias Contextuales**  
José Manuel Sánchez Olid, Universidad de Málaga  
Luis Valero Aguayo, Universidad de Málaga

Objetivos Formativos:

1. Describir la aplicación de la terapia de Aceptación y Compromiso ACT en pacientes en duelo por la pérdida de un ser querido por suicidio, mostrando los patrones de evitación experiencias en esta población y los hallazgos de investigación aplicado en población mexicana.
2. Se mostrarán los resultados obtenidos en cuanto al tratamiento y brevemente se mostrará las fases de tratamiento y las consideraciones específicas en esta población.
3. Obtener información sobre el problema del autoestigma desde la perspectiva de ACT y sobre un protocolo concreto de intervención basado en ACT.

#### **41. Understanding Processes of Change Responsible for Successful Outcomes in Brief ACT Interventions**

Symposium (15:15-16:45)

Components: *Original data*

Categories: Clin. Interven. & Interests, Superv. Train. & Dissem., Mediation Analyses

Target Audience: *Interm.*

Location: **Utera**

Chair & Discussant: Raimo Lappalainen, Ph.D., University of Jyväskylä, Finland

Psychological flexibility has shown to be associated with psychological wellbeing. Also, the change in psychological flexibility during the intervention is connected to changes in psychological wellbeing. From the clinical point of view it would be important to know more closely the specific skills associated with psychological flexibility that lead to

successful outcomes in psychological interventions. One way to increase our knowledge of the key processes of change is meditational analysis. The aim of the symposium is give a short introduction to the main idea in a meditational analysis, and present data from three interventions based on an ACT model that have applied meditational analyses. The first study will describe the role of psychological flexibility in weight management. The second study will show data from a web-based ACT intervention for sleeping difficulties and the third study will present observations from a web-based intervention for increasing wellbeing of university students.

- **From Aims to Actions – The Role of Psychological Flexibility in Eating Regulation**  
Essi Sairanen, Ph.D., University of Karlstad, Sweden
- **Suppression of Thoughts as a Mediator of Change in Sleeping Difficulties: Results from a Non-guided Online ACT-based Program for Adults**  
Raimo Lappalainen, Ph.D., University of Jyväskylä, Finland  
Päivi Lappalainen, Ph.D., University of Jyväskylä, Finland
- **Mindfulness Skills as Mediators of Change in Wellbeing and Psychological Symptoms? Results from a Guided, Online ACT-Based Program for University Students**  
Panajiota Räsänen, MSc., University of Jyväskylä, Finland  
Raimo Lappalainen, Ph.D., University of Jyväskylä, Finland

Educational Objectives:

1. Explain the key processes of change in brief ACT interventions.
2. Describe introduction to meditational analyses.
3. Describe possible key skills to be trained in clinical practice.

#### **42. Using Different Methods to Study Clinical Applications I**

Symposium (15:15-16:45)

Components: *Literature review, Original data*

Categories: RFT, Clin. Interven. & Interests, Educational settings, Causal Efficacy, Inattention, Impulsivity, Children and Adolescent, IRAP, Psychological Inflexibility

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

Location: **Estepa**

Chair: Benjamin M. Ramos, M.Sc., University of Edinburgh

This tightly-packed 4-paper symposium is the first of two to explore and discuss different methodologies for studying clinical applications of RFT, covering ADHD, psychological flexibility in children and adolescents, psychological inflexibility in police conflict, and Alzheimer’s Disease. Paper 1 conceptualizes the positive illusory bias in terms of derived causal efficacy and explores this behavior in the context of a series of Go/NoGo tasks. The results highlight the experimental and applied benefits of operationalizing this established effect in this functional-analytic way, and may speak directly to our understanding of impulsive behavior. Paper 2 uses the IRAP to explore psychological flexibility in children and

adolescents, and its potential as an assessment tool. The results highlight the potential value of the procedure in this regard, as well as detecting inflexibility in adolescence that does not appear present in middle childhood. Paper 3 also examines psychological flexibility using the IRAP, but does so in the context of police conflict. Not only does the IRAP capture strong relations between inflexible reactions and feelings, but also produces interesting differential trial-type effects. There were also correlations among these effects and other standardized measures of flexibility. Paper 4 returns to trusted and traditional methods for exploring the impact of exemplar training of coordination, distinction, and comparison relations on participants diagnosed with Alzheimer’s Disease. The aim of this extended study, that includes a follow-up, is to determine the potential benefits on cognitive and executive functioning. The results point to the possibility of decelerating cognitive decline with relational training, with effects retained at follow-up.

- **Feels Good to Be Among the Worst: A RFT Account of the Positive Illusory Bias**  
 Benjamin M. Ramos, M.Sc., University of Edinburgh  
 Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette  
 Caleb S. Fogle, University of Louisiana at Lafayette
- **The IRAP as an Implicit Measure of Psychological Flexibility in Children and Adolescents**  
 Gloria Torres-Fernández, M.Sc., University of Jaén, Spain  
 Mónica Hernández-López, Ph.D., University of Jaén, Spain  
 Miguel Rodríguez-Valverde, Ph.D., University of Jaén, Spain
- **The IRAP to measure Psychological Inflexibility in Police Conflicting Situations**  
 Evangelina Ruiz García,  
 Carmen Luciano, University of Almería  
 Adrián Barbero-Rubio, Ph.D., University of Almería, Madrid Institute of Contextual Psychology
- **RFT Based Intervention for Cognitive Decline in Alzheimer’s Patients: 3 Month Follow-Up Results of a Clinical Trial**  
 Giovambattista Presti, Department of Human and Social Sciences, Kore University Enna Italy  
 Salvatore Torregrossa, Alzheimer and Dementia Unit – Neurodegenerative Disorders O.U.,A.S.P. 2 Caltanissetta Italy  
 Edoardo Cumbo, Alzheimer and Dementia Unit – Neurodegenerative Disorders O.U.,A.S.P. 2 Caltanissetta Italy  
 Bryan Roche, Maynooth University

**Educational Objectives:**

1. Utilize transformation of stimulus function to influence and predict a person's causal efficacy during a task.
2. Critique the use of an emergent relations test in an experiment with multiple phases.
3. Implement IRAP administration with children and adolescents.

**43. Burnout Inoculation: Using ACT to Prevent Burnout in the Workplace and in Yourself: Social Work and ACT SIG Sponsored Workshop (15:15-16:45)**

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

Categories: Org. Beh. Management, Prevention and Comm.-Based, Burnout, Policy, Pilot Project, Prosocial

Target Audience: *Beg.*

**Location: Carmona**

Timothy Gordon\*, Private Practice  
 Dayna Lee-Baggley, Nova Scotia Health Authority

ACT has been applied to a variety of settings with success. The purpose of this workshop is to demonstrate the presenters’ novel approach to ACT in organizational settings. This workshop provides research evidence on and clinical interventions for the use of ACT in the workplace with applied techniques and experiential activities to address issues of implementing self-care for professionals, burnout prevention, and professional resiliency. Participants will learn how to apply ACT to themselves in order to gain skills in professional self-care AND learn how they can offer this program to others in organizational settings. The presenters will also discuss how they design, offer, and roll out such programs in organizational settings including using ACT with members of Canada’s Parliament, using ACT for government policy development and using ACT with healthcare providers. Presenters will also provide a review of the research evidence on ACT in the workplace. Data from one of the presenter’s ongoing research program on the use of ACT in the workplace will be presented.

**Educational Objectives:**

1. Describe the empirical support for ACT in the workplace.
2. Create, offer, and implement an ACT-based intervention for a variety of organizational settings.
3. Apply ACT interventions in order to engage in professional self-care.

**44. Finding the Evolutionary Roots of Psychological Flexibility in Cooperation, Compassion & Attachment Dynamics Panel (15:15-16:45)**

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

Categories: Theory & Philo., Evolution, Compassion

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

**Location: Ecija**

Dennis Tirch, Ph.D., The Center for CFT, NY, NY  
 Paul Gilbert, Ph.D., The University of Derby, Derby, UK  
 Kelly G. Wilson, Ph.D., University of Mississippi, Oxford, Mississippi

Lisa Coyne, Ph.D., Harvard University  
 Laura Silberstein-Tirsch, Psy.D., The Center for  
 CFT, NY, NY

One of the primary aims of ACT in practice is the cultivation of psychological flexibility. Research has repeatedly demonstrated the value of psychological flexibility as a model of interacting processes leading to optimal human functioning. However, the evolutionary roots of psychological flexibility and its relationship to human affective functioning are still being clarified. CFT and related research in the science of compassion have similarly developed working models of how empathy and compassion panel discussion will explore ways in which psychological flexibility can be understood as an emergent property related to our evolved capacity for cooperation, caring and compassion. The panelists will discuss how the neurophysiology and functional dimensions of attachment dynamics are related to adaptive response flexibility, moving towards an understanding of flexibility which has its roots in human affiliative emotion and care-giving social repertoires. Special attention will be paid to the development of a functional contextualist account of the neuroscience of attachment as it relates to psychological flexibility.

Educational Objectives:

1. Explain and apply a functional contextualist model of the evolution of cooperation, attachment and compassion.
2. Describe the functional and structural relationships between evolved neural structures and behavioral repertoires involved in both compassion and psychological flexibility.
3. Integrate compassion focused methodologies and interventions that involve affiliative emotion and secure attachment dynamics into their existing ACT practice through an enhanced application of evolved response flexibility that naturally occurs in contexts of social safeness.

Thursday Afternoon Plenary 17:00

**45. Prosocial Primates: Empathy in Animals and Humans/ *Primates Prosociales: Empatía en Animales y Humanos***

Invited (17:00-18:15)

Components: *Original data*

Categories: Evolution

Target Audience: *Beg.*

Location: **Giralda I-II**

Frans BM de Waal, Emory University, Atlanta, GA, USA  
 (Introduced by: Steven C. Hayes, University of Nevada)

The possibility that animals have empathy and sympathy has received little attention due to two factors. One is that evolutionary biology, until recently, preferred a "nature red in tooth and claw" view that had no place for kindness. The second has been an excessive fear of



anthropomorphism and a taboo on the term "emotion" in relation to animals. Both of these influences take little account of actual animal behavior, which would lead one to agree with Darwin that "Many animals certainly sympathize with each other's distress or danger." In my own work with monkeys, apes,

and elephants, I have found many cases of one individual coming to another's aid in a fight, putting an arm around a previous victim of attack, or other emotional responses to the distress of others. In fact, the entire communication system of nonhuman primates is emotionally mediated. Here, I will review expressions of empathy in animals, which ranges from a core mechanism of emotional linkage (known as emotional contagion) to higher levels of perspective-taking and targeted helping. This increases the effectiveness of sympathetic support, care, and reassurance. I will also discuss the sense of fairness in animals, including the Ultimatum Game played with chimpanzees.

*La posibilidad de que los animales tengan empatía y simpatía ha recibido poca atención debido a dos factores. Uno de ellos es que la biología evolutiva, hasta hace poco, prefería la visión de una "naturaleza roja de diente y garra" que no tenía lugar para la bondad. La segunda ha sido un excesivo miedo al antropomorfismo y un tabú a cerca de la palabra "emoción" en relación con los animales. Ambas influencias toman muy poco en cuenta el comportamiento real de los animales, lo que llevaría a estar de acuerdo con Darwin en que "Muchos animales ciertamente simpatizan con la angustia o el peligro del otro". En mi propio trabajo con monos, simios y elefantes, he encontrado muchos casos de un individuo que viene a la ayuda de otro en una pelea, poniendo un brazo alrededor de una víctima previa de ataque u otras respuestas emocionales a la angustia de los demás. De hecho, todo el sistema de comunicaciones de primates no humanos está mediado emocionalmente. Aquí, revisaré las expresiones de empatía en los animales, que van desde un mecanismo básico de vinculación emocional (conocido como contagio emocional) hasta niveles más altos de toma de perspectiva y ayuda dirigida. Esto aumenta la eficacia del apoyo, el cuidado y la tranquilidad. También discutiré el sentido de la justicia en los animales, incluyendo el Juego Ultimatum jugado con los chimpancés.*

Educational Objectives:

1. Describe instances of empathic expression within nonverbal animals.

2. Analyze how concepts such as empathy and kindness are reflected in emotional contagion, perspective-taking, and targeted helping.
3. Explain how empathy in nonverbal animals presents survival value in terms of sympathetic support, care, and reassurance.

**Wine & Tapas Social**  
**22 June, 2017 - 19:00-20:30**  
**Restaurant La Raza**

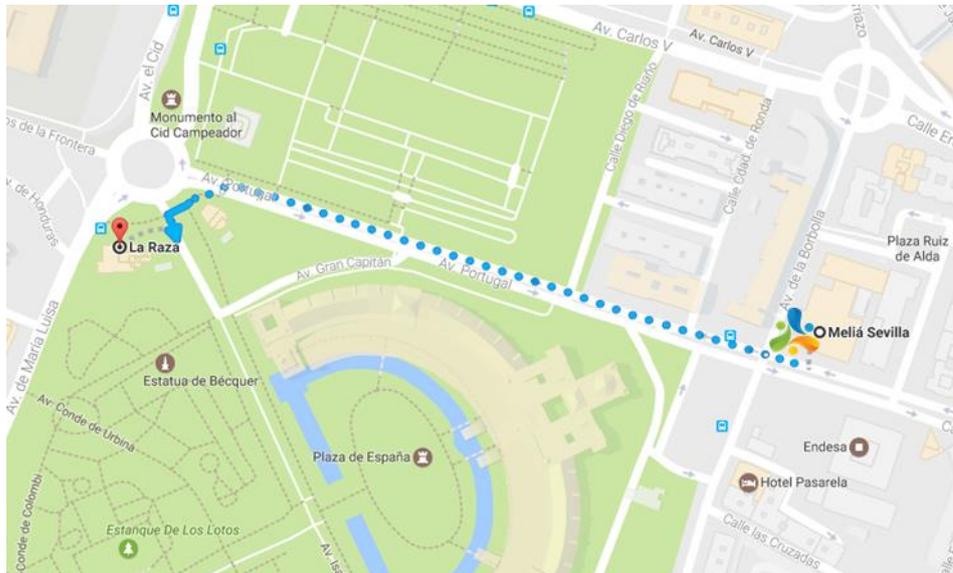
Join us for wine and tapas Thursday evening at the Restaurant La Raza for a fun networking event. Restaurant La Raza is only a 10-minute walk from the Melia Sevilla Hotel, and on the way to the historic city center.

This event is **complimentary for ACBS World Conference registrants**. Entry includes 2 glasses of wine (or beer or soft drink or water) and 2 tapas pieces, per person. Tickets are required for the beverages and can be found in the back of your name badge. Guests are welcome with a pre-purchased ticket. **ACBS name badges are required for entry**.

ACBS volunteers will help guide groups of attendees to the restaurant starting from the Melia Sevilla hotel lobby at 18:50 and 19:30.

Walking directions:

- Walk out of the hotel front doors and go right (West).
- Head west on Calle Dr. Pedro de Castro toward Av. de la Borbolla
- Continue onto Av. Portugal
- Turn left toward Av. Isabel la Católica
- Turn right at Av. Portugal
- Turn left onto Av. Isabel la Católica
  - Destination will be on the right
    - Av. Isabel la Católica, 2, 41013 Sevilla, Spain



Friday Early Morning 8:00

**J. Training Committee**

Chapter/SIG Meeting (8:00-9:00)

**Location: Lebrija**

Darrah Westrup, Ph.D., Private Practice

**46. ACT-Yoga**

Workshop (8:00-9:00)

Components: *Experiential exercises,*

Categories: Prof. Dev., Compassion

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

**Location: Park (see front of program)**

Simone Bluysen, Health Psychologist, Con-T-ACT  
Nijmegen Private Practice

Target audience: Some experience of the basic poses and yoga-breathing is recommended (beginner, intermediate, advanced).

Body poses and breathing exercises of Yoga, internalize attention and invites you to be present at every moment. Through these exercises, you are able to embrace yourself with greater compassion and, doing so, encourage meeting others in the same way. Yoga helps you find a subtle balance between extreme tension and complete relaxation. As your practice develops, your body will become stronger, resulting in a stabilization of the poses and a more focused mind. This yoga-workshop will focus on using the combination of movement (flows) and the breath to facilitate ACT-process as being present, compassion, fusion, self-acceptance, and committed action. Each session will contain poses of power, strength, flexibility and relaxation.

Some advice: You don't need to be flexible or fit, all you need is a willing attitude! Bring a yoga mat or towel with you, Wear comfortable clothes, Don't eat a large breakfast before class.

Educational Objectives:

1. Apply movement techniques with your clients to improve their contact with the present moment.
2. Experience how your mind will open-up by practicing yoga, and how it increases psychological flexibility.
3. Experience how exercising in a compassionate way influences your body and mind, and feel relaxed and connected to is.

Friday Early Morning 8:15

**K. ACT for Health SIG**

Chapter/SIG Meeting (8:15-9:15)

**Location: Giralda V**

Giuseppe Deledda, Psy, Service Clinical Psychology,  
"SacroCuore - Don Calabria" Hospital, Verona, Italy  
Elisa Rabitti, Psy Ph.D., Psychologist, Psychoterapist,  
AUSL, Reggio Emilia, Italy  
Matteo Giansante, Psy, Service Clinical Psychology,  
"SacroCuore - Don Calabria" Hospital, Verona, Italy

This is the 3rd annual meeting ACT for Health SIG. It promotes the development of scientific evidence based protocols in the health context, oncological and palliative context, neurological setting (e.g. headache disorders, Alzheimer's diseases),

bariatric treatment, cardiac treatment, and in the surgical context.

We propose a brainstorming about 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), and the methodology to promote the phase of long-term maintenance (work on the Self as context; strategies to maintain consistency with its own values (reinforcements).

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

**L. Chapter & SIG Yearly Summit**

Chapter/SIG Meeting (8:15-9:15)

**Location: Prado**

Mark Sisti, Private Practice  
Brian Pilecki, Rhode Island Hospital/Alpert  
Medical School of Brown University  
Zhuo-Hong Zhu, Chinese Academy of Sciences

The general intention of this meeting is to create a greater sense of ACT community cohesiveness throughout ACBS. Board members or representatives from chapters, chapter affiliates, and SIGs are invited to attend. Our agenda will include welcoming new Chapters/SIGs, discussing issues related to the operation of Chapters/SIGs, providing updates on Chapter/SIG achievements, a presentation by Prof. Zhu regarding initiatives executed in China, and addressing problems or concerns raised by participants.

**47. Fundamentals of Peer Review: An Introduction to Reviewing Scientific Manuscripts: Student SIG Sponsored**

Workshop (8:15-9:15)

Components: *Didactic presentation*

Categories: Prof. Dev., Superv., Train. & Dissem., Peer-Reviewing

*Target Audience: Beg., Interm.*

**Location: Nervión Arenal I**

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

Peer review is a crucial part of improving scientific knowledge. The peer review process is an important task of the scientific community, with the reviewer placed at the heart of scientific publishing. Though students of scientists are the next in line to fulfill this role, many are not provided opportunities to witness and participate in the review process. The goal of this presentation is to provide an overview of the reviewer's role in the peer review process, focusing on specific steps to follow when reviewing a manuscript. Attendees will learn what distinguishes a strong review from a poor one, along with key issues that reviewers should look out for. The Elsevier publisher working with JCBS will provide an introduction, and

members of the JCBS editorial team will be available to integrate general guidelines on reviewing with those issues specific to CBS. This session was designed primarily serve ACBS student members but is open to all members interested in learning more about the peer review process (e.g., early career researchers, clinicians new to peer review, etc.).

Educational Objectives:

1. List specific steps to follow when reviewing a manuscript.
2. Describe the components of a strong review and discriminate a strong review from a poor one.
3. Discuss general guidelines on reviewing with those issues specific to CBS with the JCBS editorial team.

**M. The ACBS Developing Nations Committee Meeting**

Chapter/SIG Meeting (8:15-9:15)

**Location: Buhaira**

Ross White, University of Liverpool  
Jennifer Gregg, San Jose State University

The Developing Nations Committee seeks to promote the cultural adaptation of Contextual Behavioural Science (CBS) approaches for use in low- and middle-income countries (where over 80% of the global population live), and to create and maintain sustainable infrastructure for

delivering CBS approaches in these countries. Everyone is welcome to attend and contribute ideas as to how to progress the committee's vision and aims.

**N. Diversity Committee meeting**

Chapter/SIG Meeting (8:15-9:15)

**Location: San Bernardo**

Manuela O'Connell, 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.

**O. ACTing with Technology SIG-meeting**

Chapter/SIG Meeting (8:15-9:15)

**Location: Utera**

Tim Batink, Maastricht University

This is the 3rd annual ACTing with Technology SIG-meeting. We want to invite everybody who is interested in the application of technology within the ACT-context to join this session (e.g. internet-based interventions, mobile technology and dedicated devices). A vital function of technology is connection. During this meeting, we want to facilitate connection between our SIG-members, by giving everybody the chance to introduce him/herself and do a small elevator-pitch on their interest or project in relation to ACT and

Technology. You can also use this opportunity to ask for feedback or advice on your project. All are welcome, and please feel free to take your lunch with you (and perhaps some interesting technology too)!

**Friday Morning Plenary 9:30**

**48. Behavioral Economics of Impulsivity & Addictive Behavior/ *Economía Conductual de Impulsividad y Comportamiento Adictivo***

Invited (9:30-10:45)

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

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

Target Audience: *Beg.*

**Location: Giralda I-II**

Gregory J. Madden, Ph.D., Utah State University  
(Introduced by: Michael Twohig, Ph.D., Utah State University)

When asked to choose between immediate gratification and long-term outcomes, we are of two minds - the rational mind is focused on the future but the irrational mind repeatedly vetoes this perspective,



derailing our efforts to live a values-consistent life. Individual differences in this form of impulsivity are predictive of early acquisition of drug taking and correlate with problem gambling and poor health decision-making. If this form of impulsivity (known as steep delay discounting) plays a causal role in addictions, then serious efforts should be taken to address it. These efforts have begun in basic-research laboratories with human and nonhuman subjects. This presentation will summarize some of these efforts, highlighting the value of producing momentary state- and long-lasting trait-changes in impulsivity.

*Quando se nos pide que escojan entre la gratificación inmediata y los resultados a largo plazo, tenemos dos mentes: la mente racional se centra en el futuro, pero la mente irracional veta repetidamente esta perspectiva, descarrilando nuestros esfuerzos por vivir una vida coherente con los valores. Las diferencias individuales en esta forma de impulsividad predicen la adquisición temprana de la toma de drogas y se correlacionan con los problemas de los juegos de azar y la mala toma de decisiones en salud. Si esa forma de impulsividad (conocida como desaceleración de tiempo) desempeña un papel causal en los vicios, entonces serios esfuerzos deben ser tomados para enfrentarlo. Estos esfuerzos han comenzado en laboratorios de investigación básica con sujetos humanos y no humanos. Esta presentación resumirá algunos de estos esfuerzos, resaltando el valor de producir estados momentáneos y cambio de trazos característicos en la impulsividad.*

Educational Objectives:

1. Discuss how delay discounting underlies impulsive choice.
2. Describe how steep delay discount may underlie addictions.
3. Summarize two methods for reducing delay discounting and impulsive choice.

**49. Mastering the Clinical Conversation with RFT/ Dominar la conversación clínica con RFT**

Workshop (11:00-14:00)

Components: *Role play*

Categories: Clin. Interven. & Interests, RFT, Clinical Conversation

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

**Location: Giralda I-II**

Jennifer L. Villatte\*, Ph.D., University of Washington  
Matthieu Villatte\*, Ph.D., Seattle

This workshop will focus on developing your ability to engage in natural conversations with your clients based on contextual behavioral principles (i.e. experiential, pragmatic, integrative, and contextual use of language). There will be no didactic presentation -- only clinical demonstrations, analysis of therapist-client exchanges, and direct feedback to improve your skills.

The workshop will be organized around "real plays" based on personal experiences or therapy cases shared by participants. The two trainers will begin the therapeutic exchange and alternate roles to demonstrate different approaches to the same situation. The group will then analyze the interactions and suggest next steps to continue the clinical conversation. Progressively, participants will be encouraged to take the lead and receive feedback from the trainers as they interact with the client

Some prior exposure to clinical RFT will be helpful but not necessary. Beginners will benefit from observing the demonstrations and analysis, while more advanced participants will refine their skills through practice and feedback.

*Este taller se enfocará en desarrollar su habilidad para entablar conversaciones naturales con sus clientes sobre la base de principios contextuales de comportamiento (es decir, el uso experiencial, pragmático, integrador y contextual del lenguaje). No habrá presentación didáctica - solo demostraciones clínicas, análisis de intercambios entre terapeutas y clientes y retroalimentación directa para mejorar sus habilidades.*

*El taller se organizará en torno a "juegos reales" basados en experiencias personales o casos de terapia compartidos por los participantes. Los dos entrenadores comenzarán el intercambio terapéutico y los roles alternativos para demostrar diferentes enfoques de la misma situación. El grupo entonces analizará las interacciones y sugerirá los próximos pasos para continuar la conversación clínica. Progresivamente, se alentará a los participantes a tomar la iniciativa y recibir retroalimentación de los capacitadores a medida que interactúan con el cliente*

*Alguna exposición previa a la RFT clínica será útil pero no necesaria. Los principiantes se beneficiarán de la observación de las*

*demostraciones y el análisis, mientras que los participantes más avanzados se perfeccionan sus habilidades a través de la práctica y la retroalimentación.*

Educational Objectives:

1. Analyze clinical exchanges based on CBS-RFT principles.
2. Apply CBS-RFT principles to activate therapeutic processes in natural conversations.
3. Analyze client speech to build case conceptualization based on CBS-RFT principles.

**50. Acceptance and Commitment Therapy for Couples**

Workshop (11:00-12:30)

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

Categories: Clin. Interven. & Interests, Romantic Relationships, Couples Therapy, Interpersonal Problems

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

**Location: Giralda III-IV**

Avigail Lev, PsyD, Bay Area CBT Center

This workshop provides a complete ACT protocol for a new and innovative approach to treating couples. The ACT protocol is designed to treat couples in troubled relationships by identifying 10 common relationship stories (primary pain) that trigger experiential avoidance strategies that damage relationships (secondary pain). It is common for couples to develop rigid behavioral coping responses (experiential avoidance) and patterns that are driven by old stories, predictions and expectations in relationships. These coping responses include experiential avoidance behaviors such as clinging, withdrawing, attacking, reassurance seeking, defending, explaining, controlling, or demanding. These coping responses provide short-term relief from interpersonal distress, but lead to self-fulfilling prophecies that result in long-term relationship damage.

The ACT for Couples protocol is built on techniques that help partners stay connected in the face of unavoidable pain and the resulting drive for experiential avoidance. Partners are trained to mindfully observe the moment of choice and their experience in the face of pain in order to make values-based choices in response to triggers. Participants will learn how to use techniques to help partners stay connected while triggered and choose values based actions rather than avoidance. Defusion strategies will be provided to assist partners in distancing from thoughts that act as barriers to values-based actions and emotion exposure will be utilized to help partners build willingness to face the emotional pain that acts as a barrier to values-based actions. The aim is to help couples take steps towards their values through building compassion and acceptance towards unavoidable pain in relationships, making distance from thoughts that pull them towards old

behaviors, and cultivating flexible perspective taking with each others' experience.

The workshop will begin with a brief description of the research findings from a randomized controlled trial that tested the protocol. The research outcomes from the RCT will be provided and its findings will be discussed. Materials covered will include a conceptual framework, experiential exercises, and role-plays to help participants utilize creative hopelessness, build willingness with couples to experience the unavoidable pain that gets triggered in relationships, cultivate mindfulness, identify values-based actions, and use emotion exposure and defusion techniques to work with barriers that show up for couples.

Educational Objectives:

1. Identify 10 maladaptive "stories" that create couple distress and 10 experiential avoidance strategies that damage relationships.
2. Describe the problem of experiential avoidance in romantic relationships.
3. Discuss the six core processes of Acceptance and Commitment Therapy and how to adapt the hexaflex to work with couples.

### **51. Functional Mindfulness: Disseminating Non-Topographic Mindfulness Skills**

Workshop (11:00-12:30)

Components: *Experiential exercises, Didactic presentation*

Categories: Superv., Train. & Dissem., Prevention and Comm.-Based, Prof. Dev., Mindfulness

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

**Location: Giralda V**

Alan Pogrebinschi, MSc., Private Practice  
Roberta Kovac, MSc., Paradigma/University of São Paulo

We're witnessing a massive popularization of mindfulness. However, it could be argued that most current dissemination efforts reinforce a topographical understanding of it, originated from research that sought to understand an existing topography (that of Buddhist meditation). CBS has arrived at mindfulness through basic behavioral research and principles, yielding a much more flexible approach to mindfulness, but has arguably failed to capture the public's imagination outside academia.

In this workshop we'll present a coherent vision and a protocol, already applied to several hundred people in Brazil, that teaches mindfulness as a purely functional operant, across many distinct contexts, emphasizing interpersonal ones. We'll engage in experiential exercises, learning how to teach mindfulness using principles drawn from FAP and clinical RFT.

We'll, train selfing skills, like observation and description of private events, through interpersonal interactions, thus experientially retracing their ontological development. We'll also

use the interpersonal context to both trigger aversive Sds and reinforce a mindful response to them.

Educational Objectives:

1. Explain mindfulness as a purely functional operant to lay audiences.
2. Create ideographic and interactive mindfulness exercises.
3. Teach lay audiences how to conduct a functional analysis of one's own behavior.

### **52. The Treatment of Anxiety Disorders: Where are we Succeeding and Where are we Falling Short?**

Panel (11:00-12:30)

Components: *Didactic presentation*

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Prof. Dev., Theory & Philo., Functional contextual approaches in related disciplines, Anxiety

*Target Audience: Interm.*

**Location: Giralda VI-VII**

Michael Twohig, Ph.D., Utah State University  
Andrew Gloster, Ph.D., University of Basel  
Carmen Luciano Soriano, Ph.D., University of Almería  
Patricia Esperanza Zurita Ona, Psy.D., East Bay Behavior Therapy Center  
Alicia Meuret, Ph.D., Southern Methodist University, Texas

This panel features a variety of individuals who work in anxiety disorders. It includes applied and basic research academics, as well as clinicians. This panel will be chaired by Mike Twohig, who will do his best to facilitate an objective conversation about where we, as a field, are succeeding in the treatment and understanding of anxiety disorders, and where we are falling short. Many of the new basic and applied advances provide suggestions on how to address anxiety disorders. Yet, the steps involved in actually implementing those suggestions can be unclear. This panel is relatively diverse in theoretical orientations and will offer lively discussion.

Educational Objectives:

1. Describe how anxiety disorders develop and are maintained.
2. Describe how new data are informing the understanding and treatment of anxiety disorders.
3. Describe what work needs to be conducted in this area.

### **53. ACT Like a Buddha: ACT Yoga, ACT Dharma, ACT Life!**

Workshop (11:00-14:00)

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

Categories: Clin. Interven. & Interests, Prof. Dev., Yoga, Buddhism, Self-Care

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

**Location: Prado**

Dennis Tirch, Ph.D., The Center for CFT  
Laura Silberstein, PsyD, The Center for CFT  
Timothy Gordon\*, MSW, McMaster University

We all know that ACT is a powerful mode of therapy. Beyond this, the core experiential processes that empower the psychological flexibility model and drive change in ACT, have

been used for thousands of years by millions of people in contemplative disciplines the world over. Mindfulness, acceptance and compassion can be used for something beyond therapy or addressing deficits, and can propel our personal development towards a realization of our human potential. This workshop will draw upon techniques from yoga, Buddhist Psychology and the ACT Matrix approach to give participants a hands-on experience of a new psychology of personal awakening, supported by a review of the extensive CBS consistent data that informs this approach. This highly experiential self-practice workshop will provide a personalized conceptualization of valued aims, and a specific experiential practice plan for each participant. We will be up out of our chairs, onto our yoga mats and meditation cushions, as well as working in pairs and small groups to use our ACT skills in a new way, for our own personal development and realization.

**Educational Objectives:**

1. Apply the psychological flexibility model to an ongoing program of life enhancement including physical exercise, mental training and self-care.
2. Describe the common core elements among CBS, yoga philosophy and Buddhist Psychology.
3. Outline a course of pursuit of valued aims in personal and professional lives, and apply the psychological flexibility model to enhance commitment to realize these aims.

**54. Compassion Focused Therapy and the Fears Blocks and Resistances to Compassion**

Invited (11:00-12:30)

Components: *Conceptual analysis, Original data*

Categories: Clin. Interven. & Interests, Compassion Focused Therapy

Target Audience: *Interm.*

Location: **Nervi6n Arenal I**

Paul Gilbert, University of Derby  
(Introduced by: Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center)



This talk will give a brief outline of the nature of compassion and how compassion is used in therapeutic interventions and personal

change. However, early in the development of compassion focused therapy it became clear that many people were very resistant to both the idea and the feelings of compassion. This talk will outline some of the research on the fears of compassion along with ways in which the therapists can work with those difficulties. CFT uses exposure-based interventions and therefore facilitating people to increase their capacities to experience and tolerate affiliative emotion and motives are central.

**Educational Objectives:**

1. Develop insight into the nature of compassion.
2. Determine the facilitators and inhibitors to compassion.
3. Understand how to work with them in therapy.

**55. Using Evidence-Based Kernels to Develop Psychological Flexibility and Prosocial Behavior in Multiple Contexts: Evolution Science SIG Sponsored**

Workshop (11:00-14:00)

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

Categories: Prevention and Comm.-

Based, Educational settings, Kernels

Target Audience: *Interm., Adv.*

Location: **Nervi6n Arenal II**

Dennis Embry, Paxis Institute  
Magnus Johansson, Karolinska Institutet  
Jason Fruth, Wright State University  
Anthony Biglan, Oregon Research Institute

An evidence-based kernel is a behavior-influence procedure shown through experimental analysis to affect specific behaviors (Embry & Biglan, 2008). Kernels are indivisible in the sense that removing any of their components would render them inert. Existing evidence shows that a variety of kernels can influence behavior in context, and some evidence suggests that frequent or sufficient use of some kernels may produce longer lasting behavioral shifts, as prevention, interventions, treatments, or even for population-level public health outcomes.

We will present up to 10 kernels. Several of them involve activities designed to elaborate people's relational network about prosociality. Others are organized to reinforce prosocial behavior. One kernel, on goal mapping, promotes psychological flexibility. Writing praise notes both reinforces prosocial behavior and promotes perspective taking. Receiving praise notes can change one's perceptions of others, especially when the praise is receive from anonymous writers. Some kernels, such as physical exercise, omega 3, and nasal breathing have direct beneficial impact on physiological functioning.

As a group, we will identify specific organizations and other settings in which kernels can be implemented. We will encourage participants to adapt them for contexts relevant to their own work. We will use several of the kernels to facilitate experiential learning.

**Educational Objectives:**

1. List at least eight evidence-based kernels.
2. Describe how at least three kernels can be implemented in more than one setting.
3. Create a plan for implementing and assessing the impact of at least one kernel.

**56. Rapid Role Play: Flexibly Engaging ACT Core Processes in Integrating the ACT Core Processes in Therapy**

Workshop (11:00-14:00)

Components: *Experiential exercises, Didactic presentation, Role play*  
 Categories: Clin. Interven. & Interests, Prof. Dev.

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

**Location: Santa Cruz**

Robyn D. Walser\*, Ph.D., Praxis;  
 TLConsultaiton Services; Lyra; 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 approach of acceptance to human experience, and its capacity to assist clients in making vital, 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 training, they still struggle to work within that framework in real-world settings. Additionally, ACT training 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.

**57. Experimental Analysis of Brief Defusion and Self-as-Context Interventions**

Symposium (11:00-12:30)

Components: *Original data*

Categories: Clin. Interven. & Interests, Performance-enhancing interventions, RFT, Mindfulness, Perspective Taking, Defusion, Self-as-context

Target Audience: *Beg., Interm.*

**Location: Buhaira**

Chair: Martin O'Connor, MSc., Ph.D Candidate, University College Dublin

Discussant: Nic Hooper, Ph.D., University of West England

The unifying concern of this symposium is the effectiveness of defusion, self-based and perspective taking interventions in coping with internal experiences. Particularly looking at their effect on the renewal of fear, negative and angry thoughts, as well as comparing their efficacy to common alternative interventions; exposure, focused breathing and restructuring exercises. The first study explores how self-based mindfulness techniques can specifically enhance therapeutic outcomes, by comparing a 'self-as-context' intervention to a focused breathing intervention. Findings highlight the efficacy of self-based mindfulness interventions as a superior strategy for managing negative self-referential thought over interventions that utilise present moment awareness alone. The second study compared the effectiveness of brief cognitive defusion and perspective taking interventions with a CBT based cognitive restructuring task for coping with angry thoughts and elevated state anger. Findings indicate that both cognitive restructuring and defusion are effective brief anger reduction techniques. The third study explores the use of perspective taking techniques to alter the contextual renewal of fear. It is proposed that self-as-context interventions may provide an experiential extinction context which is less subject to variability and can extend the generalisation of learning beyond the effects of just exposure.

- Comparing Self-as-Context and Focused Breathing Techniques for Coping with Negative Self-Referential Thoughts  
 Varsha Eswara Murthy, MPsychSc., Ph.D Candidate, University College Dublin  
 Louise McHugh, Ph.D., University College Dublin
- A Comparison of Brief Cognitive Intervention Methods for Anger Reduction  
 Tracey McDonagh, MPsychSc., Ph.D Candidate, University of Southern Denmark  
 Louise McHugh, University College Dublin
- Self-as-Context' Perspective-Taking and the Contextual Renewal of Fear  
 Donal Campbell, University College Dublin  
 Marc Bennett, Ph.D., Trinity College Dublin  
 Louise McHugh, University College Dublin

Educational Objectives:

1. Discuss the role of self and perspective taking in the development and maintenance of psychopathology.
2. Analyse the efficacy of brief defusion and self-based interventions.
3. Compare the differential efficacy of ACT and RFT based interventions to popular alternative brief interventions e.g. cognitive restructuring.

**58. WorkACTIVE: ACTing on Sickness Absence and Return to Work**

Symposium (11:00-12:30)

Components: *Original data*

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

Behavioral medicine, Sick-leave, Return to work, Musculoskeletal disorders, Common Mental Disorder

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

**Location: San Bernardo**

Chair: Jenny Thorsell Cederberg, Uppsala University

In 2004 JoAnn Dahl published a pilot study indicating that a brief ACT intervention reduced sick-leave and utilization of medical treatment resources in a Swedish sample. This study sparked several randomised clinical trials in both Norway and Sweden utilizing ACT in different return to work interventions for individuals on sick leave due to musculoskeletal- and common mental disorders. In the Nordic countries, there are unique opportunities to measure sickness absence and return to work due to the national registries and the public insurance systems where all legal residents are registered. This symposium presents results from three separate randomised clinical trials reporting on return to work and effects on sick-leave using registry data in Norway and Sweden as outcome measures. Welcome!

- **Effects of Multicomponent Occupational Rehabilitation on Sickness Absence and Health Outcomes: Results of a Randomized Clinical Trial**  
Lene Aasdahl, Norwegian University of Science and Technology, Trondheim, Norway  
Marius Fimland, Norwegian University of Science and Technology and Trondheim University Hospital, Norway
- **Inpatient Occupational Rehabilitation Based on Acceptance and Commitment Therapy (ACT) vs Standalone Outpatient ACT for Patients Sick Listed with Musculoskeletal or Common Mental Disorders: A Randomized Clinical Trial Reporting on Return to Work, Self-Rep**  
Sigmund Ø. Gismervik, Norwegian University of Science and Technology, Trondheim, Norway  
Marius Fimland, Norwegian University of Science and Technology and Trondheim University Hospital, Norway
- **Efficacy and Cost-Effectiveness of Acceptance and Commitment Therapy and Workplace Dialogue Intervention for Workers on Sickness Absence**  
Anna Finnes, Karolinska Institutet, Stockholm, Sweden  
JoAnne Dahl, Uppsala University, Sweden

Educational Objectives:

1. Explain how the ACT model can be used in pain and mental health care for patients on sickness absence.
2. Describe the state of the evidence regarding efficacy of ACT for sickness absence and return to work.
3. Discuss strengths and limitations in using registry data as a behavior outcome.

**59. Compassion at the Core: Providing Care for Sexual Minorities, Muslim Immigrants, and Families of Children with Autism**

Symposium (11:00-12:30)

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

Categories: Prevention and Comm.-Based, Clin. Interven. & Interests, LGBT, GSM, Muslim Immigrants, Autism, Compassion, Mindfulness

*Target Audience: Beg., Interm.*

**Location: Lebrija**

Chair & Discussant: Kayla Sargent, M.A.,  
Children's Healthcare of Atlanta

Whereas the embracement of diversity is a shared value among many of us, relatively little attention is directed to how the intersections of multiple sociocultural identities (e.g., gender, race, sexual orientation, etc.) and their social consequences unfold within the self as well as in relationships with others. The purpose of the present symposia is to shed light on the intersections of human identities and to promote humanization in broad contexts, from neurocognitive illnesses in medical settings to adjustment and acculturation in community settings. The symposia is both didactic and empirical; it starts with a brief introduction on intersectionality, including how it unfolds in our daily lives and for unique populations of interest: sexual and gender minority clients, Muslim immigrants, and families of children with Autism Spectrum Disorder. Experiences of these patients will be discussed from a perspective of various meaningful identities. The presenters aim to enhance perspective taking, increase awareness, and harvest inclusiveness by illuminating the ways in which all people hold various and multiple identities, how to cope with and integrate those identities in our lives and communities in accordance with our values, highlighting the impact that these experiences and cultural blueprints have in our lives. Subsequently, we present a CBS approach to working with three communities, using theory and applied science that can be broadly applied to working with broad groups of people.

- **A Compassion-Based Approach to Working with Sexual Minority Clients and Their Intersecting Identities**  
Kayla N. Sargent, M.A., Children's Healthcare of Atlanta
- **Compassionate Alliance: Working with Muslim Immigrants through a Compassionate lens**  
Khashayar Farhadi Langroudi, Psy.D., Kaiser Permanente
- **Mindfulness and Compassion Training for Parents and Therapists of Children with Autism**  
Samuel Fernandez-Carriba, Ph.D., Emory University

Educational Objectives:

1. Describe common challenges faced by sexual minorities, Muslim immigrants, and families of children with autism.
2. Apply compassion-based CBS approaches in community and hospital settings with these populations.
3. Discuss the ways in which multiple and intersectional identities influence our work and our patients' experience of the world.

**60. Aplicación de ACT en Niños y Adolescentes: Un Recorrido por las Estrategias Principales**

Workshop/Taller (11:00-12:30)

Componentes: *Análisis conceptual, Presentación didáctica, Role play*  
 Categoría: Intervenciones y aspectos clínicos, Supervisión, formación y diseminación, niños y adolescentes  
 Nivel: *Principiantes, Intermedio, Avanzado*

**Location: Utera**

Ángel Alonso, Ph. D. candidate, Madrid Institute of Contextual Psychology, University of Almería  
 Adrián Barbero-Rubio, Ph.D., Madrid Institute of Contextual Psychology, University of Almería  
 Bárbara Gil-Luciano, Ph.D. candidate, Madrid Institute of Contextual Psychology, University of Almería

Las técnicas de manejo de contingencias han resultado útiles en múltiples contextos, pero se ha indicado que estas técnicas pueden resultar insuficientes en numerosos casos, especialmente a medida que los niños se van haciendo más competentes verbalmente. En este sentido, la Terapia de Aceptación y Compromiso (ACT), apoyada en la investigación que ha surgido de la aproximación conductual denominada Teoría del Marco Relacional (TMR), incorpora a los tratamientos conductuales todo el conocimiento generado en las últimas décadas sobre lenguaje y cognición humana.

En este workshop se realizará un análisis del tipo de interacciones que fomentan un repertorio flexible en niños y adolescentes, definido por Törneke, Luciano, Barnes-Holmes, y Bond (2015) como una efectiva interacción con la propia conducta (pensamientos, emociones, acciones...), y de las interacciones que, por el contrario, generan un repertorio más inflexible y suponen el germen de numerosos problemas extendidos en el tiempo. Además, se expondrá la aplicación del modelo ACT a múltiples casuísticas de cara a aumentar y flexibilizar la habilidad clínica de los asistentes.

**Objetivos Formativos:**

1. Conocer la aplicación de ACT con padres. ¿Cómo se generan entornos que fomenten la flexibilidad psicológica?
2. Analizar ejemplos de las tres estrategias principales en ACT en diferentes problemas psicológicos propios de la infancia y la adolescencia.
3. Describir de los componentes principales de las metáforas y su adaptación a niños y adolescentes.

**61. ACT in the Oncology Setting: Better Understanding How ACT Can be Used to Improve the Wellbeing of those Affected by Cancer**

Symposium (11:00-12:30)

Componentes: *Conceptual analysis, Original data*  
 Categories: Behavioral medicine, Clin. Interven. & Interests, Cancer

Target Audience: *Interm.*

**Location: Estepa**

Chair: Lee Hulbert-Williams, Ph.D., University of Chester  
 Discussant: David Gillanders, DClInPsy, University of Edinburgh

Psychological distress is common in those affected by cancer and is associated with poor quality of life, and possibly even premature mortality (Batty et al, 2017). Family members are not exempt from the adverse impact of cancer on psychological wellbeing: adolescent and young adult offspring of cancer patients are often overlooked (Patterson et al, 2013). Current evidence for the psychological intervention benefits for those affected by cancer is inconsistent and often time-limiting. ACT is more conceptually suitable to the nature of cancer-related distress (Hulbert-Williams et al 2016), and is gaining traction as pilot studies are published. This symposium presents data from three studies which inform how ACT can be integrated into cancer care. We explore the moderating role of psychological flexibility between unmet psychosocial and supportive care needs and distress; a group-based intervention for offspring of cancer patients; and, an ACT-enhanced communication skills training programme for oncology healthcare professionals.

- Psychological Flexibility as a Moderator of Unmet Psychosocial Needs and Psychological Wellbeing in Haematological Cancer Survivors  
 Brooke Swash, Ph.D., University of Chester  
 Nick Hulbert-Williams, Ph.D., University of Chester  
 Ros Bramwell, Ph.D., University of Chester
- TRUCE: The Development and Evaluation of an Acceptance and Commitment Therapy Program for Young People who have a Parent with Cancer  
 Pandora Patterson, Ph.D., CanTeen Australia & University of Sydney  
 Fiona McDonald, Ph.D., CanTeen Australia & University of Sydney  
 Jospeh Ciarrochi, Ph.D., Australia Catholic University  
 Louise Hayes, The University of Melbourne  
 Danielle Tracey, Western Sydney University
- ACT-Enhanced Communication Skills Training: Development and Evaluation of a Training Programme to Improve Psychosocial Care in the Cancer Setting  
 Nick Hulbert-Williams, Ph.D., University of Chester  
 Lee Hulbert-Williams, Ph.D., University of Chester

**Educational Objectives:**

1. Explain why the ACT intervention framework may be more suitable for the specific support needs of those affected by cancer.
2. Describe why good psychosocial support for cancer patients cannot rely solely on dedicated psychological input: the data presented will encourage the audience to reflect on novel ways to implement ACT-consistent ideas and techniques for maximised impact.
3. Explain ways of thinking about how to effectively translate research knowledge into effective clinical interventions.

**62. Clinical Application of RFT in Practice**

Workshop (11:00-14:00)

Componentes: *Experiential exercises, Didactic presentation, Case presentation, Role play*  
 Categories: Clin. Interven. & Interests, RFT  
 Target Audience: *Adv.*

**Location: Carmona**

Yvonne Barnes-Holmes\*, Ghent University  
 Richard Bennett\*, University of Birmingham  
 Joe Oliver\*, University College London

Acceptance and Commitment Therapy (ACT) now has a considerable evidence base in multiple clinical areas. Alongside this, members of the Contextual Behavioural Science community are investigating what a therapeutic approach more directly informed by Relational Frame Theory (RFT) could look like. Work in this area may have implications both for ACT and for other contextual and non-contextual therapeutic approaches.

This skills class provides the audience with the opportunity to watch, dissect, discuss and interact with recorded video footage of live, unscripted, clinical RFT case studies. The audience will learn how RFT processes influenced the delivery of the therapy recorded in the video footage and how such explanations can guide and enhance their own clinical practice.

The skills class will cover examples of applied clinical RFT that may be beneficial to situations the audience often experience in their own clinical work, such as the need for rapid and precise functional analysis. The skills class will allow time for discussion and feedback - including the opportunity to ask questions of both the therapist (Yvonne Barnes-Holmes) and the client (Richard Bennett) who appear in the video. This Q&A will allow the audience the opportunity to gain both therapist and client perspectives as they explore and learn from the footage.

**Educational Objectives:**

1. Describe the key components of clinical RFT.
2. Explain how verbal functional analysis is used in clinical settings.
3. Explain how relational frame theory can be used to increase precision in clinical interventions.

**63. Generating Ideas for Future IRAP Research**

Panel (11:00-12:30)

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

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

**Location: Ecija**

Miguel Rodríguez-Valverde, Ph.D., University of Jaén, Spain

Dermot Barnes-Holmes, Universiteit Ghent, Belgium  
 David Dawson, Ph.D., University of Lincoln, UK.  
 Giovambattista Presti, M.D., Ph.D., University Kore, Enna, Italy.

Miguel Rodriguez-Valverde, Ph.D., University of Jaén, Spain

More than ten years have passed since the publication of the first article describing the Implicit Relational Assessment Procedure (IRAP) and its potential as a tool for the study of implicit cognition from a functional-contextual perspective. Since then, the literature on the topic has grown substantially, with an increasing diversity of applications to clinically and socially relevant domains and with further methodological refinement. This panel brings together the

originator of the IRAP and three researchers from a diversity of backgrounds that use the IRAP for different purposes. The panel will focus on critically discussing the current status of IRAP research, the strengths and limitations of the procedure, and future directions of IRAP research.

**Educational Objectives:**

1. Assess the strengths and limitations of the IRAP as a procedure for the evaluation of clinically and socially relevant relational responses.
2. Assess relevant methodological issues regarding the IRAP.
3. Generate ideas for future research and dissemination.

Friday Afternoon 12:45

**64. DNA-V in a Group Setting with Adolescents**

Workshop (12:45-14:00)

Components: *Experiential exercises, Didactic presentation, Role play*  
Categories: Educational settings, Clin. Interven. & Interests, Adolescents

*Target Audience: Interm.*

**Location: Giralda III-IV**

Louise Hayes\*, Ph.D., The University of Melbourne  
 Joseph Ciarrochi, Ph.D., Institute of Positive Psychology and Education  
 Jim Lemon, NHS Dumfries & Galloway UK

The workshop will showcase how to deliver a group program to adolescents using DNA-V, the developmental model of ACT for young people. 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 showing participants how to create a group protocol and deliver it. 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 DNA-V as a developmental model.
2. Explain how to deliver DNA-V in a group setting.
3. Practice the exercises used in the group teen protocol.

**65. "I'll do it later": Overcoming Procrastination in College Students with ACT**

Workshop (12:45-14:00)

Components: *Literature review, Experiential exercises, Didactic presentation*  
Categories: Educational settings, Clin. Interven. & Interests, Procrastination

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

**Location: Giralda V**

Frederick Dionne\*, Ph.D., Université du Québec à Trois-Rivières

Not living up to our values might be a matter of procrastination. Procrastination is typically defined as an irrational tendency to delay the beginning and/or end of an academic task (Senécal et al., 2003). Prevalence estimates of students who procrastinate at some point are as high as 95% (Ellis & Knaus, 2002) while almost 50% of students procrastinate consistently and problematically (Steel, 2007). The psychological flexibility of ACT is a useful model to the understanding of dilatory behaviors (e.g., Gagnon, Dionne, & Pychyl, 2016; Glick et al., 2014) and research suggests that ACT could be an effective intervention for this pervasive problem (e.g., Wang et al., 2015). This workshop will offer various tools to help professional better intervene with college students struggling with procrastination. An ACT conceptual framework to the understanding of procrastination will be offered and recent research findings will be presented.

Educational Objectives:

1. Conceptualize procrastination within the ACT model.
2. Synthesize the ACT literature on procrastination.
3. Demonstrate and experiment several concrete techniques to help students engage more fully in academic tasks.

**66. The Functional-Cognitive Framework in Action: An Evaluation and Reflection**

Panel (12:45-14:00)

Components: *Conceptual analysis*

Categories: Theory & Philo., RFT, Functional-Cognitive Framework

Target Audience: *Interm.*

Location: **Giralda VI-VII**

Jan De Houwer, Ghent University  
 Dermot Barnes-Holmes, Ghent University  
 Carmen Luciano, University of Almería  
 Steven C. Hayes, University of Nevada  
 Gregory J. Madden, Ph.D., Utah State University

The functional-cognitive framework offers a meta-theoretical context in which functional and cognitive psychologists can interact in constructive ways. For almost two years now, the framework is put into practice at Ghent University where a team of cognitive researchers and a team of functional researchers collaborate within the same lab. During this panel discussion, members of these teams summarize their experiences and reflect on the strength and challenges of their joint endeavor. Together with prominent researchers from outside the Ghent lab, they reflect on what those experiences tell us about the functional-cognitive framework, the nature of the cognitive and functional approaches in psychology, and the relation between those approaches.

Educational Objectives:

1. Describe the nature of the functional-cognitive framework.

2. Analyze differences between functional and cognitive psychology.
3. Identify common ground for cognitive and functional psychology.

**67. Metaphor: From Science to Psychotherapy**

Invited (12:45-14:00)

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

Categories: Clin. Interven. & Interests, RFT

Target Audience: *Beg., Interm.*

Location: **Nervi3n Arenal I**

Niklas T3rnekke, M.D., NT Psykiatri, private practice  
 (Introduced by: Jonas Ramner3)

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 invited address will give some answers to these questions\*. It will present a summary of our present scientific knowledge about the function of metaphor, building on modern linguistics, relational frame theory and more specific clinical research. It will then suggest how this understanding can be used, providing practical guidelines for psychological treatment.

\*Participants interested in a more specific and practical training in using the conclusions from this address are encouraged to attend the workshop held later in the conference, (Saturday, #98) by Niklas T3rnekke and Jennifer Villatte.

Educational Objectives:

1. Describe how metaphors function as a fundamental building block of human language.
2. Explain how metaphor use can be analyzed both from the perspective of modern linguistics and with the help of relational frame theory.
3. Describe the connection between a scientific understanding of metaphor use and practical clinical interventions.

**68. Can ACT Help People with a Visible Difference?**

Symposium (12:45-14:00)

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

Categories: Clin. Interven. & Interests, Visible difference

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

**Location: Buhaira**

Chair: Dr. Nic Hooper, University of the West of England (UWE), UK

Discussant: Dr. Ray Owen, Consultant Clinical Psychologist, Wye Valley NHS Trust, UK

As people with disfigurement often report psychological issues and as current interventions report little success with this population, some have suggested that the development of novel evidence-based interventions is essential. ACT is one such intervention, however, it has received very little empirical attention in this domain. In this symposium, three presenters on the cutting edge of the research area, will argue that ACT is well placed to help those with a visible difference. Joanna Dudek, who will present cross-sectional questionnaire data, will provide a rationale for using ACT with this population. Staci Martin will present what an ACT intervention might look like with the help of case examples. And Fabio Zucchelli will present a qualitative analysis that gives an insight into patients experience of ACT. Finally, Ray Owen will use his expertise to offer thoughts on ways to move the work forward in this area.

- Psychological Flexibility and Appearance-Related Distress in Women with Lipedema  
Joanna E. Dudek, SWPS University of Social Sciences and Humanities  
Wojciech Bialaszek, Ph.D., SWPS University of Social Sciences and Humanities  
Pawel Ostaszewski, Ph.D., SWPS University of Social Sciences and Humanities
- How to Use ACT When Treating Someone Suffering as a Result of a Visible Difference  
Staci Martin, Ph.D., Clinical Consultant: Department of Psychology, George Washington University, Washington, DC
- The Perspective of Adults with Psychosocial Difficulties Arising from a Visible Difference: Findings from a Qualitative Interview Study  
Fabio Zucchelli, University of the West of England (UWE), UK  
Dr. Olivia Donnelly, North Bristol NHS Trust  
Dr. Elisabeth Baker, Royal Free Hospital  
Dr. Nic Hooper, Ph.D., University of the West of England (UWE), UK  
Dr. Heidi Williamson, Ph.D., University of the West of England (UWE), UK

**Educational Objectives:**

1. Describe the relationship between psychological flexibility and appearance-related distress and list potential ways in which higher psychological flexibility may act as a buffer while coping with visible differences.
2. Describe some of the idiosyncrasies of using ACT with this population.
3. Describe a patient's perspectives of a process-driven ACT intervention, tailored to the challenges of having a visible difference.

**69. Cognitive Fusion in the Laboratory**

Symposium (12:45-14:00)

Components: *Original data*

Categories: Clin. Interven. & Interests, Cognitive Fusion, Measurement, Virtual Reality, IRAP

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

**Location: San Bernardo**

Chair: Helen Bolderston, Bournemouth University

Discussant: Andrew Gloster, University of Basel

Cognitive fusion is a key process in the Psychological Flexibility Model of psychopathology. As such, it is important to investigate the role of fusion, under controlled laboratory conditions, as well as in the clinic. Greater variety in the methodologies used in such research will increase confidence in the conclusions drawn about fusion and defusion.

This symposium therefore brings together three papers, each using innovative methods in laboratory-based studies, to investigate fusion and increase defusion. Helen Bolderston will introduce the State Cognitive Fusion Questionnaire, a self-report measure which may have particular utility in laboratory-based studies involving brief defusion interventions. Arianna Prudenzi will then present the findings of two studies testing the impact of a virtual reality task on defusion, in relation to negative self-referential thoughts. In the final paper, David Gillanders will discuss an IRAP study that examined relationships between cognitive fusion, implicit and explicit measures of worry, anxiety, mindfulness, engaged living and experiential avoidance. Andrew Gloster will then discuss the papers and their implications.

- The Initial Development of a State Version of the Cognitive Fusion Questionnaire  
Helen Bolderston, Bournemouth University  
Georgia Turner, Bournemouth University  
Holly Taylor, King's College, London  
David T. Gillanders, University of Edinburgh  
Alister Coleman, Bournemouth University
- Studying Cognitive defusion Through Virtual Reality: Two Exploratory Studies In The Management Of Negative Thoughts  
Arianna Prudenzi, School of Psychology, University College Dublin  
Louise McHugh, School of Psychology, University College Dublin  
Brandan Rooney, School of Psychology, University College Dublin  
Nanni Presti, Department of Human and Social Sciences, Kore University, Enna, Italy  
Marco Lombardo, Behaviour Labs, Catania, Italy  
Daniele Lombardo, Behaviour Labs, Catania, Italy  
Cettina Messina, Department of Human and Social Sciences, Kore University, Enna, Italy
- Implicit Beliefs about Worry, Cognitive Fusion and their Relationships with Anxiety and other Aspects of Psychological Flexibility  
David T. Gillanders, University of Edinburgh  
Julie Dwyer, University of Edinburgh

**Educational Objectives:**

1. Describe the benefits of a state measure of cognitive fusion.
2. Describe relationships between implicit and explicit measures of worry, psychological flexibility and anxiety.

3. Describe the effectiveness of virtual reality as a defusion technique.

### 70. mHealth: Qué es y qué podría ser desde el punto de vista de la ciencia conductual contextual

Invitado (12:45-14:00)

Componentes: *Análisis conceptual*  
Categoría: Intervenciones y aspectos clínicos, Behavioral medicine

Nivel: *Intermedio*

**Sala: Lebrija**

Roger Vilardaga, Duke University

mHealth son una serie de tecnologías diseñadas para proveer intervenciones de salud sin la mediación de un clínico. De forma repetida se las ha considerado una promesa. A pesar de ello, y de lo mucho que abundan, no se han investigado lo suficiente. Desarrollar tecnologías mHealth y llevar a cabo investigación en esta área implica nuevas habilidades científicas y por lo tanto un reto para nuestra comunidad. Sin embargo, es importante que nos preguntemos qué es la mHealth desde el punto de vista de la ciencia conductual contextual. En esta charla discutiré estos asuntos



conceptuales y abordaré la manera en que desde mi punto de vista, la mHealth podría evolucionar.

Objetivos Formativos:

1. Describir trabajos que traducen las intervenciones ACT al formato digital.
2. Discutir principios básicos de la CBS implicados en el desarrollo de aplicaciones móviles.
3. Discutir futuras direcciones en el desarrollo de mHealth desde el punto de vista de la CBS.

### 71. Components that Maximize the Metaphor Effect I: Hierarchy, Perspective Taking, Relational Elaboration and Physicalization Symposium (12:45-14:00)

Componentes: *Conceptual analysis, Original data*  
Categories: RFT, Clin. Interven. & Interests, Metaphors

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

**Location: Utera**

Chair: Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

Discussant: Carmen Luciano, Universidad de Almería

Acceptance and commitment therapy (ACT; Hayes, Strosahl, & Wilson, 1999) is a contextual model of psychological intervention that aims to promote psychological flexibility. To accomplish this aim, metaphors are profusely used in ACT. One of the areas of human cognition most studied by relational frame theory (RFT; Hayes, Barnes-

Holmes, & Roche, 2001) is analogical reasoning. The link between ACT and RFT is becoming closer as a theoretical and empirical line of research is emerging that analyzes the components of metaphors that maximize the promotion of psychological flexibility (e.g., Foody et al., 2014; Ruiz & Luciano, 2015; Sierra, Ruiz, Flórez, Riaño-Hernández, & Luciano, 2016; Villatte, Villatte, & Hayes, 2015; Törneke, 2017). This symposium presents three empirical studies that extends previous research in this regard by analyzing the effect of hierarchical relations, cues to prompt perspective taking, the presentation of the metaphor in first or third person, and the metaphor physicalization.

- The Effect of Hierarchical and Perspective Taking Cues in Metaphor Effect  
Andrés Peña-Vargas, Fundación Universitaria Konrad Lorenz  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Eduar Ramírez, Fundación Universitaria Konrad Lorenz  
Paola Bernal, Fundación Universitaria Konrad Lorenz  
Nikol Pardo, Fundación Universitaria Konrad Lorenz  
Alejandra Orozco, Fundación Universitaria Konrad Lorenz  
Bárbara Gil-Luciano, Madrid Institute of Contextual Psychology
- The Role of Deictic Framing and Relational Elaboration in Metaphor Effect  
Eduar Ramírez, Fundación Universitaria Konrad Lorenz  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Paola Bernal, Fundación Universitaria Konrad Lorenz  
Andrés Peña-Vargas, Fundación Universitaria Konrad Lorenz  
María B. García-Martín, Fundación Universitaria Konrad Lorenz
- The Effect of Physicalizing Metaphors in Promoting Behavioral Change  
Paola Bernal, Fundación Universitaria Konrad Lorenz  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Andrés Peña-Vargas, Fundación Universitaria Konrad Lorenz  
Eduar Ramírez, Fundación Universitaria Konrad Lorenz  
Daniela Salazar, Fundación Universitaria Konrad Lorenz

Educational Objectives:

1. Describe how RFT research is investigating the components of metaphors that potentiate their effect.
2. Discuss the difficulty to extrapolate to ACT the traditional research on metaphor aptness.
3. Identify relational processes involved in metaphor aptness from an RFT point of view.

### 72. Applying ACT Processes and Self-Compassion to Develop Psychological Flexibility with Survivors of Suicide: Quebec Chapter Sponsored Workshop (12:45-14:00)

Componentes: *Didactic presentation, Case presentation, Role play*

Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Behavioral medicine, Grief, Bereavement, Suicide Survivors

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

**Location: Estepa**

Francis Lemay, Ph.D., Private Practice  
 Fernando Parada Zelada, Psy.D.(c), Universidad de Chile

Suicide is the world’s second leading cause of death among 15-29 year olds. According to W.H.O., every day, over 2,000 people commit suicide. It is usual to observe a ripple effect of suicide among the deceased individual's social network: Suicide survivors tend to show high anxiety and low mood, on top of being at higher risk for suicidal behaviors. It is also notable that many national programs for suicide prevention exist, while support for survivors of suicide tends to be more of an exception.

Robinson (2005) observes typical patterns of experiential avoidance in suicide survivors and proposes a treatment approach based on ACT. We modified her protocol to adapt it to our clinical practices and added elements of self-compassion to it. Note that the strategies presented have also successfully been applied to bereaved clients who weren't survivors of suicide, and people who had recently undergone a major loss (relationship, job, etc.)

**Educational Objectives:**

1. Target elements of experiential avoidance to work on in therapy with survivor of suicide clients.
2. Apply a wide range of classic and novel ACT techniques and metaphors, as well as interventions aimed at developing self-compassion, as relevant to the bereaved clients’ needs in order to improve their psychological flexibility.
3. Assess clients’ improvements over the course of treatment in terms of self-compassion and the six core ACT processes AND flexibly modify the interventions based on their evolution, as needed.

**73. Intersectionality in CBS: Application to Research and Clinical Practice**

Panel (12:45-14:00)

Components: *Conceptual analysis*

Categories: Theory & Philo., Clin. Interven. & Interests, Superv., Train. & Dissem., Prof. Dev., Diversity

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

**Location: Ecija**

Charlotte Brill, M.S., University of Washington  
 Emily Sandoz, Ph.D., University of Louisiana at Lafayette  
 Matthew Skinta, Ph.D., ABPP, Palo Alto University  
 Kenneth Fung, MD, FRCPC, MSc, Toronto Western Hospital

Research on psychological phenomena that are associated with minority group membership tends to focus on one dimension of socially constructed, identity-based inequality at a time – for example, mental health disparities among individuals who are marginalized based on race, or gender identity, or religion, or sexual orientation, or physical ability. Yet, as has been noted in work from other social sciences, we possess multiple socially constructed identities that are associated with power and oppression; thusly, our experiences of such power and oppression – and related psychological phenomena – are

contextualized in the intersection of these identities (i.e., intersectionality). This panel will address the role of intersectionality in CBS. Panelists will discuss how they have incorporated intersectionality into their CBS research and/or clinical work. The panel discussion will also explore the interaction between our own intersectional identities and related power and oppression with those of the individuals for and with whom we work. Particularly for attendees who are new to intersectionality, the panel will also reflect on 1) our respective experiences of identifying that intersectionality was relevant to our CBS work and 2) initial steps that we or others have taken to incorporate intersectionality into CBS work.

**Educational Objectives:**

1. Develop a basic understanding of intersectionality.
2. Discuss the role of intersectionality in CBS.
3. Identify whether intersectionality is consistent with attendees' CBS work, and related ideas for incorporating intersectionality into such work.

Friday Lunch 14:00

Friday Lunch Events 14:15

**P. Peer Support SIG**

Chapter/SIG Meeting (14:15-15:05)

**Location: Giralda III-IV**

Valerie Kiel, Private practice  
 Dov Ben-Yaacov Private practice

Please join us for this meeting to exchange ideas and make plans to create a PEER SUPPORT SIG within ACBS.

There are many great peer support initiatives happening in our community, but not all are well-known to members. So often in the past, we have heard people saying things like: "Oh, I had now idea until now that there's free peer supervision available!" Or: "I wish I would have known back then that you met as a group to read 'Learning ACT/Compassion Focused Therapy/FAP", etc.

We think it would be great to create a SIG that serves as a hub for all of these wonderful and diverse peer-based projects and initiatives. Having such a hub would highlight each of these initiatives that ACBS members do with and for other members, and even more importantly, make these initiatives more visible to other members. We also believe that such a SIG would stimulate even more peer support initiatives as people can see first-hand that it really doesn't require much (i.e. an idea, a few people and some coordination) to get a new peer support initiative up and running.

If you are interested to help us creating a Peer Support SIG or if you would like to meet people who have experience in setting up peer support

initiatives, please join us for our small meeting. We are look forward meeting you in person!

**Q. ACT Finland kokoontuu**

Chapter/SIG Meeting (14:15-15:05)

**Location: Giralda V**

Katariina Keinonen, University of Jyväskylä

All are welcomed to come and join the discussion! Those interested in joining the chapter can sign up at the meeting.

**R. Lesbian, Gay, Bisexual, Transgendered, Questioning, and Allied (LGBTQA) SIG Meeting**

Chapter/SIG Meeting (14:15-15:05)

**Location: Giralda VI-VII**

Melissa Farrell, PsyD, Great Lakes Psychology Group

Annual meeting of Lesbian, Gay, Bisexual, Transgendered, Questioning, and Allied (LGBTQA) SIG.

**S. BeNe - Dutch Language Chapter Meeting**

Chapter/SIG Meeting (14:15-15:05)

**Location: Prado**

Simone Bluysen, Health Psychologist, Con-T-ACT Nijmegen Private Practice

ACBS Belgium-Netherlands invites all Dutch speaking members and non-members to join the ACBS BeNe Chapter meeting for networking and collaboration

around ACBS BeNe related activities.

ACBS BeNe nodigt alle Nederlands-sprekende leden en niet-leden uit naar de Belgie-Nederlandse chapter bijeenkomst van ACBS te komen, om met elkaar kennis te maken, te netwerken en je te laten informeren wat er aan CBS-activiteiten plaats vindt. Neem je lunch gerust mee!

**T. Pain SIG Annual Meeting**

Chapter/SIG Meeting (14:15-15:05)

**Location: Nervión Arenal I**

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.

**U. How Contextual Behaviorism Can Impact Public Health: Results on the Largest Clinical Trial of ACT: Washington Chapter Sponsored**

(14:30-15:05)

Components: *Original data, Didactic presentation*  
 Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Public Health

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

**Location: Nervión Arenal I**

Jonathan Bricker, Fred Hutchinson Cancer Research Center & University of Washington

Contextual behaviorism has enormous potential to reach people around the world, especially to those who do not have access to traditional face-to-face therapy. Modern technologies, such as smartphones, websites, and wearable devices, offer an unprecedented opportunity to translate contextual behavioral principles and derived interventions into accessible, low-cost, and highly impactful interventions. And technology interventions can be a valuable partner to us in clinical practice by complementing our clients' behavioral treatment. With this in mind, over the last eight years, my research team has been developing and testing technology-delivered contextual behavioral interventions for behavior change, with a specific focus on web-delivered and smartphone-delivered ACT interventions for smoking cessation. With over 1 billion people smoking worldwide, cigarette smoking is the single most preventable cause of premature death and suffering. In this talk, I will present the "WebQuit" ACT intervention website for smoking cessation that we developed over the course of several quantitative and qualitative studies. Attendees will see how the website guides users to identify their values guiding quitting, set specific goals and an action plan, and illustrates methods for learning how to accept cravings and other internal experiences that trigger smoking. I will describe the largest ACT clinical trial to date, the WebQuit randomized trial, including how we recruited 2637 adults from around the USA who smoke cigarettes, randomized them to the WebQuit or Smokefree.gov website for smoking cessation, and then retained 88% of all the participants in the trial for 12 months. I will then present the results of the trial, with a focus on changes in acceptance processes and 12-month smoking cessation outcomes across the two treatment conditions both overall and by baseline mental health disorders (e.g., depression). I will discuss the implications of the trial results for the CBS and tobacco control communities. Pivoting to our latest technology trial now underway, I will give a live demonstration of our brand new smartphone app for quitting smoking, which is the product of two published pilot trials and numerous user-centered research studies. The new app is now being tested in a randomized trial of 2000 US adults who smoke and then followed for 12 months. I will conclude the talk with connecting our research to the larger theme of using contextual behavioral science to make an important impact on public health.

## V. ACBS Conference Strategy Committee (CSC)

Chapter/SIG Meeting (14:15-15:05)

### Location: *Buhaira*

Louise Hayes, Private Practice/Praxis  
Robyn D. Walsler, Praxis, UCB

The CSC will meet to discuss conference related matters.

## W. Chapter & SIG Committee Meeting

Chapter/SIG Meeting (14:15-15:05)

### Location: *San Bernardo*

Mark Sisti, Private Practice  
Brian Pilecki, Rhode Island Hospital/Alpert Medical School of Brown University

The Chapter & SIG Committee will meet to discuss ongoing activities of the committee and future goals.

Friday Afternoon 15:15

## 74. Delivering Acceptance and Commitment Therapy for Smoking Cessation/ *Aplicación de la Terapia de Aceptación y Compromiso para dejar de fumar*

Workshop (15:15-16:45)

Components: *Literature review, Original data, Experiential exercises, Didactic presentation*  
Categories: Behavioral medicine, Clin. Interven. & Interests, Smoking Cessation

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

### Location: *Giralda I-II*

Martin O'Connor, MSc, University College Dublin  
Louise McHugh\*, Ph.D., University College Dublin

A growing body of evidence supports Acceptance and Commitment Therapy (ACT) as an efficacious therapeutic approach for smoking cessation. In this workshop, participants will be trained in an ACT protocol for smoking cessation. The protocol is based on research from an ongoing randomised controlled trial being conducted in University College Dublin. Participants in this workshop will be guided through innovative exercises designed to engage clients in the processes of attention to the present moment, experiential acceptance, cognitive defusion, the observing self, values clarification and committed action to promote smoking cessation. Although the protocol was designed to be delivered as a group intervention for adults, large parts will also be applicable when working with individual clients. Materials covered will include experiential exercises, cultivating willingness to experience the discomfort of smoking cessation, clarifying personal values underlying the decision to quit and working with barriers to smoking cessation.

*Un creciente cuerpo de evidencia apoya la Terapia de Aceptación y Compromiso (ACT) como un enfoque terapéutico eficaz para dejar de fumar. En este taller, los participantes serán entrenados en un protocolo con ACT para dejar de fumar. El protocolo está basado en una investigación de un ensayo controlado aleatorio que se está llevando a cabo en la Universidad de Dublín. Los participantes en este taller, serán guiados a través de ejercicios novedosos diseñados para conectar a los clientes con los procesos de atención al momento presente, aceptación de las experiencias, defusión*

*cognitiva, auto-observación, clarificación de valores y compromiso con la acción para promover dejar de fumar. Aunque el protocolo ha sido diseñado para ser aplicado como una intervención grupal para adultos, gran parte será también aplicable en el trabajo con clientes individuales. El material comprendido, incluirá ejercicios experienciales, cultivando la disposición a experimentar el malestar de dejar de fumar, clarificación de valores personales subyacentes en esta decisión y el trabajo con las barreras que aparezcan para dejar de fumar.*

Educational Objectives:

1. Utilise an ACT-based group approach for smoking cessation.
2. Describe rationales for engaging in ACT core processes to promote smoking cessation.
3. Apply experiential exercises and metaphors to help clients quit smoking.

## 75. Evoking, Exploring and Shaping Relevant Bodily Responses: Contextual Medicine SIG Sponsored

Workshop (15:15-16:45)

Components: *Experiential exercises, Didactic presentation*  
Categories: Clin. Interven. & Interests, Prof. Dev., Embodiment

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

### Location: *Giralda III-IV*

Maarten Aalberse, Clinical Psychologist, Private Practice  
Niklas Törneke\*, Psychiatrist, NT Psykiatri, private practice

Bodily expressions (including voice-tone & rhythm) are central in human interaction. And yet, they have received limited attention in the empirical tradition of psychotherapy. This is now changing. ACT is a part of this new interest, as specific somatic responses are often implicitly used in experiential exercises that are a central part of the model.

This workshop will give brief presentations of how clinically relevant bodily responses can be selected and safely explored, and will give some elementary training in how to shape these. The techniques (or rather: experiments) introduced are mostly derived from Polyvagal theory (PVT), a modern research program which focuses on the relationship between the physiological state of the organism and defensive or prosocial behavior. As PVT is often presented from a mechanistic perspective, the aim of this workshop is to show how this new knowledge of bodily responses can be integrated within contextual behavioral science.

Educational Objectives:

1. Explain some key points of polyvagal theory and how it can be used from a contextual behavioral science take on psychotherapy.
2. Describe important bodily responses in therapists and their clients and link these to intervention.

3. Explain how to shape the therapists' own and their clients' bodily responses towards more flexible and pro-social behaviors.

**76. Activando paso a paso:  
Tratamiento de Activación  
Conductual para Depresión (BATD)**

Workshop/Taller (15:15-16:45)

Componentes: *Ejercicios experienciales, Presentación didáctica, Role play*

Categoría: Intervenciones y aspectos clínicos, Prevención e intervenciones comunitarias, Depresión

*Nivel: Principiantes*

**Sala: Giralda V**

Fabian Maero, Psicólogo, Grupo ACT Argentina  
Licenciada Paula José Quintero, Grupo ACT Argentina

BATD (siglas en inglés de Tratamiento de Activación Conductual para Depresión), es un formato de activación conductual para el tratamiento de la depresión particularmente aplicable en contextos con bajos recursos económicos en los cuales el acceso a entrenamiento de los terapeutas suele ser limitado, ya que se trata de un protocolo breve y con una base teórica parsimoniosa.

El modelo BATD es una buena manera de trabajar los procesos de compromiso y cambio conductual del modelo de flexibilidad psicológica, y consta de pocos componentes estructurados de

tratamiento. Por esto, el procedimiento de BATD se puede aprender en pocas horas y brinda una herramienta que puede ser utilizada en la clínica como tratamiento principal o complementario, para depresión mayor o para síntomas depresivos comórbidos en otros diagnósticos primarios.

Objetivos Formativos:

1. Describir los principios conductuales subyacentes a BATD.
2. Aplicar el protocolo en diversas situaciones clínicas.
3. Resolver dificultades y barreras frecuentes a la activación conductual en clínica.

**77. Digging into Empathy and the  
Therapeutic Relationship**

Panel (15:15-16:45)

Componentes: *Conceptual analysis*

Categorías: Clin. Interven. & Interests, Performance-enhancing interventions, Superv., Train. & Dissem., Therapeutic Relationship

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

**Location: Giralda VI-VII**

Bárbara Gil-Luciano, Ph.D. candidate, Madrid Institute of Contextual Psychology - MICPSY  
Robert J. Kohlenberg, ABPP, University of Washington  
Carmen Luciano, University of Almeria, Madrid Institute of Contextual Psychology MICPSY  
Kelly Wilson, University of Mississippi

The foundation of behavior analysis is the idea that behavior is influenced by the context in which it occurs. Contextual psychology is based on this assumption. The main aim of contextual therapies

is to alter the context in which the client's problematic behavior takes place. In the clinical room, therapists play a crucial role. From the very beginning, therapy itself occurs within the context of the client and the therapist's behaviors. In its dance, the therapeutic relationship might function as the pendulum by which the therapist and the client move. Through their interactions, therapist and client both contribute to change the context of their behavior.

This panel discussion will gather together experts with enormous significance in FAP, ACT and RFT, both in its conceptual and applied arena. Issues the panel will bring include: What does the therapeutic relationship imply from a contextual perspective? What is empathy, and what is its role in the context of therapeutic change? Where can FAP, ACT and RFT meet in the conceptual analysis and practice of the therapeutic interactions?

Educational Objectives:

1. Analyse the therapeutic relationship from a contextual approach.
2. Discuss where Relational Frame Theory (RFT), Functional Analytic Psychotherapy (FAP) and Acceptance and Commitment Therapy (ACT) converge in the definition and practice of the therapeutic relationship and context.
3. Describe the role of empathy in the therapeutic change.

**78. ACT for Emotion Dysregulation Problems  
(Borderline Personality Disorder)**

Panel (15:15-16:45)

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

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Theory & Philo., Functional contextual approaches in related disciplines, Emotion Dysregulation, Borderline Personality Disorder

*Target Audience: Interm.*

**Location: Prado**

Patricia E. Zurita Ona, East Bay Behavior Therapy Center  
Patricia Robinson, Ph.D., Mountain View Consulting  
Kirk Strosahl, Ph.D., Mountain View Consulting  
Jacqueline Pistorello, Ph.D., Counseling Center, University of Nevada, Reno

BPD affects about 2% of the general population in the United States; it's very well known that these clients present with multiple problems in addition to the bpd features or disorder, have poor treatment compliance, require frequent hospitalizations, and are at high risk to attempt and/or complete suicide.

Emotion dysregulation is a core process in BPD and because it's a continuum, instead of a condition that people either have it or not, its treatment also requires flexibility in how to target the different degrees of dysregulation, mild to severe, with or without suicidal and para-suicidal behaviors. Current treatments for BPD are delivered as a one-size-fits all types of BPD. ACT offers significant advantages for treating this population because of its flexibility, transdiagnostic approach, and experiential characteristics.

Jacqueline Pistorello, Ph.D., will review similarities and differences between ACT and DBT when

working with these clients; particular emphasis will be placed in discussing and exploring which interventions are ACT consistent and which ones are not.

Kirk Strosahl, Ph.D., will explore that advantages of ACT when working with these clients from a neuroscience perspective, and specially the benefits of applying detachment strategies when dealing with cognitive content derived from an emotional experience.

Patricia E. Zurita Ona, Psy.D., will describe the conceptual and clinical differences between ACT & DBT when working with these clients; special emphasis will be placed on presenting an ACT process, from the "outside to the inside," that helps clients to notice the consequences of emotion dysregulation (problematic relationships) to the different thoughts, stories, narratives they're fused with and core emotions they're avoiding (e.g fear of abandonment, loneliness, defectiveness.)

Educational Objectives:

1. Identify the differences between ACT and DBT when working with clients struggling with emotion dysregulation.
2. Deliver specific ACT interventions for clients suffering with borderline personality disorder.
3. List specific ACT processes to help clients to notice problematic behaviors driven by fusion and experiential avoidance.

### 79. Relational Frame Theory: Pushing the Conceptual and Empirical Envelope (But Not Too Far)

Invited (15:15-16:45)

Components: *Conceptual analysis*

Categories: RFT

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

Location: **Nervión Arenal I**

Dermot Barnes-Holmes, Ghent University

Relational Frame Theory (RFT) was wrought, in part, from the crucible of Murray Sidman's research on stimulus equivalence. Although the extension of stimulus equivalence concepts in RFT was beneficial in many respects, these



historical roots could also be seen as hampering the conceptual and empirical growth of RFT in later years. For example, I will argue that RFT research needs to extend beyond the demonstration of patterns of arbitrarily applicable relational responding that were not reinforced, instructed, or trained either prior to or during an experimental session. Instead, a far broader and more flexible set of scientific behaviors with regard to designing and conducting RFT studies now needs to be fully embraced. The lecture will focus on a range of conceptual and empirical developments in RFT research that support this basic argument.

Educational Objectives:

1. Describe the link between RFT and Murray Sidman's seminal research on stimulus equivalence relations.
2. Explain how the link between RFT and stimulus equivalence was both beneficial but also limiting to the RFT research agenda.
3. List some recent developments that are seeking to extend RFT both conceptually and empirically.

### 80. Enhancing your Clinical Supervision Skills: Applying Contextual Behavioral Principles to Supervisory Challenges

Workshop (15:15-16:45)

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

Categories: Superv., Train. & Dissem.,

Prof. Dev., Enhancing Clinical Supervision Skills

Target Audience: *Interm., Adv.*

Location: **Nervión Arenal II**

Sonja V. Batten\*, Ph.D., Booz Allen Hamilton  
Robyn D. Walser\*, Ph.D., TL Consultation Services

Supervision of trainees in Acceptance and Commitment Therapy is vital to learning to consistently and competently apply this treatment model. In order to be an effective supervisor within this framework, 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. 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 that models an open and genuine supervisory stance and that provides a reference point for trainees to use within their own therapeutic relationship. This didactic discussion will be followed by supervision role play and experiential exercises in which attendees will practice different ways of responding to challenging supervision-related content and attendees' own supervision barriers.

Educational Objectives:

1. Identify two methods for the supervisor to use to overcome barriers in the supervision process.
2. Describe how the supervisory relationship can provide a model for the acceptance of emotion and thoughts.
3. Explain how the supervisor's personal reactions to supervisees can impact the supervision process.

### 81. Perspective-Taking Strategies for Fostering Compassion and Belongingness in Highly Shame Prone and Self-Critical Clients

Workshop (15:15-16:45)

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

Categories: Clin. Interven. & Interests, Theory & Philo., Compassion, Shame  
Target Audience: Interm.

**Location: Santa Cruz**

Jason Luoma\*, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
Jenna LeJeune\*, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Self-criticism and shame are transdiagnostic factors that contribute to a variety of psychological problems. Thus, identifying and mastering interventions that target shame and self-criticism can increase ones effectiveness with a wide range of clients. Issues relating to self and inflexible perspective taking are central for these clients. The use of flexible perspective taking strategies (AKA self-as-context), in particular, can be helpful in creating a sense of belongingness amongst individuals who tend to feel chronically disconnected and "other." In this workshop, we will briefly outline a relational frame theory model for perspective taking and how this can be applied to this clinical population. This will be followed by modeling and practice using various perspective taking frames, mixed with opportunities for reflection and discussion intended to generalize attendees' learning. Attendees can expect to walk away with an increased

experiential and practical understanding of how to use perspective-taking strategies with clients suffering from chronic shame and self-criticism.

Educational Objectives:

1. Use theory around flexible perspective taking to guide the implementation of compassion-focused interventions.
2. Discuss the use of chair work in an ACT approach to shame and self-criticism.
3. Utilize perspective taking frames from RFT to guide clinical intervention.

**82. Advances in the Application of Acceptance and Commitment Therapy in Autism**

Symposium (15:15-16:45)

Components: *Conceptual analysis, Original data*

Categories: Clin. Interven. & Interests, RFT, Autism, ACT

Target Audience: Beg., Interm., Adv.

**Location: Buhaira**

Chair: Thomas G. Szabo, Florida Institute of Technology  
Discussant: Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

The application of acceptance and commitment therapy (ACT) in autism is increasing during the last years. ACT has been shown to be useful in the counseling of parents of children with autism, but there is less evidence of the applicability of ACT in the treatment of children with autism. This symposium presents cutting-edge research in this topic using single-case experimental designs. The first paper presents the effect of a brief ACT-based intervention to change the pattern of behavior

displayed by children with autism when playing games. The second paper describes the effect of a two-day ACT training with parents of children with autism. The training was directed to disrupt parents' session avoidance. Lastly, the third paper shows the effect of ACT training as an approach to parents' private events. Specifically, the study describes an intervention focused on values-directed behaviors in parents of children with autism.

- Benefits of Acceptance and Commitment Training for Children with Autism  
Thomas G. Szabo, Florida Institute of Technology  
Madison Wood, Florida Institute of Technology  
Gina Hansen, Florida Institute of Technology  
Jessica Bentley, Florida Institute of Technology
- Acceptance and Commitment Training for Parents of Children with Autism  
Thomas G. Szabo, Florida Institute of Technology  
Jana Gleason, Florida Institute of Technology  
Asia Murdy, Florida Institute of Technology  
Deena Garman, Florida Institute of Technology  
Cassie Rushford, Florida Institute of Technology  
David Scribner, Florida Institute of Technology  
Hunter Winfrey, Florida Institute of Technology
- Acceptance and Commitment Training for Parents of Children with Autism  
Evelyn Gould, FirstSteps for Kids, Inc.

Educational Objectives:

1. Describe the state of art of the application of ACT in autism.
2. Explain how ACT can be applied with children with autism.
3. Discuss the possibilities of ACT in parents of children with autism.

**83. Addressing Mental Health Stigma: Ontario Chapter Sponsored**

Symposium (15:15-16:45)

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

Categories: Prevention and Comm.-Based, Educational settings, Stigma

Target Audience: Beg., Interm., Adv.

**Location: San Bernardo**

Chair: Kenneth Fung, University of Toronto  
Discussant: Josephine Pui-Hing Wong, Ryerson University

Mental health stigma remains one of the major barriers towards people seeking timely assessment or receiving appropriate care. Further, psychosocial and cultural factors interact, intersect, and exacerbate stigma. In this symposium, we will explore mental health stigma in several diverse populations, including undergraduate university students in North Texas US, East Asian women in Montreal Canada, and Asian men in Toronto Canada. Psychosocial interventions will be discussed, including the use of ACT in particular to address stigma.

- Preventing Progress: Barriers to Seeking Psychological Treatment  
Teresa Hulsey, B.A., University of North Texas  
Danielle N. Moyer, MS, University of North Texas  
Amy R. Murrell, Ph.D., University of North Texas
- Improving Attitudes Toward Mental Illness Among East Asian Women: A Mixed-Methods Study  
Sumin Na, Department of Educational and Counselling Psychology, McGill University

Momoka Watanabe, Department of Psychology, Concordia University  
 Andrew G. Ryder, Department of Psychology, Concordia University  
 Kenneth Fung, Department of Psychiatry, University of Toronto  
 Josephine Wong, Daphne Cockwell School of Nursing, Ryerson University  
 Laurence J. Kirmayer, Division of Social & Transcultural Psychiatry, McGill University

- Use of ACT in Reducing Stigma and Training Mental Health Ambassadors Among Asian Men – The Toronto Site Results  
 Kenneth Fung, M.D., FRCPC, M.Sc., University of Toronto  
 Rick Sin, MSW, Ph.D. (ABD), Ryerson University  
 Amy Bender, RN, Ph.D., University of Toronto  
 Yogendra Shakya, Ph.D., Access Alliance  
 Sepali Guruge, RN, Ph.D., Ryerson University  
 Souraya Sidani, RN, Ph.D., Ryerson University  
 Naila Butt, M.D., MPH, Amplify Change  
 Josephine Pui-Hing Wong, RN Ph.D., Ryerson University

**Educational Objectives:**

1. Describe psychological, social, and cultural factors that affect mental illness stigma and barriers towards seeking care, including among undergraduate students and among Asian men and women in North America.
2. Identify effective psychosocial interventions that can be used to decrease stigma.
3. Describe the use of ACT strategies to decrease stigma and mobilize valued actions towards seeking help or mental health promotion.

**84. Psychological Flexibility Model in Severe Psychological Problems: Turkey Chapter Sponsored**

Symposium (15:15-16:45)

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

Categories: Functional contextual approaches in related disciplines, Psychological Flexibility Model in Chronic Severe Psychological Problems, Other

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

Location: **Lebrija**

Chair: Dr. Eric Morris, La Trobe University Psychology Clinic, Melbourne, Australia

Discussant: Joe Oliver, University College London

Investigations about psychological flexibility (PF) in severe psychological problems (like schizophrenia and bipolar disorder) remains as an empty field at contextual behavior science arena. What about the PF level in people who diagnosed bipolar disorder and schizophrenia? Which processes of PF differs at people who suffers from these severe psychological problems when compare with control group? Which processes of PF are more relevant with the functionality of patients? How about perception of situation in bipolar disorder group when experiencing stressful life events? Does the usage of avoidance strategies vary from people that diagnosed bipolar disorder from control group? These three studies attempt to address all of these questions.

- Investigation of Psychological Flexibility Model in Patients with Schizophrenia

Alparslan Cansiz, M.D., Siverek State Hospital, Sanliurfa, Turkey  
 K. Fatih Yavuz, MD, Istanbul Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul, Turkey  
 Ahmet Nalbant, MD, Istanbul Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul, Turkey  
 Merve Terzioğlu, MD, Istanbul Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul, Turkey

- Response Styles And Avoidance Strategies In Manic Episode and Remission Period of Bipolar Disorder  
 Sevinc Ulusoy, MD, Istanbul Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul, Turkey  
 Okan Ufuk İpek, M.D., Iğdir State Hospital, Iğdir, Turkey  
 K. Fatih Yavuz, MD, Istanbul Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul, Turkey
- Psychological Flexibility in Bipolar Disorder  
 Hasan T. Karatepe, Asst.Prof., Medeniyet University, Psychiatry Department, İstanbul, Turkey  
 Murat Aktepe, M.D., Arnavutköy State Hospital, İstanbul, Turkey  
 K. Fatih Yavuz, MD, Istanbul Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul, Turkey

**Educational Objectives:**

1. Explain a psychological flexibility model-based approach to severe psychological problems like schizophrenia and bipolar disorder.
2. Describe the peculiar features of ACT model in severe psychological problems, particularly the effect of repetitive thinking and experiential avoidance on psychotic or affective episodes.
3. Summarize the research needs in this area.

**85. Recent Innovations in Applying Acceptance and Commitment Therapy and the Psychological Flexibility Model to Chronic Pain**

Symposium (15:15-16:45)

Components: *Original data*

Categories: Clin. Interven. & Interests, Behavioral medicine, ACT, Chronic Pain, Psychological Flexibility, Online Treatments, Self-as-Context, Assessment

Target Audience: *Beg.*

Location: **Utera**

Chair & Discussant: Lance M. McCracken, Ph.D., King's College London

Acceptance and Commitment Therapy (ACT) is considered an empirically supported treatment with "strong research support" for chronic pain, and there is growing evidence that improvements in facets of psychological flexibility account for improvements in chronic pain outcomes. At the same time, more research is needed to understand how to maximize the effectiveness of ACT for

chronic pain, with a particular focus on mechanisms underlying treatment. To this end, the development and refinement of assessment measures of psychological flexibility is an important line of investigation. Research and treatment development is also needed to increase the accessibility of ACT for people with chronic pain. This symposium will present recent innovations in the application of ACT and the psychological flexibility model for chronic pain. In particular, the symposium will focus on recent validation studies of novel assessment measures of psychological flexibility, and data linking changes on these new measures to improved chronic pain outcomes. The symposium will also provide data supporting a novel low-intensity treatment delivery approach for increasing the accessibility of ACT for chronic pain.

- Validation of an Efficient 3-item Measure to Assess "Open, Aware, and Engaged" in People with Chronic Pain  
Whitney Scott, Ph.D., King's College London  
Lance M. McCracken, Ph.D., King's College London
- Change in "Self-as-Context" ("Perspective-taking") Occurs in Acceptance and Commitment Therapy for People with Chronic Pain and is Associated with Improved Functioning  
Lin Yu, King's College London  
Dr. Sam Norton, King's College London

Prof. Lance M. McCracken, King's College London

- ACT Psychological Flexibility Processes and Traditional CBT Variables Involved in a Mixed Self-Help/Online Treatment for Chronic Pain  
Marie-Eve Martel, M.A., Psy.D.(c), Université du Québec à Trois-Rivières  
Whitney Scott, Ph.D., King's College London  
Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières  
Josée Veillette, Psy.D.(c), Université du Québec à Trois-Rivières  
Joseph Chilcot, Ph.D., King's College London  
Lance M. McCracken, Ph.D., King's College London

Educational Objectives:

1. Describe recent innovations in ACT for chronic pain.
2. Discuss psychological processes involved in treatment.
3. Describe new assessment measures.

### **86. ACT and Mindfulness-Based Interventions for Youth**

Symposium (15:15-16:45)

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

Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Performance-enhancing Interventions, Educational settings, RFT, Children, Adolescents, OCD, Other

Target Audience: *Beg., Interm.*

**Location: Estepa**

Chair: Lisa W. Coyne, Ph.D., McLean Hospital/ Harvard Medical School

Discussant: Louise Hayes, Ph.D., University of Melbourne

Acceptance and Commitment Therapy (ACT) and mindfulness-based approaches with adults have received great research and clinical interest in recent years. Evidence suggesting that these approaches are effective in promoting psychological health and well-being has been expanding. As such, these approaches have started to be applied for children and youth with beneficial results, however this research is still in an embryonic state.

This symposium will explore the adaptation and application of ACT and mindfulness-based interventions and processes in children and adolescents in different settings. Topics examined will include the use of ACT, mindfulness, and values to enhance exposures for adolescents with OCD, helping young children to tact their private experiences, and the use of a two-session ACT workshop for cultivating emotional health in elementary school children.

- A Case Study Exploring ACT and Mindfulness Interventions for a 16-Year Old Latino Male with Severe OCD  
Carlos E. Rivera, M.S., Suffolk University; Child & Adolescent OCD Institute at McLean Hospital/ Harvard Medical School  
Maria G. Fraire, Ph.D., McLean Hospital/ Harvard Medical School  
Lisa W. Coyne, Ph.D., Child & Adolescent OCD Institute at McLean Hospital/ Harvard Medical School
- Teaching Children and Adolescents to Tact and Discriminate with ACT for Better Emotion Regulation and Valued Behaviour  
Timothy Gordon, MSW, RSW, The Zen Social Worker, Independent Practice
- ACTmind: A mindfulness and Acceptance and Commitment Therapy Program for Cultivating Emotional Health in Elementary School Children  
Maria Karekla, Ph.D., University of Cyprus  
Anthoula Papageorgiou, B.A., University of Cyprus

Educational Objectives:

1. Demonstrate how to implement mindfulness, acceptance, and values interventions to enhance behavioral exposure for OCD.
2. Explain how young children can be taught to tact their private experience and discuss intervention benefits.
3. Demonstrate how to develop and deliver a two-session ACT workshop for helping elementary school children cultivate their emotional health.

### **87. Ten Mistakes you don't want to make as an ACT Therapist**

Workshop (15:15-16:45)

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

Categories: Clin. Interven. & Interests, Performance-enhancing interventions, Clinical Training

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

**Location: Carmona**

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

What are some of the common mistakes we make as therapists? And once we get stuck in these, how do we get unstuck again? This workshop lists 10

common therapist mistakes in a compassionate and humorous way. Through self-disclosure and role-plays we will explore these mistakes and ways of avoiding them. This workshop is run by licensed psychologist and peer reviewed ACT trainer Rikke Kjelgaard from Scandinavia. Rikke is an experienced ACT trainer, therapist, supervisor and popular public speaker.

Educational Objectives:

1. List some of the common mistakes we make as therapists.
2. Discuss various ways of avoiding these mistakes.
3. Apply the ACT model to therapist struggles.

**88. Refining Treatment, Methodology, and Therapeutic Training: What RFT-level Analyses of ACT, FAP, and DBT Suggest**  
Panel (15:15-16:45)

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

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Treatment Process and Outcomes

Target Audience: *Interm.*

Location: **Ecija**

Benjamin Schoendorff, MSc, Contextual Psychology Institute  
Michel A. Reyes, Ph.D., Contextual Behavioral Science and Therapy Institute  
Angela J. Cathey, M.A., Enso Social Labs  
David Gillanders, C.Psychol, University of Edinburgh

This panel will explore common issues of clinical process, training, and treatment outcomes across contextual behavioral therapies. Relational Frame Theory-level, like behavior analysis itself, offers a fine grain parallel level of analysis of human behavior across contexts. This panel will focus on examining what RFT-levels of analysis suggest about improving use, training, and measurement of three contextual behavioral therapies (i.e., Acceptance and Commitment Therapy, Functional Analytic Psychotherapy, and Dialectical Behavior Therapy). Discussion will focus on commonalities across training, treatment, measurement, and changes to the state of the field make behavior-behavior relations and Relational Frame Theory a key tool for change. The National Institute of Mental Health and other large funding agencies have begun to call for consistent metrics in the behavioral sciences. These initiatives are a result of the ever increasing multiplication of constructs and theories that impedes the study of key processes and outcomes in the behavioral sciences. Relational Frame Theory and granular analysis of behavior-behavior relations offer us a way towards effective unity in the behavioral sciences. This panel will discuss key issues of therapeutic process, outcomes, and training across three CBS therapeutic models.

Educational Objectives:

1. Describe how RFT can add to conceptual and methodological coherence and the success of the behavioral sciences as whole.
2. Describe how common issues in treatment and training are well addressed by RFT-level analyses of phenomena.

3. Describe how research and measurement of processes can be refined based on RFT.

Friday Afternoon Plenary 17:00

**89. Evolution on Purpose: Why the Ultimate Success of CBS is Tied to Applied Evolution Science/ Evolución del propósito: Por qué el éxito final de la CBS está ligado a la ciencia de la evolución aplicada**

Invited (17:00-18:15)

Components: *Conceptual analysis*

Categories: Evolution, Contextual Behavioral Science, Other

Target Audience: *Beg.*

Location: **Giralda I-II**

Steven C. Hayes, University of Nevada  
(Introduced by: Carmen Luciano, Ph.D., University Almería, Spain)

Functional contextual views within behavioral psychology have always viewed themselves as linked to evolution science, but that linkage has gone beyond conceptual resonance in Contextual Behavioral Science to an active research and practical collaboration. In this talk I argue that the ultimate success of CBS requires that this collaboration be nurtured successfully. Our success is dependent on forging this link for several reasons. Some of these have to do with how CBS is positioned among the family of scientific fields: Evolution science concepts provide the needed consilience between CBS ideas and other ideas in natural science, and they help CBS properly address the role of biology and culture without



reductionism or expansionism. Some of these reasons have to do with the progress of our field considered in its own terms: Evolution science concepts provide important new avenues of research and practice in RFT, ACT, and CBS interventions, and their social expansion in programs such as PROSOCIAL. Some of the reasons are in quite the other direction: CBS needs to help repair the historical damage done to evolutionary ideas by racism and classist politicians and to some degree by evolutionists themselves. This final reason is not entirely altruistic because that damage is a hidden source of interference in the social and scientific use of CBS ideas themselves.

*Las visiones contextuales funcionales dentro de la psicología del comportamiento siempre se han visto vinculadas a la ciencia de la evolución, pero esa vinculación ha ido más allá de la resonancia conceptual en la Ciencia Contextual del Comportamiento a una investigación activa y*

*colaboración práctica. En esta charla sostengo que el éxito final de la CBS requiere que esta colaboración sea nutrida con éxito. Nuestro éxito depende de forjar este vínculo por varias razones. Algunos de estos tienen que ver con la forma en que la CBS se posiciona entre los campos científicos: Los conceptos de ciencia evolutiva proporcionan la consiliencia necesaria entre las ideas de la CBS y otras ideas en ciencias naturales y ayudan a la CBS a abordar adecuadamente el papel de la biología y la cultura sin reduccionismo o expansionismo. Algunas de estas razones tienen que ver con el progreso de nuestro campo considerado en sus propios términos: Evolución de los conceptos científicos proporcionan importantes nuevas vías de investigación y práctica en RFT, ACT y CBS intervenciones, y su expansión social en programas como PROSOCIAL. Algunas de las razones están en la otra dirección: CBS necesita ayudar a reparar el daño histórico hecho a las ideas evolutivas por el racismo y las políticas clasistas y en cierto grado por los entonces evolucionistas. Esta última razón no es totalmente altruista porque ese daño es una fuente oculta de interferencia en el uso social y científico de las propias ideas de CBS.*

Educational Objectives:

1. List the six key evolutionary concepts most central to the intentional use of evolution to create change.
2. Describe the relevance of these six concepts to research ACT and RFT.
3. Explain why concerns over applied evolution may inhibit the use of CBS knowledge.

Friday Evening Posters

18:15-19:15 & 19:15-20:15

Image:



Denotes ACBS Junior Investigator Poster Award Recipients

## Planta/Floor -1 & -2

Open to conference attendees and guests. Cash bar available (and a drink ticket in your name badge).

Poster Session #2, 18:15-19:15

### Behavioral Medicine

#### 1. The Relationship Between Psychological Flexibility and Postpartum Depression: A Longitudinal Analysis with Mothers of Neonatal ICU Infants

*Subtopic: Postpartum Depression*

Yoly R. Villarreal, Ph.D., McGovern Medical School, University of Texas Health Science Center at Houston

Michelle R. Klawans, M.A., McGovern Medical School, University of Texas Health Science Center at Houston

Thomas F. Northrup, Ph.D., McGovern Medical School, University of Texas Health Science Center at Houston

Mackenzie L. Spellman, M.A., McGovern Medical School, University of Texas Health Science Center at Houston

Angela L. Stotts, Ph.D., McGovern Medical School, University of Texas Health Science Center at Houston

#### 2. The Development of a Mindfulness Mobile App Targeting People Facing Infertility: The MindfulSpot

*Subtopic: Mindfulness*

Bárbara Monteiro, MSc, Instituto Superior Miguel Torga  
Ana Galhardo Ph.D., Instituto Superior Miguel Torga;  
CINEICC faculta of Psychology and Educational Sciences of the University of Coimbra

Marina Cunha, Ph.D., Instituto Superior Miguel Torga;  
CINEICC faculta of Psychology and Educational Sciences of the University of Coimbra

Margarida Couto, Ph.D., Instituto Superior Miguel Torga  
Frederico Fonseca, MSc, Instituto Superior Miguel Torga  
Luis Abreu, Instituto Superior Miguel Torga

#### 3. Practices and Attitudes of Professionals Who Provide Psychological Treatments for People with Chronic Pain: A Comparison Across Approaches Within CBT

*Subtopic: Chronic pain*

Whitney Scott, King's College London

Francisco Montesinos Marin, Universidad Europea

Brandon Gaudiano, Alpert Medical School of Brown University

Lance M. McCracken, King's College London

#### 4. Design of a Protocol for Addictions and Application of Contextual Therapy

*Subtopic: Addiction*

M<sup>a</sup>Luz Vallejo, Madrid Institute of Contextual Psychology (MICPSY)

Marina Díaz, Madrid Institute of Contextual Psychology (MICPSY)

Pablo Soto, Madrid Institute of Contextual Psychology (MICPSY)

#### 5. Experiential Avoidance Longitudinally Impacts IBD Patients' Physical Health: A Latent Growth Analysis

*Subtopic: Inflammatory bowel disease; physical health*

Inês A. Trindade, CINEICC, University of Coimbra

Cláudia Ferreira, CINEICC, University of Coimbra

José Pinto-Gouveia, CINEICC, University of Coimbra

### Clinical Interventions and Interests

#### 6. Prevention and Treatment of Psychosomatic and Psychosocial Symptoms Among Unemployed Individuals at Times of Socioeconomic Crisis: A Pilot Study of an ACT-Based Group Intervention

*Subtopic: Unemployment, stress, quality of life*

Charikleia Karatza, M.Sc., Aristotle University of Thessaloniki

Maria Karekla, Ph.D., University of Cyprus  
Pagona Roussi, Ph.D., Aristotle University of Thessaloniki

#### 7. Changes in General Distress During a Psychological Treatment: The Role of Psychological Flexibility

*Subtopic: Psychological flexibility*

Nikolija Rakočević, M.A., Department of Psychology, Faculty of Philosophy, University of Novi Sad

Dragan Žuljević, Ph.D., Department of Psychology, Faculty of Philosophy, University of Novi Sad

Vesna Gavrilov - Jerković, Ph.D., Department of Psychology, Faculty of Philosophy, University of Novi Sad

Ivan Jerković, Ph.D., Department of Psychology, Faculty of Philosophy, University of Novi Sad

Milica Lazić, M.A., Department of Psychology, Faculty of Philosophy, University of Novi Sad

#### 8. Development and Validation of an Implicit Measure of (Chronic) Pain-Related Fear, Avoidance and Acceptance in Adolescents

*Subtopic: Chronic Pain, Adolescents*

Melanie Beeckman, MSc, Ghent University - Department of Experimental-Clinical and Health Psychology - Ghent Health Psychology Lab

Sean Hughes, Ph.D., Ghent University - Department of Experimental-Clinical and Health Psychology - Learning and Implicit Processes Lab

Liesbet Goubert, Ph.D., Ghent University - Department of Experimental-Clinical and Health Psychology - Ghent Health Psychology Lab

**9. Dimensions of Posttraumatic Stress Symptomology and Suicidal Ideation: The Role of Cognitive Fusion**

*Subtopic: PTSD; Suicide*

John J. Donahue, Psy.D., University of Baltimore  
Joshua Humphreys, University of Baltimore

**10. Social Anxiety: The Role of Experiential Acceptance in Avoidance Behavior of Social Situations**

*Subtopic: Social anxiety, adolescents*

Maria do Céu Salvador, University of Coimbra  
Maria João Martins, University of Coimbra  
Sandra Vieira, University of Coimbra

**11. A Brief Protocol Based on Acceptance and Commitment Therapy (ACT) for Emotional Eaters**

*Subtopic: Emotional Eaters*

Zaida Callejón Ruiz, Madrid Institute of Contextual Psychology (MICPSY)  
Edurne Maiz Aldalur, Madrid Institute of Contextual Psychology (MICPSY)  
Noelia Vergel Vaquero, Madrid Institute of Contextual Psychology (MICPSY)

**12. A New Status of Psychological Flexibility: A Possible Universal Indicator of Treatment-Induced Change**

*Subtopic: Psychological flexibility*

Dragan Žuljević, Ph.D., Department of Psychology, Faculty of Philosophy, University of Novi Sad  
Nikolija Rakočević, M.A., Department of Psychology, Faculty of Philosophy, University of Novi Sad  
Vesna Gavrilov - Jerković, Ph.D., Department of Psychology, Faculty of Philosophy, University of Novi Sad  
Ivan Jerković, Ph.D., Department of Psychology, Faculty of Philosophy, University of Novi Sad  
Milica Lazić, M.A., Department of Psychology, Faculty of Philosophy, University of Novi Sad

**13. ACT-Based Group Intervention for Children with Social Difficulties**

*Subtopic: Children, bullying*

Sook Huey Lee, Methodist College Kuala Lumpur

**14. Does an ACT-Based Group Intervention for Chronic Pain Affect Sleep Disturbance and Depressive Symptoms?**

*Subtopic: ACT, Chronic pain*

Michaela Paraskeva-Siamata, M.Sc., University of Cyprus, Cyprus  
Maria Karekla, Ph.D., University of Cyprus, Cyprus  
Vasilis Vasiliou, Ph.D., University of Cyprus, Cyprus  
Orestis Kasinopoulos, M.Sc., University of Cyprus, Cyprus  
Maria Stavrinaki, M.Sc., University of Cyprus, Cyprus  
Evaggelos Karademas, Ph.D., University of Crete, Greece  
Yiolanda Christou, M.D., The Cyprus Institute of Neurology and Genetics, Cyprus  
Savvas Papacostas, MD, The Cyprus Institute of Neurology and Genetics, Cyprus

**15. Relations Between Each Factor of Self-Compassion and Social Anxiety Symptoms**

*Subtopic: Social anxiety, Self-compassion*

Kazuya Inoue, Graduate School of Human Sciences, Waseda University  
Kenji Sato, Faculty of Integrated Arts and Sciences, Tokushima University  
Hiroaki Kumano, Faculty of Human Sciences, Waseda University

**16. Fast Improvement in a Short ACT Intervention Delivered by Novice Therapists**

*Subtopic: Depression*

Katariina Keinonen, Ph.D. Student, University of Jyväskylä  
Heidi Kyllönen, University of Jyväskylä  
Piia Astikainen, University of Jyväskylä  
Raimo Lappalainen, University of Jyväskylä

**17. Impact of a Mindfulness Intervention (MBSR) on Clinical Severity and Inflammatory Biomarkers in Patients with Fibromyalgia: A Preliminary Analysis of EUDAIMON Data**

*Subtopic: Fibromyalgia*

Laura Andrés-Rodríguez, MSc, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
Adrián Pérez-Aranda, MSc, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
Xavier Borràs Hernandez, Faculty of Psychology, Universitat Autònoma de Barcelona, Spain  
Albert Feliu-Soler, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
Andrés Martín-Asuero, Ph.D., Instituto EsMindfulness  
Juan Vicente Luciano, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain

**18. Psychometric Properties of the Spanish Version of Cognitive Emotion Regulation Questionnaire (CERQ) in Patients with Fibromyalgia**

*Subtopic: Fibromyalgia*

Adrián Pérez-Aranda, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
Laura Andrés-Rodríguez, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
Elvira Reche, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
Albert Feliu-Soler, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
Xavier Borràs, Stress and Health Research Group (GIES), Faculty of Psychology, Universitat Autònoma de Barcelona, Spain  
Juan V. Luciano, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain

**19. Brief Protocol for the Development of Repertoires of Psychological Flexibility in Depression Patterns**

*Subtopic: Depression*

Jorge Alcalá Rivero, Madrid Institute of Contextual Psychology (MICPSY)  
Joan Rullan Pou, Madrid Institute of Contextual Psychology (MICPSY)  
Maria Jesús Rubio Martín, Madrid Institute of Contextual Psychology (MICPSY)  
Alba María Navarro Mateu, Madrid Institute of Contextual Psychology (MICPSY)

**20. Acceptance and Commitment Therapy (ACT) for Co-Occurring Posttraumatic Stress Disorder (PTSD) and Alcohol Use Disorders (AUD) in U.S. Military Veterans: Preliminary Treatment outcomes**

*Subtopic: PTSD, alcohol use disorders, military veterans*

Eric Meyer, PhD, VA VISN 17 Center of Excellence for Research on Returning War Veterans  
Barbara Hermann, Ph.D., Burlington, VT VA  
Sonja Batten, Ph.D., Booz Allen Hamilton  
Bryann DeBeer, Ph.D., VA VISN 17 Center of Excellence for Research on Returning War Veterans  
Paula Schnurr, Ph.D., National Center for PTSD-Executive Division  
Robyn Walsler, Ph.D., National Center for PTSD-Dissemination and Training Division

**21. ACT Protocol in Anxiety Disorder/Panic Attack**

*Subtopic: Anxiety*

Yolanda Bueno Aguado, Micpsy Madrid  
Jennifer Escolano Martinez, Micpsy Madrid  
Guillermo Matia, Micpsy Madrid  
Sofia Rodriguez de la Plaza, Micpsy Madrid

**22. Adversity and Psychopathology: The Mediating Role of Experiential Avoidance**

*Subtopic: Schizophrenia, Depression*

Leticia Martínez Prado, Universidad Complutense de Madrid  
Almudena Trucharte Martínez, Universidad Camilo José Cela  
Alba Contreras Cuevas, Universidad Complutense de Madrid  
Regina Espinosa López, Universidad Camilo José Cela  
Carmen Valiente Ots, Universidad Complutense de Madrid

**23. An Attempt to Measure Experiential Avoidance in Daily Life Using Ecological Momentary Assessment**

*Subtopic: Experiential avoidance*

Taiki Shima, Graduate School Human Sciences, Waseda University  
Hikari Honda, Graduate School Human Sciences, Waseda University  
Hiroaki Kumano, Faculty of Human Sciences, Waseda University

**24. The Social Anxiety – Acceptance and Action Questionnaire for Adolescents (SA-AAQ-A): Study of the Psychometric Properties in a Portuguese Sample**

*Subtopic: Social Anxiety Disorder, Adolescents, Assessment*

Sandra Vieira, University of Coimbra  
Maria João Martins, University of Coimbra  
Maria do Céu Salvador, University of Coimbra  
Megan MacKenzie, Ryerson University  
Nancy Kocovski, Wilfrid Laurier University

**25. A Systematic Review of the Effectiveness of Acceptance and Commitment Therapy (ACT) for Body Image Dissatisfaction and Weight Stigma in Adults**

*Subtopic: Body image dissatisfaction*

Catrin Griffiths, University of the West of England  
Heidi Williamson, University of the West of England  
Fabio Zucchelli, University of the West of England  
Tim Moss, University of the West of England

**26. Effectiveness of Acceptance-Based Self-Help for Individuals with Visible Difference and Social Anxiety: A Pilot Randomised Controlled Trial**

*Subtopic: Self-help, Visible Difference*

Luke Powell, University of Sheffield  
Andrew Thompson, DCLinPsy, University of Sheffield

**27. The AAQ-II Translation to Georgian: A Preliminary Validation Study**

*Subtopic: Assessment*

Nino Gogichadze, Ilia State University, GNNT  
Teona Lodia, Ivane Javakishvili Tbilisi State University, GNNT  
Nata Meparishvili, Ilia State University, GNNT  
Jodi Polaha, East Tennessee State University

**28. Routine Outcomes in Psycho-oncology: Problems and Possibilities**

*Subtopic: Psycho-oncology, ACT, cancer*

Sari Harenwall, DCLinPsych, The Maggie Keswick Jencks Cancer Caring Centres Trust  
Karen Verrill, The Maggie Keswick Jencks Cancer Caring Centres Trust  
Lesley Howells, DCLinPsy, The Maggie Keswick Jencks Cancer Caring Centres Trust  
David Gillanders, DCLinPsy, University of Edinburgh

**29. Effectiveness of a 10-Week Pilot Acceptance and Commitment Therapy Group for Social Anxiety Disorder: Results from an Acute Care General Hospital**

*Subtopic: Social Anxiety*

Neil Levitsky, M.D., University of Toronto  
Marlene Taube-Schiff, Ph.D., Ryerson University  
Samantha Fashler, Ryerson University  
Aiden Mehak, Ryerson University

**30. FACT\*: Focused Acceptance and Commitment Therapy Enhanced by Functional Analytic Psychotherapy for the Treatment of Social Anxiety Disorder. Mixing Single Subjects Designs and Group Design to Test Efficacy and Efficiency of Direct Measures**

*Subtopic: FACT, FAP, ACT, Social Anxiety Disorder, SAD, Multiple Baseline*

Roberto Cattivelli, Istituto Auxologico Italiano IRCCS, Department of Psychology, Catholic University of Milan, Milan, Italy  
Nicola Maffini, Private Practice  
Alessandro Musetti, Department of Literature, Arts, History and Society, University of Parma, Parma, Italy  
Giorgia Varallo, Istituto Auxologico Italiano IRCCS  
Chiara Spatola, Istituto Auxologico Italiano IRCCS, Department of Psychology, Catholic University of Milan, Milan, Italy  
Emanuele Cappella, Department of Psychology, Catholic University of Milan, Milan, Italy  
Gianluca Castelnuovo, Istituto Auxologico Italiano IRCCS, Department of Psychology, Catholic University of Milan, Milan, Italy

**31. Flex Game: The game of the Psychological Flexibility***Subtopic: Therapeutic Tool*

Erica Oliveira Faria, Private Practice

**32. Beyond the use of protocols in the treatment of BPD in Colombia***Subtopic: Borderline Personality Disorder*

Alexandra Avila Alzate, Centro de Terapias Contextuales, Bogotá-COL  
 Carolina Prieto, Centro de Terapias Contextuales, Bogotá-COL  
 Mónica Ramos, Centro de Terapias Contextuales, Bogotá-COL  
 Lucía Delgado, Centro de Terapias Contextuales, Bogotá-COL

**33. Psychometric properties of the Spanish version of the Valuing Questionnaire (VQ) in Spain.***Subtopic: Process measures of potential relevance to ACT*

Paula Odriozola-González, Ph.D., Universidad de Valladolid y Universidad Europea del Atlántico  
 Francisco J. Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz  
 Juan Carlos Suárez-Falcón, Universidad de Educación a Distancia  
 M<sup>a</sup> Rosario Perucha Ramos, Práctica privada de psicología sanitaria

**34. To Evaluate the Psychometric Properties of the ISTACTS Rating Scale Among the Muslim Community**

Dr. Tahereh Seghatoleslam, University of Malaya Centre of Addiction Sciences (UMCAS), Kuala Lumpur, Malaysia  
 Prof. Hussain Habil, Psychiatry Department at Mahsa University, Kuala Lumpur, Malaysia

**35. Acceptance and Commitment Therapy (ACT) for Adolescent Psychiatric and Substance Use Disorders: Results from Stage 1a Development***Subtopic: Substance Use**Disorders/Adolescence*

Julia Timmerman, LCSW, Denver Health and Hospital Authority

Christian Thurstone, M.D., Denver Health and Hospital Authority/University of Colorado

**36. Changing the Pattern of Subjective Well-Being in the Context of Psychological Treatment: The Role of Self-efficacy***Subtopic: Mechanism of change*

Vesna Gavrilov-Jerkovic, Department of Psychology, University of Novi Sad, Serbia

Milica Lazic, Department of Psychology, University of Novi Sad, Serbia

Dragan Zuljevic, Department of Psychology, University of Novi Sad, Serbia

Nikolija Rakocevic, Department of Psychology, University of Novi Sad, Serbia

Ivan Jerkovic, Department of Psychology, University of Novi Sad, Serbia

**37. Cognitive Fusion: Concept and Validation of the German Version of the Cognitive Fusion Questionnaire CFQ-D***Subtopic: Cognitive Fusion Questionnaire*

Dr. Claudia China, Mühlenbergklinik Holsteinische Schweiz, Bad Malente-Gremsmühlen

Dr. Laura Birke Hansen, Mühlenbergklinik Holsteinische Schweiz, Bad Malente-Gremsmühlen

Dr. Dieter Benninghoven, Mühlenbergklinik Holsteinische Schweiz, Bad Malente-Gremsmühlen

**38. Contributions of B.F. Skinner's writings to understand Functional Analytic Psychotherapy's Middle-Level Terms***Subtopic: Functional Analytic Psychotherapy*

Rodrigo Nunes Xavier, Universidade de São Paulo

Sonia Beatriz Meyer, Universidade de São Paulo

**Functional Contextual Neuroscience and Pharmacology****39. Psychological and Cognitive Flexibility in Relationship to Age and Anxiety***Subtopic: Psychological Flexibility, Cognitive Flexibility, Anxiety, Age, Executive functions, ACT.*

Xavier Montaner Casino, Universitat Autònoma de Barcelona

Jeroni Muñoz Galindo, Hospital Ricard Fortuny

Mélodie Pulgarín Linero, Universitat Autònoma de Barcelona

Mercè Martínez Vallès, Hospital Ricard Fortuny

**Fundamentos filosóficos y teóricos****40. Revisión sistemática de la Terapia de Aceptación y Compromiso (ACT) en adolescentes**

Diana Riaño-Hernández, Pontificia Universidad Javeriana  
 Vanessa Riveros Fiallo, Pontificia Universidad Javeriana  
 Luis Manuel Silva, Pontificia Universidad Javeriana  
 Juan Eduardo Pulido, Pontificia Universidad Javeriana  
 Angélica Ramírez y Paula Villa, Pontificia Universidad Javeriana

**Intervenciones y aspectos clínicos****41. Justificación y diseño de un estudio que compara una intervención basada en Terapia de Aceptación y Compromiso con una intervención basada en Mindfulness en enfermos oncológicos***Subtopic: ACT, Mindfulness, oncology, cancer*

Verónica Castrillo Sarmiento, clinical psychologist, Universidad de Salamanca

Cristina Caballo Escribano, Ph.D., Universidad de Salamanca

Manuel Ángel Franco Martín, Ph.D., Universidad de Salamanca

Andrea Taboada López, Complejo Asistencial de Zamora  
Carmen Ortiz Fune, Complejo Asistencial de Zamora**42. Efectividad tras 14 sesiones de tratamiento desde la perspectiva de ACT y FAP***Subtopic: Tratamientos eficaces*

Saray Cáliz Aguilera, Universidad Europea de Madrid

Lidia Budziszewska, Universidad Europea de Madrid

**43. Malestar Emocional y Tipo de Cáncer en Pacientes con Enfermedad Oncológica Avanzada***Subtopic: Cuidados Paliativos*

Isabe Ramirez Gendrau, Residente de Psicología Clínica, Consorci Sanitari de Terrassa (Hospital de Terrassa, Barcelona)

Cristina Enero Gonzalez, Consorci Sanitari de Terrassa (Hospital de Terrassa, Barcelona)  
Anna Garcia Caballero, Consorci Sanitari de Terrassa (Hospital de Terrassa, Barcelona)

#### **44. Tratamiento Cognitivo-Conductual Grupal Breve en Trastornos Adaptativos**

*Subtopic: Trastorno adaptativo*

Marina Torrens-Lluch, Servicio de Salud Mental. Consorci Sanitari de Terrassa (Barcelona)  
Anna Soler i Roca, Servicio de Salud Mental. Consorci Sanitari de Terrassa (Barcelona)

#### **45. Desenganchados de la vida: Flexibilidad psicológica en pacientes en tratamiento con metadona**

*Subtopic: Abuso de sustancias*

Andrea Taboada López, Complejo Asistencial de Zamora  
María del Carmen Ortiz Fune, Complejo Asistencial de Zamora.  
Verónica Castrillo Sarmiento, Asociación Contra el Cáncer. Zamora  
Mónica Santos Rivas, PsicAct  
Laura Turiel Flórez



#### **46. Aplicación de ACT a Grupo de Pacientes de ESM**

*Subtopic: Psicoterapia grupal de Act en adultos Salud Mental*

Rosa Elena Mateo Álvarez, Psicóloga Clínica Hospital de Burgos  
Verónica Castrillo Sarmiento, Psicóloga Clínica Asociación Española Contra el Cáncer  
Laura Álvarez Cadenas, PIR Hospital Universitario de Burgos  
Diana Cobo Alonso, PIR Hospital Universitario de Burgos  
Iván Torres Viejo, PIR Hospital Universitario de Burgos

#### **47. Morir antes de tiempo: Terapia de Aceptación y Compromiso en Cuidados Paliativos**

*Subtopic: Cuidados Paliativos*

Andrea Taboada López, Complejo Hospitalario de Zamora  
Verónica Castrillo Sarmiento, Asociación Contra el Cáncer. Zamora.  
María del Carmen Ortiz Fune, Complejo Hospitalario de Zamora  
Mónica Santos Rivas, PsicAct

#### **48. Impactos de la Terapia de Aceptación y Compromiso en la calidad de vida de personas con estrés postraumático y depresión.**

*Subtopic: Estrés postraumático, trastorno depresivo mayor, calidad de vida*

Angelica Nathalia Vargas Salinas, Contextual Behavioral Science and Therapy Institute  
Michel André Reyes Ortega, Contextual Behavioral Science and Therapy Institute

#### **49. Protocolo breve basado en la Terapia de Aceptación y Compromiso: a propósito de un caso de Trastorno Adaptativo**

*Subtopic: Protocolo de intervención en atención ambulatoria*

M<sup>a</sup> del Carmen Ortiz Fuen, Psicóloga Residente en el Complejo Asistencial de Zamora  
Manuel Mateos García, Psicólogo General Sanitario en Centro de Asesoramiento Sevilla  
Andrea Taboada López, Psicóloga Residente en Complejo Asistencial de Zamora  
Verónica Castrillo Sarmiento, Psicóloga Clínica en Asociación Española Contra el Cáncer

### **Prevención e intervenciones comunitarias**

#### **50. Dejar de fumar con ACT**

*Subtopic: Terapia de Grupo, Metáforas, Tabaquismo, Adicciones*

Verónica Castrillo Sarmiento, Universidad de Salamanca  
Andrea Taboada López, Complejo Asistencial de Zamora  
Carmen Ortiz Fune  
Rosa Mateo Álvarez, Hospital Universitario de Burgos  
Mónica Santos Rivas  
Iván Torres Viejo

### **Prevention and Community-Based Interventions**

#### **51. Shame, Guilt and Substance Use Coping: The Mediating Role of Self-Compassion**

*Subtopic: Self-Compassion*

Christina Chwyl, Portland Psychotherapy  
Jason B. Luoma, Portland Psychotherapy

#### **52. Brief Evidence-Based ACT-Enhanced Parenting Intervention to Promote Young Adolescents' School Engagement**

*Subtopic: Group based interventions*

Larry Dumka, Ph.D., Sandford School of Social and Family Dynamics, Arizona State University, USA

#### **53. How Do Compassionate and Acceptance Strategies Explain Feelings of Social Safeness and Depression Symptoms?**

*Subtopic: Depression*

Cláudia Ferreira, CINEICC, University of Coimbra  
Ana Laura Mendes, CINEICC, University of Coimbra  
Andreia Máximo, University of Coimbra  
Maria João Dias, University of Coimbra  
Inês A. Trindade, CINEICC, University of Coimbra

#### **54. Physiological and Psychological Barriers to Progressing Along the Stages to Quit Smoking Among People with Schizophrenia**

*Subtopic: Smoking cessation*

Yim-wah Mak, RN, RM, Ph.D., School of Nursing, The Hong Kong Polytechnic University  
Winnie WY Lau, BA, School of Nursing, The Hong Kong Polytechnic University  
Alice Yuen Loke, Ph.D., School of Nursing, The Hong Kong Polytechnic University

#### **55. Can Psychological Flexibility Model Predict Prosocial Behavior in Anti-Social Personality?**

Oktay Şahin, MD, Ergani State Hospital, Diyarbakir, Turkey  
K. Fatih Yavuz, Bakırköy Mental Health and Neurological Diseases Hospital, Istanbul, Turkey  
Ahmet Nalbant, MD, Bakırköy Mental Health and Neurological Diseases Hospital, Istanbul, Turkey

**Organizational Behavior Management**

**56. Work-Relates Stress, Psychological Flexibility and Organizational Welfare in a Sicilian Hospital**

*Subtopic: Work-related stress, organizational welfare*

Giovambattista Presti, University of Enna "Kore"  
Valeria Squatrito, University of Enna "Kore"  
Francesca Mongelli, University of Enna "Kore"  
Melina Di Blasi, University of Enna "Kore"  
Enrica Basile, University of Enna "Kore"  
Paolo Moderato, Istituto Europeo per lo Studio del Comportamento Umano (IESCUM)  
Tiziana Ramaci, University of Enna "Kore"

**Other**

**57. Study Protocol for the Development and Testing of a Questionnaire to Measure Mindfulness, Acceptance and Commitment**

*Subtopic: Questionnaire*

Nina Schulze, Dipl.-Psych., Neuropsychiatric Center Hamburg-Altona, Germany  
Silja C. Reuter, Neuropsychiatric Center Hamburg-Altona, Germany  
Peter Tonn, M.D., Neuropsychiatric Center Hamburg-Altona, Germany

**Relational Frame Theory**

**58. The Impact of Experience on Implicit Attitudes Towards Children with Language Disorders and Autism**

*Subtopic: IRAP*

Francisco Cabello, Ph.D., Universidad de Murcia (Spain)  
Silvia Abellan, Universidad de Murcia (Spain)  
Ana Vanesa Valero, Universidad de La Rioja (Spain)

**59. Learning Model of Metaphorical Reasoning for Children with Autism Spectrum Disorders**

*Subtopic: Autism*

Fen-Fen Wang, University of Chinese Academy of Sciences  
Zhuo-Hong Zhu, Institute of Psychology, Chinese Academy of Sciences

**60. Black Humor and Psychological Flexibility**

*Subtopic: IRAP*

Francisco Cabello, Ph.D., Universidad de Murcia (Spain)  
Ana Vanesa Valero, Ph.D., Universidad de La Rioja (Spain)

**61. CBS Consistent Definitions of Relational Coherence, Incoherence and Ambiguity**

*Subtopic: Relational Coherence*

Sam Ashcroft, The University of Chester  
Lee Hulbert-Williams, The University of Chester  
Kevin Hochard, The University of Chester  
Nick Hulbert-Williams, The University of Chester

**62. Citation Analysis of Relational Frame Theory: 2009-2016**

*Subtopic: Relational Frame Theory*

Martin O'Connor, MSc, University College Dublin

Lynn Farrell, University College Dublin  
Anita Munnelly, University College Dublin  
Louise McHugh, University College Dublin

**Supervision, Training, and Dissemination**

**63. Consolidating ACT Training in Uganda**

*Subtopic: Mindfulness*

Racheal D. Nuwagaba

**Theoretical and Philosophical Foundations**

**64. Polish Adaptation of the Valuing Questionnaire (VQ) and the Committed Action Questionnaire (CAQ)**

*Subtopic: Values, Committed Action*

Magdalena Hyla, University of Silesia in Katowice  
Lidia Baran, University of Silesia in Katowice  
Bartosz Kleszcz, Private Practice

**65. Interface between Acceptance and Commitment Therapy and Strategic Therapy**

*Subtopic: Theoretical reflection*

Carina Magalhães, Master Research Fellow, School of Psychology, University of Minho  
Joana Silva, Post-doc fellow, School of Psychology, University of Minho  
Miguel M. Gonçalves, Ph.D. Professor, School of Psychology, University of Minho

**66. Moving Beyond Traditional Latent Variable Models: Exploring the Concept of Psychological Flexibility and Experiential Avoidance Through a Dynamical Network**

*Subtopic: Measurement*

Sofie Vindevogel, Ph.D., University College Ghent  
De Schryver Maarten, Ghent University  
Yvonne Barnes-Holmes, Ghent University  
Ciara McEnteggart, Ghent University

**67. Mapping Acceptance and Commitment Therapy's (ACT) Middle-Level Terms: A Structured Conceptualization**

*Subtopic: Middle-level terms*

Maarten De Schryver, Ghent University  
Prof. Dr. Dermot Barnes-Holmes, Ghent University

**68. Behavior (in Its Own Right) as the Subject Matter of a Behavioral Contextual Approach: the Case of Attitudes and Social Cognition**

*Subtopic: Attitudes and Social Cognition*

Henrique Mesquita Pompermaier, MS., Universidade Federal de São Carlos  
João Henrique de Almeida, Ph.D., Universidade Federal de São Carlos

**Poster Session #3, 19:15-20:15**

**Clinical Interventions and Interests**

**1. Comparing Brief Acceptance and Control-Based Interventions: Evaluating Public Speaking Performance in Socially-Anxious Individuals**

*Subtopic: Acceptance and Commitment Therapy*

Samuel D. Spencer, B.S., Minnesota State University, Mankato

Jeffrey Buchanan, Ph.D., Minnesota State University, Mankato

## **2. Risk and Protective Factors for Internalization Following Bullying Victimization in Middle Schoolers**

*Subtopic: Children, Bullying, PTSD, Depression, Risk and Protective Factors*

Chelsea VanderWoude, M.A., Southern Illinois University  
Mary Louise Cashel, Ph.D., Southern Illinois University

## **3. Self-Compassion and Fears of Compassion: A Comparative Study in Clinical Samples with Personality Disorders, Psychosis, and Eating Disorders and a Non-Clinical Sample**

*Subtopic: Compassion*

Paula Castilho, University of Coimbra  
Maria João Martins, University of Coimbra  
Raquel Guiomar, University of Coimbra  
Diana Carvalho, University of Coimbra  
Joana Gonçalves, University of Coimbra  
Marta Simão, University of Coimbra

## **4. Can We Improve Self-Compassion with a Brief Perspective-Taking Intervention?**

*Subtopic: Self-compassion*

Lee Hulbert-Williams, Ph.D., University of Chester  
Rosina Pendrous, University of Chester

## **5. Two Focus Groups Comprised of Veteran Service Users and ACT Trained Practitioners Working Together to Adapt an ACT Group Protocol Specifically for Veterans**

*Subtopic: Veteran, co-production, group*

Jennifer Ring, Veterans' First Point Lanarkshire, NHS Lanarkshire  
Charlie Allanson-Oddy, Veterans' First Point Lothian, NHS Lothian  
Nicola Cogan, Veterans' First Point Lanarkshire, NHS Lanarkshire

## **6. Application of Acceptance and Commitment Therapy in a Lobectomized Patient: Case Report**

*Subtopic: ACT, Traumatic Brain Injury, Neuropsychology, Anxiety*

Xavier Montaner Casino, Universitat Autònoma de Barcelona  
Mélodie Pulgarín, Universitat Autònoma de Barcelona

## **7. Testing the Efficacy of a Low Intensity Internet Therapy for Chronic Illness (@LIIT-CI): The Specific Contributions of Mindfulness and Explicit Compassion Practices**

*Subtopic: Chronic Illness*

Inês A. Trindade, CINEICC, University of Coimbra  
Sérgio Carvalho, CINEICC, University of Coimbra  
Cláudia Ferreira, CINEICC, University of Coimbra  
Paula Castilho, CINEICC, University of Coimbra  
David Gillanders, The University of Edinburgh  
José Pinto-Gouveia, CINEICC, University of Coimbra

## **8. The Take ACTION Program: Acceptability of a Behavioural Activation and ACT-Based Group Intervention for Participants Dealing with Chronic Illness**

*Subtopic: Chronic Illness*

Catherine Ethier, Psy.D. ( c ), Université du Québec à Trois-Rivières  
Marie-Claude Blais, Ph.D., Université du Québec à Trois-Rivières  
Pierre Gagnon, M.D., Université Laval  
Maïra Filteau, Psy.D. (c), Université du Québec à Trois-Rivières  
Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières

## **9. Exploring the Predictive Effects of Social Support and Experiential Avoidance on Psychological Health in Breast Cancer Patients: A Longitudinal Analysis**

*Subtopic: Cancer*

Inês A. Trindade, CINEICC, University of Coimbra  
Cláudia Ferreira, CINEICC, University of Coimbra  
José Pinto-Gouveia, CINEICC, University of Coimbra

## **10. Fears of Compassion in Psychosis: Preliminary Results on Reliability, Validity and Dimensional Structure of the Fears of Compassion Scales**

*Subtopic: Psychosis*

Maria João Martins, University of Coimbra  
Paula Castilho, University of Coimbra  
Joana Gonçalves, University of Coimbra  
Diana Carvalho, University of Coimbra  
Célia Barreto Carvalho, University of Azores  
Ana Telma Pereira, University of Coimbra  
António Macedo, University of Coimbra

## **11. Functioning Better if not Feeling Better: An ACT Intervention for Patients with Early-Onset Dementia**

*Subtopic: Dementia, health*

Andrew Carr, Ph.D., VA Greater Los Angeles, UCLA  
Mario Mendez, M.D., Ph.D., VA Greater Los Angeles, UCLA

## **12. Gender Differences in Response to Daily Peer Hassles Among Adolescents: The role of Experiential Avoidance**

*Subtopic: Children/Adolescence*

Ana Xavier, University of Coimbra, Portugal  
Marina Cunha, Instituto Superior Miguel Torga, Coimbra, Portugal  
José Pinto-Gouveia, University of Coimbra, Portugal

## **13. Group Treatment for OCD: Preliminary Evaluation of Treatment Effectiveness and Client Perceptions of Change**

*Subtopic: OCD*

Annette Dufresne, Ph.D., University of Windsor  
Chantal Boucher, M.A., University of Windsor  
Tsubasa Sawashima, M.A., University of Windsor  
Simritpal Malhi, M.A., University of Windsor

## **14. Group-Based Acceptance and Commitment Therapy Preceded by an Experimental Attentional Bias Modification Procedure for Residual Symptoms of Depression**

*Subtopic: Depression*

Tom Ostergaard, University of Oslo

Tobias Lundgren, Ph.D., Department of Clinical Neuroscience, Center for Psychiatry Research, Karolinska Institute, Stockholm, Sweden  
 Robert Zettle, professor, Wichita State University  
 Rune Jonassen, Ph.D., Clinical Neuroscience Research Group, Department of Psychology, Oslo, Norway  
 Catherine Harmer, professor, Psychopharmacology and Emotional Research Lab (PERL), University Department of Psychiatry, Oxford, UK.  
 Vegard Haaland, Ph.D., Clinical Neuroscience Research Group, Department of Psychology, Oslo, Norway.  
 Nils Inge Landrø, Clinical Neuroscience Research Group, Department of Psychology, Oslo, Norway.

**15. How Bullying May Influence the Development of Disordered Eating Symptoms in Adolescence: The Mediator Role of Body Image Shame**  
*Subtopic: Disordered eating; Adolescence*

Cristiana Duarte, Msc., Ph.D. Candidate, Cognitive and Behavioural Centre for Research and Intervention, Faculty of Psychology and Educational Sciences, UC  
 José Pinto-Gouveia, M.D., Ph.D., Cognitive and Behavioural Centre for Research and Intervention, Faculty of Psychology and Educational Sciences, UC  
 James Stubbs, Ph.D., Appetite Control and Energy Balance Research Group, School of Psychology, University of Leeds

**16. Hyperactivity and Emotions Research action with a group of children in a Childhood Adolescent Mental Health Service**  
*Subtopic: Children, Mindfulness*

Beatrice Milianti, neuropsychiatrist, UFSMIA Lucca  
 Anna Belmonte, neuropsychiatrist, UFSMIA Lucca  
 Francesca Gini, psychologist  
 Annamaria Marongiu psychotherapist, UFSMIA Lucca

**17. Loss of Self as a Cancer Caregiver: Learning from RFT and ACT to Develop More Effective Psychological Interventions to Improve Wellbeing**

*Subtopic: Adult Cancer Caregivers, Self-concept, psychological wellbeing*

Jayne Joy, University of Chester  
 Professor Nick Hulbert-Williams, University of Chester  
 Dr. Lee Hulbert-Williams, University of Chester  
 Dr. Brooke Swash, University of Chester

**18. MAC-CBT Group Therapy for Adult Attention Deficit Hyperactivity Disorder**  
*Subtopic: Adult ADHD, acceptance, activity, mindfulness, MAC-CBT*

Isabelle Kuchler, M.Sc, Neuropsychiatric Center Hamburg Germany  
 Dr. Peter Tonn, Neuropsychiatric Center Hamburg Germany

**19. Measuring Psychological Flexibility in Chronic and Acute Pain**

*Subtopic: Chronic Pain*

Chiara Vona, Kore University, Enna (Italy)  
 Valeria Squatrito, Kore University, Enna (Italy)

Giovambattista Presti, Kore University, Enna (Italy)  
 Paolo Moderato, IULM University, Milan (Italy)

**20. Nonverbal Events in Psychotherapy and Impact on Outcome: A Literature Review**

*Subtopic: Nonverbal communication, Emotions*

Tien Kuei, MSc, University of Glasgow

**21. Outcomes of a Brief ACT Intervention Among University Students with Borderline Personality Disorder Symptoms**

*Subtopic: Borderline Personality Disorder*

Martine Coulombe, M.Sc., Ph.D.(c), Université du Québec à Trois-Rivières  
 Chantal Thibodeau, M.Sc., Centre d'aide aux étudiants, Université Laval  
 Frédérick Dionne, Ph.D., Université du Québec à Trois-Rivières

**22. Psychometric Properties of the Avoidance and Fusion Questionnaire for Youth (AFQ-Y) in Colombia**

*Subtopic: Assessment*

Daniela Salazar-Torres, Fundación Universitaria Konrad Lorenz  
 Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
 Cindy L. Flórez, Fundación Universitaria Konrad Lorenz

**23. Psychometric Properties of the Generalized Pliance Questionnaire: Children in Colombia**

*Subtopic: Assessment*

Daniela Salazar-Torres, Fundación Universitaria Konrad Lorenz  
 Cindy L. Flórez, Fundación Universitaria Konrad Lorenz  
 Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

**24. The Effectiveness of Acceptance and Commitment Therapy (ACT) in Improving Stress and Wellbeing for Employees in a Hospital Setting**

*Subtopic: Stress and General Wellbeing*

Josh Hope-Bell, UWE Bristol  
 Dr. Olivia Donnelly, North Bristol Trust NHS  
 Dr. Nic Hooper, UWE Bristol  
 Fabio Zuchelli, UWE Bristol

**25. The Effectiveness of an Art-Based ACT Group Therapy Program with Young Adolescents**

*Subtopic: Early Adolescence*

Aja Meyer, Ph.D., Johns Hopkins All Children's Hospital  
 Heather Agazzi, Ph.D., ABPP, University of South Florida

**26. The Effects of an ACT Group Therapy Program for Adolescents in an Outpatient Psychiatry Setting**

*Subtopic: ACT with teens*

Pascale St-Amand, Ph.D., CISSS Chaudière-Appalaches  
 Isabelle Rose, Ph.D., CISSS Chaudière-Appalaches  
 Maude Lafond, Université du Québec à Trois-Rivières  
 Joel Gagnon, Ph.D. (c), Université du Québec à Trois-Rivières  
 Frederick Dionne, Ph.D., Université du Québec à Trois-Rivières

**27. Effectiveness of an Interdisciplinary (ACT + PT) Outpatient Program on Functional Capacity for People with Chronic Low Back Pain**

*Subtopic: Chronic back pain*

Heather Poupore-King, Ph.D., Stanford Pain Management Center  
Corinne Cooley, DPT, OCS, Stanford Pain Management Center

### **28. Turkish Version of Valued Living Questionnaire (VLQ): Preliminary Analysis of Reliability and Validity in Non-Clinical Sample**

*Subtopic: VLQ nonclinical sample*

M. Emrah Karadere, Hitit University, School of Medicine, Department of Psychiatry, Corum, Turkey  
Hasan Turan Karatepe, Medeniyet University, School of Medicine, Department of Psychiatry, Istanbul, Turkey  
Kaasim Fatih Yavuz, Bakirkoy Mazhar Osman Mental Health and Neurological Diseases Education and Research Hospital, Bakirkoy, Istanbul, Turkey  
Sevinc Ulusoy, Bakirkoy Mazhar Osman Mental Health and Neurological Diseases Education and Research Hospital, Bakirkoy, Istanbul, Turkey  
Alparslan Cansiz, Siverek State Hospital, Urfa, Turkey  
Murat Aktepe, Arnavutkoy State Hospital, Istanbul, Turkey

### **29. Embodying the Compassionate Self: How Does Practice Quality Impact the Effectiveness of a Compassion Training Program?**

*Subtopic: Compassion*

Marcela Matos, Ph.D., University of Coimbra - CINEICC (Cognitive and Behavioural Centre for Research and Intervention), Portugal  
Cristiana Duarte, Ph.D., University of Coimbra - CINEICC (Cognitive and Behavioural Centre for Research and Intervention), Portugal  
Joana Duarte, Ph.D., University of Coimbra - CINEICC (Cognitive and Behavioural Centre for Research and Intervention), Portugal  
José Pinto-Gouveia, Ph.D., M.D., University of Coimbra - CINEICC (Cognitive and Behavioural Centre for Research and Intervention), Portugal  
Paul Gilbert, Ph.D., OBE, Centre for Compassion Research and Training, University of Derby, College of Health and Social Care Research Centre, Derby

### **30. The Psychological and Physiological Impact of a Brief Compassion Training Intervention: An Exploration of Processes of Change in Positive Affect**

*Subtopic: Compassion*

Marcela Matos, Ph.D., University of Coimbra - CINEICC (Cognitive and Behavioural Centre for Research and Intervention), Portugal  
Joana Duarte, Ph.D., University of Coimbra - CINEICC (Cognitive and Behavioural Centre for Research and Intervention), Portugal  
Cristiana Duarte, Ph.D., University of Coimbra - CINEICC (Cognitive and Behavioural Centre for Research and Intervention), Portugal  
José Pinto-Gouveia, Ph.D., M.D., University of Coimbra - CINEICC (Cognitive and Behavioural Centre for Research and Intervention), Portugal  
Nicola Petrocchi, Ph.D., John Cabot University, Rome, Italy  
Paul Gilbert, Ph.D., OBE, Centre for Compassion Research and Training, University of Derby, College of Health and Social Care Research Centre, Derby

### **31. But What Exactly Are Values? A brief discussion about the concept and utility of values in the clinical setting**

*Subtopic: Values*

Aline Simões, Universidade Federal da Bahia

Tiago Ferreira, Ph.D., Universidade Federal da Bahia  
Bruno Oliveira, Private Practise  
Amanda Raña, Universidade de São Paulo

### **32. Testing a Brief ACT-Based Intervention for Potent Suicide Risk-Factors: A Lab-Based Analogue Study**

*Subtopic: Burdensomeness, Suicide, Brief intervention*

Kevin Hochard, Ph.D., University of Chester  
Sam Ashcroft, BSc, University of Chester  
Lee Hulbert-Williams, Ph.D., University of Chester

### **33. Acceptance and Commitment Therapy for Weight Control**

*Subtopic: Obesity, weight control*

Maria Christina Geraldini Ferreira, Ph.D.Candidate, Pontificia Universidade Catolica de Goias  
Sonia Maria Mello Neves, Ph.D., Pontificia Universidade Catolica de Goias

### **34. Psychological Flexibility Affecting Psychological Well-Being: A Study on Italian Youths**

*Subtopic: Adolescents, psychological flexibility, measures*

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

### **35. A Research Update on Italian Clinical Instruments Usable for Measuring Psychological Flexibility and Inflexibility During the Adolescence**

*Subtopic: Adolescents, psychological flexibility, measures*

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

### **36. "Unfolding the Values of Work" A Qualitative Study on How Therapists in an Occupational Rehabilitation Program Based on Acceptance and Commitment Therapy (ACT) Experience That They Attend to Their Participants' Return-To-Work Process**

*Subtopic: Return-to-work rehabilitation*

Nina Elisabeth Klevanger, M.A., Ph.D. candidate, NTNU - Norwegian University of Science and Technology, Trondheim, Norway  
Marius Steiro Fimland, Ph.D., Researcher, NTNU - Norwegian University of Science and Technology,

Trondheim, Norway & Hysnes Rehabilitation Center, St. Olav's U. Hospital  
Professor Roar Johnsen, NTNU - Norwegian University of Science and Technology, Trondheim, Norway  
Marit By Rise, NTNU - Norwegian University of Science and Technology, Trondheim, Norway

**Educational settings**

**37. Eye Tracking Patterns of an Autistic Child Before and After a Multiple-Exemplar Training to Follow the Direction of the Adult Gaze**

*Subtopic: Autism*

Carolina Coury Silveira, MS, Universidade Federal de São Carlos (UFSCar)  
João Henrique de Almeida, Ph.D., Universidade Federal de São Carlos (UFSCar)  
Andréia Schmidt, Universidade de São Paulo (USP)  
Sérgio Fukusima, Universidade de São Paulo (USP)  
Camila Domeniconi, Universidade Federal de São Carlos (UFSCar)

**38. RFT Based Educational Interventions in the Context of the Italian National Health System**

*Subtopic: Language and Learning Disorders*

Melissa Scagnelli, Istituto Europeo per lo Studio del Comportamento Umano (IESCUM)  
Concetta Messsina, University Kore of Enna  
Martina Leuzzi, University Kore of Enna  
Francesca Brasca, Fondazione IRCCS Cà Granda - Ospedale Maggiore Policlinico  
Antonella Costantino, Fondazione IRCCS Cà Granda - Ospedale Maggiore Policlinico  
Giovambattista Presti, University Kore of Enna  
Paolo Moderato, IESCUM, Istituto Europeo per lo Studio del Comportamento Umano, Libera Università di Lingue e Comunicazione IULM

**39. Can a Specialist Physical Education Program, Incorporating Mindfulness Based Activities, Have a Positive Impact on Children's Body Acceptance? Findings from the Australian Lifestyle of our Kids (LOOK) Longitudinal Study**

*Subtopic: Mindfulness, body acceptance*

Lisa Olive, Ph.D., Deakin University  
Rohan Telford, University of Canberra

**40. The Portuguese Version of the Teacher Acceptance and Action Questionnaire: Preliminary Data**

*Subtopic: Assessment*

Ana Galhardo, Ph.D., Instituto Superior Miguel Torga; CINEICC-Faculty of Psychology and Educational Sciences of the University of Coimbra  
Bruna Cravalho, Instituto Superior Miguel Torga  
Marina Cunha, Ph.D., Instituto Superior Miguel Torga; CINEICC-Faculty of Psychology and Educational Sciences of the University of Coimbra

**Evolution**

**41. About the Development of ACT-Program for Implementing ACT on the Web**

*Subtopic: Vocational Rehabilitation*

Fumiki Haneda, Vocational Counselor, Startline.Co.Ltd

**Performance-enhancing interventions**

**42. Effects of a Mindfulness-Based Stress Reduction-Sport Performance Program (MBSR-SP) in Athletes Self-Compassion and Flow**

*Subtopic: Mindfulness-based intervention on sports*

Bruno Carraça, FMH-University of Lisbon  
Sidonio Serpa, FMH-University of Lisbon  
Joan Palmi, INEFC-Lleida University  
Catia Magalhães, Polytechnic Institute- ESEV

**43. Training program based on ACT & Mindfulness to improve well-being and performance in kickboxing fighters**

*Subtopic: ACT-Mindfulness and sport performance*

Adrián Muñoz, University of Malaga  
J.J Macías, University of Malaga  
Frank Bond, Goldsmiths, University of London

**44. CheerApp: Mobile Application Based on ACT**

*Subtopic: Technology, mobile ACT*

Giovambattista Presti, University of Enna"Kore"  
Valentina Costanza, University of Enna"Kore"  
Alberto Catania, University of Enna"Kore"  
Davide Cutaia, University of Enna"Kore"  
Melina Di Blasi, University of Enna"Kore"  
Francesca Mongelli, University of Enna"Kore"  
Paolo Moderato, Istituto Europeo per lo Studio del Comportamento Umano (IESCUM)

**45. Assessment of Cognitive Fusion among Portuguese Samples: Psychometric Properties and Factor Structure of the Cognitive Fusion Questionnaire**

*Subtopic: Assessment measure of cognitive fusion*

José Pinto-Gouveia, M.D., Ph.D., CINEICC, University of Coimbra, Portugal  
Alexandra Dinis, Ph.D., CINEICC, University of Coimbra, Portugal  
Sónia Gregório, Ph.D., CINEICC, University of Coimbra, Portugal  
Ana Pinto, MSc., CINEICC, University of Coimbra, Portugal  
Cristiana Duarte, MSc., Ph.D. Candidate, CINEICC, University of Coimbra Portugal

**46. The Development of a Mobile Health Care Application for Spinal Cord Injury Patients Using Acceptance and Commitment Therapy (ACT)**

*Subtopic: Spinal Cord Injury*

Julion Marrinan M.A., William James College

**Prevention and Community-Based Interventions**

**47. Body Image-Related Psychological Inflexibility: A Moderator of the Impact of Body Image Discrepancy in Weight Concern and Control Behaviours**

*Subtopic: Body Image*

Cláudia Ferreira, CINEICC, University of Coimbra  
Joana Marta-Simões, CINEICC, University of Coimbra  
Inês A. Trindade, CINEICC, University of Coimbra

**48. Building Pro-Social Communities in Sierra Leone**

*Subtopic: Pro-Social, Global Mental Health*

Edmond Brandon, commit & act  
Tien Kuei, commit & act



#### **49. Acceptance and Commitment Training for Employees' Wellbeing: Results From a Randomized Controlled Trial**

*Subtopic: Well-being at work, ACT intervention, burnout, work-related stress*

Laurence De Mondehare, Université du Québec à Montréal

Simon Grégoire, Université du Québec à Montréal  
Laurence Morin, Université du Québec à Montréal  
Cloé Fortin, Université du Québec à Montréal

#### **50. The Effect of Psychological Flexibility on Implicit and Explicit Stigma Toward Mental Illness**

*Subtopic: Stigma*

Natsumi Tsuda, Graduate school of Doshisha University  
Takashi Muto, Ph.D., Doshisha University

#### **51. Effectiveness of Psychoeducation Applications Using Acceptance and Commitment Therapy on Reducing Test Anxiety in High School Students**

*Subtopic: Test Anxiety*

Engin Büyükköksüz Ph.D. Student, Okan University  
Raşit Avcı, Muğla Sıtkı Koçman University

### **Relational Frame Theory**

#### **52. RFT Training to Teach Complex Skills: A Direction to IIIrd aba Generation Training**

*Subtopic: Autism*

Giovambattista Presti, Department of Human and Social Science, Kore University  
Maria Josè Sireci, Department of Human and Social Science, Kore University  
Paolo Moderato, Istituto Europeo per lo Studio del Comportamento Umano (IESCUM)



#### **53. Face-Off: Does Religious Context Alter the Way We "Read" Faces?**

*Subtopic: Implicit Relational Association Procedure (IRAP)*

Valeria Squatrito, University of Enna "Kore"  
Giovambattista Presti, University of Enna "Kore"  
Annalisa Oppo, Sigmund Freud University (SFU)  
Paolo Moderato, Istituto Europeo per lo Studio del Comportamento Umano (IESCUM)

#### **54. Implicitly Measuring the Context of Healthy Food Choices**

*Subtopic: Functional Nutrition, Implicit Relational Assessment Procedure (IRAP)*

Andrea Modica, University of Enna "Kore"  
Valeria Squatrito, University of Enna "Kore"  
Annalisa Oppo, Sigmund Freud University (SFU)  
Giovambattista Presti, University of Enna "Kore"  
Paolo Moderato, Istituto Europeo per lo Studio del Comportamento Umano (IESCUM)

#### **55. Examining Differences in Gender-STEM Bias Between STEM and Non-STEM Students**

*Subtopic: IRAP*

Lynn Farrell, University College Dublin  
Louise McHugh, University College Dublin

#### **56. Examining the Malleability of Gender-STEM Bias Among Adults**

*Subtopic: IRAP*

Lynn Farrell, University College Dublin  
Louise McHugh, University College Dublin

### **Intervenciones y aspectos clínicos**

#### **57. ¿Se Puede Predecir el Abandono en un Tratamiento Grupal de Mindfulness?**

*Subtopic: Mindfulness*

Laura Camacho Guerrero, Ph.D., Hospital la Plana (Vila-Real, Castelló)  
Cristina Colomina Llobell, Hospital la Plana (Vila-Real, Castelló)  
Selene Martínez Lluesma, Hospital la Plana (Vila-Real, Castelló)  
Carlos David Collado Navarro, Hospital la Plana (Vila-Real, Castelló)  
Ingrid Nebot García, Hospital la Plana (Vila-Real, Castelló)

#### **58. Efectividad del Tratamiento Grupal Basado en Mindfulness en un Contexto de Sanidad Pública**

*Subtopic: Mindfulness, Sanidad pública*

Ingrid Nebot García, Hospital la Plana (Vila-Real, Castelló)  
Selene Martínez Lluesma, Hospital la Plana (Vila-Real, Castelló)  
Laura Camacho Guerrero, Ph.D., Hospital la Plana (Vila-Real, Castelló)  
Cristina Colomina Llobell, Hospital la Plana (Vila-Real, Castelló)  
Carlos David Collado Navarro, Hospital la Plana (Vila-Real, Castelló)  
Yolanda Vilar Mollar, Hospital la Plana (Vila-Real, Castelló)

#### **59. Efecto del Entrenamiento Mindfulness Self-Compassion sobre Bienestar Psicológico y Autocompasión en Profesionales de la Salud Durante Su Formación**

*Subtopic: Entrenamiento en Autocompasión*

Jose Ramón Yela Bernabé, Ph.D., Universidad Pontificia de Salamanca  
Maria Angeles Gómez Martínez, Ph.D., Universidad Pontificia de Salamanca  
Antonio Crego Diaz, Ph. D., Universidad a Distancia de Madrid  
Laura Jiménez Gómez, Asociación Española contra el Cáncer  
Elena Sánchez Zaballos, Universidad Pontificia de Salamanca

#### **60. Protocolo de tratamiento psicológico del duelo basado en un modelo integrador en madres que viven un nuevo embarazo tras una pérdida perinatal**

*Subtopic: Modelo psicológico integrador*

Anna Torà Ardèvol, Hospital Universitari Mútua de Terrassa  
Clara Mercadé Carranza, Hospital Universitari Mútua de Terrassa  
Itxaso Figueras Urenga, Hospital Universitari Mútua de Terrassa

#### **61. Interferencia de las barreras del terapeuta en ACT: un caso de rumia obsesiva**

*Subtopic: Barreras del terapeuta*

M<sup>a</sup> del Carmen Ortiz Fuen, Psicóloga Residente en el Complejo Asistencial de Zamora  
Manuel Mateos García, Psicólogo General Sanitario en Centro de Asesoramiento Sevilla  
Andrea Taboada López, Psicóloga Residente en Complejo Asistencial de Zamora  
Verónica Castrillo Sarmiento, Psicóloga Clínica en Asociación Española Contra el Cáncer

**62. Intervención grupal basada en Mindfulness: resultados en ansiedad y depresión***Subtopic: Mindfulness, Sanidad pública*

Carlos David Collado Navarro, Hospital la Plana (Vila-Real, Castelló)  
Laura Camacho Guerrero, Ph.D., Hospital la Plana (Vila-Real, Castelló)  
Cristina Colomina Llobell, Hospital la Plana (Vila-Real, Castelló)  
Ingrid Nebot García, Hospital la Plana (Vila-Real, Castelló)  
Selene Martínez Lluesma, Hospital la Plana (Vila-Real, Castelló)  
Lorena Rodríguez Díaz, Hospital la Plana (Vila-Real, Castelló)

**63. Datos preliminares de un protocolo para manejo de evitación experiencial en adolescentes***Subtopic:*

Diana Riaño-Hernández, Pontificia Universidad Javeriana  
Paula Alexandra Atehortúa Rivera, Pontificia Universidad Javeriana  
Vanessa Riveros Fiallo, Pontificia Universidad Javeriana  
Luis Manuel Silva, Pontificia Universidad Javeriana

**64. Datos preliminares sobre el efecto de un protocolo breve en ACT para disminuir estrategias de experiencial***Subtopic:*

Diana Riaño-Hernández, Pontificia Universidad Javeriana

Paula Alexandra Atehortúa, Pontificia Universidad Javeriana

Vanessa Riveros Fiallo, Pontificia Universidad Javeriana

Luis Manuel Silva, Pontificia Universidad Javeriana

**Supervisión, formación y difusión****65. Una experiencia de Supervisión por Pares y Grupo de Estudio***Subtopic: Entrenamiento en habilidades terapéuticas*

Maria José Lami, Ph. D., Instituto de Psicoterapia Conductual Contextual (IPsiCCo)

**Teoría de los Marcos Relacionales****66. El Contexto Social en una Prueba Grupal IRAP sobre Estereotipos de Género: Influencia del Carácter Mixto o Separado por sexos del Grupo de Aplicación***Subtopic: IRAP*

Jose Errasti, Ph.D., Universidad de Oviedo  
Hugo Martínez Martínez, Universidad de Oviedo  
Carmen Rodríguez Muñiz, Universidad de Oviedo  
Jennifer Márquez García, Universidad de Oviedo  
Alejandro Maldonado Lucena, Universidad de Oviedo

**67. Efecto de la Variación en la Cantidad de Modalidades sobre la Adquisición y Transferencia de Discriminaciones Condicionales***Subtopic: Discriminaciones condicionales*

Luis Alberto Quiroga-Baquero, Fundación Universitaria Konrad Lorenz  
Carlos Wilcen Villamil-Barriga, Universidad de Guadalajara  
Harold Esteban Mendoza-Duran, Fundación Universitaria Konrad Lorenz  
Christian Parra-Olarte, Universidad del Rosario

**68. Atribución mediante marcos relacionales y efecto en la autoestima***Subtopic: IRAP*

Manuel Murillo de las Heras, Universidad de Almería  
Xana Grech Pesquera, Universidad de Almería  
Carmen Luciano Soriano, Universidad Almería y Madrid  
Institute Contextual Psychology -MICPSY.  
Zaida Callejón, Universidad de Almería  
Jorge Ruiz, Universidad de Almería  
Bárbara Gil-Luciano, Universidad de Almería

**Prevención e intervenciones comunitarias****69. La pérdida perinatal como factor de riesgo para el desarrollo de Trastornos de Ansiedad y del Estado de Ánimo en el siguiente embarazo***Subtopic: Trastornos de Ansiedad y Trastornos del Estado de Ánimo*

Clara Mercadé Carranza, PIR, Hospital Universitari Mútua de Terrassa  
Anna Torà Ardèvol, Hospital Universitari Mútua de Terrassa  
I. Figueras Uranga, Hospital Universitari Mútua de Terrassa

Saturday Early Morning 8:00

**90. Energizing ACT - Qi Gong Wake-Up**

Workshop (8:00-9:00)

Components: *Experiential exercises*

Categories: Mindfulness Practice, Body - Mind Integration, Other

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

**Location: Foyer outside Giralda I-II**

Larry Dumka, Ph.D.

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

Educational Objectives:

1. Use a selection of Qi Gong exercises that rejuvenate the mind, body, and attentiveness.
2. Describe how individual Qi Gong exercises manifest ACT processes of valuing and committed action.
3. Describe how individual Qi Gong exercises manifest ACT processes of self-as-context and present moment awareness.

Saturday Early Morning 8:15

**X. Evolution Science SIG: Let's go prosocial!**

Chapter/SIG Meeting (8:15-9:15)

**Location: Giralda III-IV**

Magnus Johansson, Consequor AB Uppsala University  
Graciela Rovner ACT Institutet Sweden & University of Gothenburg- SWEDEN

In ACBS is broadly interest on Evolution Sciences and this SIG was formed with the principle of developing these ideas in the context of CBS. However, we have not found a way to operationalize these.

This is an invitation to join the new officers of the EvoS SIG to discuss the future activities and concrete actions. We have four main lines of thoughts for this discussion: 1. Shall we focus on developing and implementing PROSOCIAL among ACBS; 2. How to build links from Skinner's thoughts on evolution to Steve's & Tony's more recent work, critically analysing the implications of multiple streams and levels in evolution and so forth; 3. How can Evolution Science impact on CBS in a practical way?; 4. And how much of Evolution Science do we need to know in order to carry out the above ideas?

Welcome! We really need your input and energy!

**Y. Contextual Philosophy of Science SIG**

Chapter/SIG Meeting (8:15-9:15)

**Location: Giralda V**

Chris Dowdeswell, University of Toronto

A connecting point for people interested in Contextual Philosophy of Science and the work of the SIG.

**Z. Diversity Support Meeting: Current Plans, Ongoing Challenges, and Invitation to Participate**

Chapter/SIG Meeting (8:15-9:15)

**Location: Giralda VI-VII**

D.J. Moran, Ph.D., BCBA-D, Pickslyde Consulting/ MidAmerican Psychological Institute

Manuela O'Connell, Lic., Private Practice

ACBS President D.J. Moran, other ACBS Board Members, and Diversity Committee Co-Chair Manuela O'Connell, will describe the diversity efforts that ACBS is currently undertaking, as well as what the organization is working on for the upcoming year. The diversity support meeting will cover several topics; such as, how to get diverse representation on the board, how to achieve more diversity at the ACBS World Conference, and how to communicate with members in multiple languages. We welcome all members of the ACBS community to attend this meeting and to learn about the opportunities available in which members can assist the diversity efforts within ACBS.

**AA. Children, Adolescents, and Families (CAF) SIG Meeting**

Chapter/SIG Meeting (8:15-9:15)

**Location: Nervión Arenal I**

Danielle Moyer, MS, University of North Texas

This meeting will be an opportunity for all of us working with, or interested in, youth and families to come together and connect. We will discuss ongoing SIG activities, identify current needs, and plan future committed actions. In particular, a discussion about the election of new SIG officers will take place. All are welcome!

**BB. Functional Analytic Psychotherapy (FAP) SIG's Meeting**

Chapter/SIG Meeting (8:15-9:15)

**Location: Nervión Arenal II**

Stavroula Sanida, Private Practice  
Holly Yates, Private Practice

We shall present ourselves briefly, present the FAP SIG's activities and discuss about future plans/projects. All are welcome to attend the SIG's meeting. Feel free to join, while getting to know colleagues from the FAP community and interacting in a meaningful way.

**CC. Norwegian Chapter meeting**

Chapter/SIG Meeting (8:15-9:15)

**Location: Buhaira**

Asle T. Elen, Private Practice

The board of the Norwegian chapter invites ACBS members interested in being a part of this chapter.

Our goal is to get the norwegian branch up and running.

Styret i den norske grenen av ACBS inviterer til å bli med i det norske chapteret. Målet for møtet er å presentere og konstituere styret og sørge for at de som nå utøver ACT eller ønsker å utøve dette kommer i kontakt med hverandre.

**DD. Psychosis SIG: Where are we now and where do we go?**

Chapter/SIG Meeting (8:15-9:15)

**Location: Lebrija**

Joris Corthouts, PC St Hiëronymus  
Corinna Stewart, National University of Ireland, Galway

The Psychosis SIG was formed in 2015 with the help of a small group of researchers and clinicians who were working with psychosis and other severe psychological presentations. The SIG's mission is about facilitating contact between people from ACBS who work with psychosis, spreading/sharing material (protocols, stand-alone sessions, latest publications, etc.) and experiences (do's and don't's) on psychosis, getting a very streamlined, time effective and outcome effective approach, developing new material (webinars, seminars, protocols, etc.) on psychosis and linking ACT/CBS/RFT-perspectives on psychosis with other approaches. In this meeting there will be a reflection on this mission, see if the SIG is behaving consistent with

the mission, and talk with the members about (new) workable strategies that can be part of the mission.

It is hoped that the outcomes for this meeting will be a consensus on our mission statement and for the SIG to develop actionable goals and activities consistent with this mission for the coming year.

**EE. Mid-Atlantic Chapter Meeting**

Chapter/SIG Meeting (8:15-9:15)

**Location: Utera**

Staci Martin, Ph.D., National Institutes of Health  
Miranda Morris, Ph.D., Private Practice

This is a meeting of the Mid-Atlantic Chapter of ACBS. We welcome all individuals from the mid-atlantic region of the United States.

**Saturday Morning Plenary 9:30**

**91. Don't Take a Deep Breath: Debunking Therapeutic Myths by Understanding the Psychobiological Mechanisms of Fear Reduction/ No tome un aliento profundo: Desmentiendo los mitos terapéuticos al comprender los mecanismos psicobiológicos de la reducción del miedo**

Invited (9:30-10:45)

Components: *Original data*

Categories: Clin. Interv. & Interests, Anxiety

Target Audience: *Interm.*

**Location: Giralda I-II**

Alicia E. Meuret, Southern Methodist University, Texas

(Introduced by: Michael P. Twohig, Ph.D., Utah State University)

"Take a deep breath when anxious", "Hyperventilation is fast and shallow breathing", "Reduce fear and physiological arousal for better exposure outcomes", "Cortisol is bad", or "Tensing your muscles will help you prevent fainting" are statements we



commonly hear. While such recommendations bear high face validity, are they empirically supported? The current presentation will focus on testing the validity of decade-old wisdoms and their contributions to reducing fear in biobehavioral treatments. The presentation will address a) basic and applied research on the respiratory psychophysiology of panic disorder and the efficacy of capnometry-assisted respiratory training on panic and hyperventilation; b) evidence that higher levels of morning and exposure cortisol can facilitate extinction learning; c) how fear reactivity during exposure does not enhance inhibitory learning, and d) how muscle tension may only partially address fainting response in blood-injection-injury phobia. Novel findings on the importance of enhancing positive affect reward sensitivity, rather than reducing negative affect in the treatment of depression will also be introduced.

*"Respire profundamente cuando está ansioso", "La hiperventilación es una respiración rápida y superficial", "Reducir el miedo y la excitación fisiológica para obtener mejores resultados de exposición", "Cortisol es malo" o "Tensar sus músculos le ayudará a prevenir el desmayo" son instrucciones que comúnmente escuchamos, aunque estas recomendaciones tienen gran validez, éstas se apoyan empíricamente? La presentación actual se centrará en probar la validez de las sabidurías de décadas de edad y sus contribuciones para reducir el miedo en los tratamientos biocomportamentales. La presentación abordará: a) la investigación básica y aplicada sobre la psicofisiología respiratoria del trastorno de pánico y la eficacia del entrenamiento respiratorio con capnometría en el pánico y la hiperventilación; B) evidencia de que niveles más altos de cortisol por la mañana y la exposición pueden facilitar el aprendizaje de la extinción; C) cómo la reactividad del miedo durante la exposición no aumenta el aprendizaje inhibitorio, y d) cómo la tensión muscular sólo puede abordar parcialmente la respuesta de desmayo en la fobia por inyección de sangre. Nuevos hallazgos sobre la importancia de mejorar la sensibilidad positiva de la recompensa del afecto, en lugar de reducir el efecto negativo en el tratamiento de la depresión también se introducirán.*

Educational Objectives:

1. Explain the role of respiration in fear and anxiety.

2. Describe psychobiological mechanisms that challenge common lay perspectives on fear treatment.
3. Describe the effect of altering reward sensitivity of positive and negative affect.

Saturday Morning 11:00

**92. Fear and Flexibility: ACT and Inhibitory Learning for Anxious Children and Teens / Miedo y Flexibilidad: ACT y el Aprendizaje Inhibitorio para Niños y Adolescentes Ansiosos**

Workshop (11:00-14:00)

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

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Children and Teens

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

**Location: Giralda I-II**

Lisa Coyne\*, Ph.D., McLean Hospital, Harvard University  
Denise Egan Stack, Massachusetts General Hospital

This workshop will help therapists enhance Exposure and Response Prevention with children and teens through capitalizing on recent research in inhibitory learning, and to nurture willingness to engage in exposure-based treatment for OCD. Presenters will address treatment resistance from both Acceptance and Commitment Therapy (ACT) and Exposure and Response-Prevention perspectives. Using didactic and experiential modalities, we will demonstrate for and engage participants in a number of motivational techniques, including the use of mindfulness, defusion, and values interventions, to shape willingness to engage in treatment.

*Este taller ayudará a los terapeutas a mejorar la exposición y prevención de respuesta con niños y adolescentes, sacando partido de las investigaciones recientes en el aprendizaje inhibitorio, además de fomentar el compromiso a participar en el tratamiento basado en la exposición para el TOC. Los ponentes abordarán la resistencia al tratamiento desde la Terapia de Aceptación y Compromiso (ACT), tanto como de perspectivas de Exposición y Prevención de Respuesta. Empleando recursos didácticos y modalidades experienciales, demostraremos e involucraremos a los participantes en una serie de técnicas motivacionales, incluyendo el uso de la atención plena, la defusión y el trabajo con valores, para moldear la disposición a participar en el tratamiento.*

Educational Objectives:

1. Describe how Acceptance and Commitment Therapy (ACT) capitalizes on inhibitory learning research to shape exposure-based interventions for OCD.
2. Explain how to incorporate ACT mindfulness components, specifically, present moment awareness and defusion, into ERP to enhance its impact.
3. Describe how to harness ACT, namely, valuing and committed action, to help shape greater willingness to engage in exposure-based treatment.

**93. Promoting Self-Acceptance: A Metaphor Development Workshop**

Workshop (11:00-12:30)

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

Categories: Clin. Interven. & Interests, Theory & Philo., RFT, Self-esteem / Self-compassion

Target Audience: *Interm.*

**Location: Giralda III-IV**

Richard Bennett\*, University of Birmingham / Think Psychology

Joe Oliver\*, University of Central London / Contextual Consulting

Difficulties relating to the self are commonplace amongst the people who come to therapists for help. ACT and RFT have models of the way in which humans relate to themselves, and these models can be used with precision and elegance to target these relations in the service of promoting self-acceptance. At the same time, therapists often report that the 'self-as-context' process is the part of the ACT model that is least well understood and therefore sometimes avoided in clinical work. Our aim is to equip therapists with practical skills for moving towards self-acceptance through the elegant use of ACT and RFT principles, most notably deictic relations.

An understanding of the principles of RFT can help you target your use of language to focus on particular ways in which clients make relations between different aspects of their experience. Whilst an understanding of RFT can bring an added dimension to your work, many RFT texts can be heavily theoretical and difficult to relate to practice. This workshop aims to present the core concepts of RFT in an accessible manner with a clear focus on practical application.

The workshop will be presented from a contextual behavioural science perspective, and will include engaging teaching as well as experiential learning, demonstration, case discussion, and group exercises. It will aim to increase practical skills in using metaphors, as well as knowledge of RFT, whatever your model of working. Little previous knowledge of RFT will be assumed, although some experience of using RFT/ACT and other behavioural principles in the service of your work (e.g. as a therapist, coach, or educator) will be helpful.

Educational Objectives:

1. Explain the key principles of RFT and deictic relations as they apply to self-acceptance.
2. Apply a knowledge of deictic framing to develop metaphors that promote self-acceptance.
3. Demonstrate the use of bespoke metaphors in a real-play/role-play situation.

**94. Using Contextual Behavioral Science to Address Unique Difficulties Faced by Gender and Sexual Minorities (GSM): LGBTQA SIG Sponsored**

Workshop (11:00-12:30)

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

Categories: Clin. Interven. & Interests, Prof. Dev., Gender and Sexual Minorities

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

**Location: Giralda V**

Matthew D. Skinta\*, Ph.D., ABPP, Palo Alto University

Yash Bhambhani, MA, University of Mississippi

Being a gender or sexual minority individual in today's times is challenging to say the least, and laden with unique baggage at best. Difficulties faced by clients range from struggles with acceptance of a minority identity; acceptance or painful rejection by family and loved ones or society at large; body image; risk of sexually transmitted infections; to intersectional struggles faced by individuals belonging to multiple marginalized identities. How do clinicians, whether GSM or not, address these challenges and help our clients (or even ourselves) move forward to living a more meaningful, rich and fuller life? The workshop will discuss this question from a CBS perspective and facilitate an understanding of how CBS-consistent

therapies like ACT, FAP and CFT be used towards helping GSM clients live a valued life. The workshop will analyze how histories specific to GSM clients play out in the therapy room and how they interact with the therapist's own history of cultural messages about gender and sexuality. The workshop will equip clinicians (whether GSM or non-GSM) to be a powerful instrument of change in their clients' lives, through the use of didactic skills, review of recent research in the area and a number of experiential exercises.

Educational Objectives:

1. Describe and review the most recent research in the area of CBS and Gender and Sexual Minorities.
2. Conceptualize the unique struggles faced by Gender and Sexual Minority (GSM) Clients from a Contextual Behavioral Perspective.
3. Demonstrate CBS-consistent techniques and interventions that can be used with GSM clients.

**95. Am I Still Doing ACT?**

Panel (11:00-12:30)

Components: *Conceptual analysis*

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Misconceptions about ACT Practice

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

**Location: Giralda VI-VII**

Danielle Moyer, MS, University of North Texas

Jacqueline A-Tjak, MSc, PsyQ, Zaandam, The Netherlands and A-Tjak Cursussen/ACT Cursus, Purmerend, the Netherlands

Matt Boone, Lyra Health

Matthieu Villatte, Ph.D., Private Practice, Seattle

Darrah Westrup, Ph.D., Private Practice, Durango

Although the flexible and integrative nature of acceptance and commitment therapy (ACT) is often appealing to therapists, it can also raise doubts and confusion in everyday practice. What is consistent and inconsistent with ACT can be difficult to identify, especially given that ACT integrates techniques from traditions sometimes perceived as opposed (e.g. behavioral, humanistic, cognitive, psychodynamic). Can an ACT therapist do exposure if the goal is not to reduce emotions? Is it possible to explore client history without increasing fusion? What about analyzing or challenging the content of a thought? Is it possible to do experiential work without doing exercises? What about giving a rationale for an exercise, or training skills? Should you always work in the "present moment?" In this panel, four ACT trainers from different cultural and professional backgrounds will explore the edges of ACT practice and clarify some typical misunderstandings encountered in their training and supervision work.

Educational Objectives:

1. Identify common misunderstandings related to ACT practice.
2. Flexibly integrate ACT consistent techniques from multiple traditions.
3. Provide supervision related to the flexible implementation of ACT.

**96. ACT in Organizations**

Workshop (11:00-12:30)

Components: *Didactic presentation, Case presentation*

Categories: Org. Beh. Management, Intervention in organizations

*Target Audience: Interm.,*

**Location: Prado**

Søren Braskov, M.Sc., HumanAct - consulting firm, Denmark

Asger Neumann, M.Sc. Psychology, HumanAct - consulting firm, Denmark

This workshop demonstrates how ACT can profitably be applied as intervention in psychological tasks in organisations.

When using ACT methods in organisations, focus is often on the individual in the organisation. In this workshop, focus is however on the processes in the actual organisation. We will present a suggestion on how thinking and practice from ACT can be applied, both as a frame of understanding and as a method of intervention in organisations experiencing difficulties such as a conflict, being in a difficult transition process or in need for management or development within a team.

We will be working with applying the theory behind the ACT approach to the organisation as well as with the core processes and methods and together with the workshop participants work with concrete cases based on this model.

The workshop particularly addresses participants with an interest in organisation, management of conflicts or management in general.

Knowledge of core processes and the model ensures a better outcome of the workshop.

The aim of the workshop is partly to inspire the participants to apply the ACT principles into their work with teams or the organisation, partly that we, as consultants, inspire each other in a continuous development of ACT.

Educational Objectives:

1. Explain how organisations/processors can be understood through ACT's core processes
2. Discuss how the hexaflecks can work as an intervention in a organizational context
3. Plan how they can integrate methods from ACT in their work in organizations

### 97. Self-Compassion and Compassion in Clinical Intervention: Testing New Models, Processes, and Methods

Symposium (11:00-12:30)

Components: *Original data*

Categories: Clin. Interven. & Interests, Compassion, Other

Target Audience: *Beg., Interm.,*

**Location: Nervión Arenal I**

Chair: Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Discussant: Paul Gilbert, Ph.D., University of Derby

This symposium brings together three data-based presentation relating to data on compassion and self-compassion in clinical contexts. The first paper presents data from two studies examining the relationships between self-compassion and psychological flexibility measures, with an aim to clarify the conceptualization of and operationalization of these related constructs. The second paper presents data from two studies involving a very brief intervention involving participants practicing the Compassionate Self meditation, using an online audio guided exercise. The first study examines the effect of cognitive restructuring as opposed to Compassionate Self imagery in affecting dehumanized perceptions and avoidance of images of homelessness under experimental conditions. The second study examines the effect of a brief Compassionate Self intervention on body shame and anxiety among a sample of undergraduate students. The third paper presents pilot data on a novel group intervention for highly self-critical and shame prone people that focuses on using perspective taking interventions to help participants develop greater self-compassion and a sense of belongingness.

- A Closer look at The Compassionate Self imagery Meditation: Initial Research Validating the Utility of a Foundational CFT Component  
Dennis Tirch, Ph.D., The Center for Compassion Focused Therapy
- Psychological Flexibility and Self-Compassion: Two Processes or Two Conceptualizations?  
Stanislaw Malicki, Akershus University Hospital
- Big Heart, Open Wide: Overview and Pilot Data on a Novel Group Therapy for People who are Highly Self-Critical and Shame Prone

Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
Melissa Platt, Ph.D., Private Practice

Educational Objectives:

1. Describe a contextual behavioral science perspective on self-compassion.
2. Explain the rationale for compassionate imagery as a clinical intervention.
3. Discuss the supporting research for compassionate self imagery, including the new research presented.

### 98. Metaphor in Practice

Workshop (11:00-14:00)

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

Categories: Clin. Interven. & Interests, Performance-enhancing interventions, RFT, Learning how to use metaphors in clinical practice, Other

Target Audience: *Beg., Interm.*

**Location: Nervión Arenal II**

Niklas Törneke\*, M.D., NT psykiatri, private practice

Jennifer Villatte\*, Ph.D., University of Washington, Seattle

In ACT, as in many other models of psychotherapy, metaphor can be a powerful tool for promoting insight and transformation. Our knowledge of the scientific base for this is also continuously growing. This workshop is designed to help practitioners translate the science of metaphor into practical strategies for using metaphor to promote therapeutic change. It will be almost exclusively practical\* and especially be devoted to training the skills of using metaphor in the areas of functional analysis, defusion, and valued action. Learning activities will include live demonstration and analysis, behavioral rehearsal with feedback, guided self-assessment, and planning for continued improvement.

\*Participants interested in a discussion of the theory and research on metaphor in psychotherapy are encouraged to attend Niklas Törneke's invited address (Friday, Session #67), but it is not a prerequisite to participate in this workshop.

Educational Objectives:

1. Apply a few basic principles in working with therapeutic metaphors.
2. Use metaphors in doing a functional analysis, for defusion and for supporting valued action.
3. Explain ability to co-create metaphors in dialogue with clients.

**99. Live Demonstrations: ACT with Challenging Clients**

Workshop (11:00-14:00)

Components: *Conceptual analysis, Experiential exercises, Role play*  
 Categories: Clin. Interven. & Interests, Clin. Interven. & Interests, Superv. Train. & Dissem., Prof. Dev., Trans-Diagnostic

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

**Location: Santa Cruz**

Russ Harris\*, Private Practice

This workshop will consist mainly of live demonstrations. The first 30 minutes will be on how to set up your sessions for maximal impact, and how to interrupt and redirect problematic behaviour as it occurs in session. For the rest of the time, volunteers will come up on stage to work with Russ, role-playing their most challenging clients. Russ will frequently 'pause' the role play, to explain what he is doing in terms of the ACT model. He will also at times 'rewind' the roleplay - go back to an earlier point in the session and show how you can tackle the issue from different facets of the hexaflex - e.g. come in with values, rather than defusion.

Educational Objectives:

1. Describe how to set up sessions for maximal impact.
2. Explain how to recognize, interrupt and redirect problematic clinical behavior, as it occurs in session.
3. Explain how to 'naturally' and 'fluently'

instigate, model and reinforce ACT processes in session.

**100. Understanding the Effects of Psychological Flexibility and Improving ACT Specific Skills Using Smartphone Technologies**

Symposium (11:00-12:30)

Components: *Original data*

Categories: Clin. Interven. & Interests, Performance-enhancing interventions, Depression, Social Phobia, Smartphones, Ecological Momentary Assessment, Coaching, Patients, College Students, RCT

Target Audience: *Beg., Interm.,*

**Location: Buhaira**

Chair: Charles Benoy, MSc, Psychiatric Hospital of the University of Basel, Switzerland

Discussant: Andrew T. Gloster, Ph.D., University of Basel, Switzerland

Smartphone technologies represent an essential part of our daily life and their importance is increasing each year. By 2020 the number of smartphone users worldwide is predicted to have roughly doubled compared to 2014 . Smartphones allow new ways of analyzing psychological processes, including ACT specific aspects.

In this symposium, three papers will be presented that use smartphones in clinical and analogue research. The first two focus on how Ecological Momentary Assessment (EMA) can be

implemented in a clinical sample. The first paper thus examines the association between different types of social interactions and psychological flexibility, while the second paper explores how memory of events is associated with psychological flexibility. The third paper focuses on how skills can be delivered via smartphone, and provides input on future app development and face-to-face therapy by examining which ACT skills are most effective in-the-moment based on individual and contextual variables.

- "I'd like to see you – except when I don't": Types of Social Interaction and Psychological Flexibility – Preliminary Results  
 Jeanette Villanueva, MSc, University of Basel, Department of Psychology, Division of Clinical Psychology and Intervention Science, Basel, Switzerland  
 Andrea H. Meyer, Ph.D., Clinical Psychology and Epidemiology, University of Basel, Basel, Switzerland  
 Thorsten Mikoteit, Dr. med., University of Basel, Psychiatric Hospital, Centre for Affective, Stress and Sleep Disorders, Basel, Switzerland  
 Jürgen Hoyer, Prof. Dr., Technische Universität Dresden, Institute of Clinical Psychology and Psychotherapy, Dresden, Germany  
 Martin Hatzinger, Prof. Dr. med., Psychiatric Services Solothurn and University of Basel, Switzerland  
 Roselind Lieb, Prof. Dr., University of Basel, Department of Psychology, Division of Clinical Psychology and Epidemiology, Basel, Switzerland  
 Andrew T. Gloster, Prof. Dr., University of Basel, Department of Psychology, Division of Clinical Psychology and Intervention Science, Basel, Switzerland
- Remember, Remember: Evaluating the Memory-Experience Gap for Psychological Flexibility using Ecological Momentary Assessment — Preliminary Results  
 Marcia T. B. Rinner, MSc, University of Basel, Department of Psychology, Division of Clinical Psychology and Intervention Science, Basel, Switzerland  
 Andrea H. Meyer, Ph.D., Clinical Psychology and Epidemiology, University of Basel, Basel, Switzerland  
 Thorsten Mikoteit, Dr. med., University of Basel, Psychiatric Hospital, Centre for Affective, Stress and Sleep Disorders, Basel, Switzerland  
 Jürgen Hoyer, Prof. Dr., Technische Universität Dresden, Institute of Clinical Psychology and Psychotherapy, Dresden, Germany  
 Martin Hatzinger, Prof. Dr. med., Psychiatric Services Solothurn and University of Basel, Switzerland  
 Roselind Lieb, Prof. Dr., Clinical Psychology and Epidemiology, University of Basel, Basel, Switzerland  
 Andrew T. Gloster, Prof. Dr., University of Basel, Department of Psychology, Division of Clinical Psychology and Intervention Science, Basel, Switzerland
- Evaluating Methods for Teaching Psychological Skills Through Smartphones: A Randomized Control Trial of the Revised ACT Daily Mobile App  
 Jack Haeger, M.S., Utah State University, Logan, Utah  
 Michael Levin, Ph.D., Utah State University, Logan, Utah  
 Benjamin Pierce, M.S., Utah State University, Logan, Utah

Educational Objectives:

1. Describe the importance of Ecological Momentary Assessment via smartphones in order to investigate psychological flexibility.
2. Discuss the Memory-Experience Gap and types of social interactions in connection with Ecological Momentary Assessment.
3. Understand how smartphone apps can promote effective use of specific ACT skills in an RCT.

**101. Overcoming Immunity to Change**

Workshop (11:00-12:30)

Components: *Experiential exercises, Didactic presentation*

Categories: Performance-enhancing interventions, Org. Beh. Management, Prof. Dev., Functional contextual approaches in related disciplines, Coaching

Target Audience: *Beg.*

**Location: San Bernardo**

Eric Winters, Private Practice

The Overcoming Immunity to Change (ITC) model developed by Harvard Professor Robert Kegan and Lisa Lahey has attracted considerable international attention, initially as an approach to facilitating adaptive change in organisational leaders and their teams, and subsequently as a model for personal change and development.

The ITC model will be of interest to ACT informed coaches interested in promoting adaptive change in their clients using an approach utterly free of the words 'mindfulness' or 'defusion' and yet packed with both.

In this introductory workshop, participants will experience the model first hand as they are guided in creating an ITC case conceptualisation (the map) in relation it to a personal challenge. They will also be introduced to key elements of the ITC strategy for overcoming the internal resistance revealed in their maps.

Participants will identify ACT consistent aspects of the model to consider integrating into their own coaching practice.

Educational Objectives:

1. Describe Professor Robert Kegan's Overcoming Immunity to Change model for coaching.
2. Identify elements of the model which may enhance ACT coaching interventions.
3. Apply the model to a personal improvement goal which has proven resistant to change efforts.

**102. Developing and Adapting ACT for Group Work: Lessons from the Inpatient Ward, and the Community**

Symposium (11:00-12:30)

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

Categories: Clin. Interven. & Interests, Psychosis, Extreme states, Inpatient, Community Mental Health, Compassion, University Clinic, Other

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

**Location: Lebrija**

Chair: Angus Maxwell, Waitemata District Health Board, Auckland New Zealand

Discussant: Eric Morris, La Trobe University

Group ACT provides opportunities to learn from others' experiences, act out metaphors and exercises, and provide a small community context for developing psychological flexibility. In this symposium teams from three countries will present on their development and implementation of ACT groups for inpatient and community mental health settings. Participants in these groups have had experience of psychosis and/or extreme psychological distress. The symposium will offer an opportunity to understand the nature of working with this population, the challenges of setting up such groups and the differing formats they can take. The presenters will cover structure, content and outcomes from their groups. Initial outcome data, qualitative feedback and experiences from individual cases will be described.

- ACT in Acute Settings: Using Multidisciplinary Group work  
Joris Corthouts, Psychiatric Hospital Sint Hiëronymus, Sint Niklaas, Belgium
- The Recovery ACT: Evaluation of a Group Program for People with Psychosis in the Community  
Eric Morris, La Trobe University, Melbourne, Australia  
Jesse Gates, NorthWest Mental Health, Melbourne Australia  
Jacinta Clemente, NorthWest Mental Health, Melbourne Australia  
Eliot Goldstone, NorthWest Mental Health, Melbourne Australia  
Alana Cross, NorthWest Mental Health, Melbourne Australia  
John Farhall, NorthWest Mental Health, Melbourne Australia
- ACT for Recovery – An Acceptance and Commitment Therapy Group for Community Mental Health Clients  
Angus Maxwell, Waitemata District Health Board, Auckland, New Zealand  
Nic Hughes, Waitemata District Health Board, Auckland, New Zealand  
Claire Turner, University of Auckland

Educational Objectives:

1. Describe the advantages in doing ACT in group format, and the challenges in setting up groups in mental health settings.
2. Describe several ways that ACT can be done in a group format.
3. Outline how to conduct feedback processes of ACT groups, including understanding participants' experiences of groupwork and how outcomes can be measured.

**103. Using the IRAP to Explore Emotions and Deictics**

Symposium (11:00-12:30)

Components: *Didactic presentation, Original data*

Categories: RFT, Clin. Interven. & Interests, Theory & Philo., IRAP, Perspective-taking, Emotions, Other

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

**Location: Utera**

Chair: Louise McHugh, University College Dublin

This tightly-packed 4-paper symposium explores various ways in which the IRAP can be used to study emotions (Papers 1 and 2) and self (Papers 3 and 4). Paper 1 uses the IRAP to explore the transformation of emotional functions, following a multiple exemplar training procedure, and highlights concordance of effects on the two procedures. Paper 2 is also concerned with studying emotions using the IRAP. A large sample of participants are presented with an IRAP involving male and female faces with 6 standard emotions. Comparing the IRAP with the explicit measure highlights a lower emotional threshold and no differences between males and females. Paper 3 is among the first to use the IRAP to study the self as deictic relational responding, and is particularly novel in incorporating all three types of deictic relations. The results highlight the IRAP's ability to target these relations successfully, and concord with existing distinctions in terms of levels of relational complexity. Paper 4 again tests the utility of the IRAP as a measure of interpersonal deictic relations and attempts to replicate the only published study in this area. In a novel development, Paper 4 separates I and YOU into two IRAPs, presented in a natural language format. The differential performances in the two IRAPs supports the view that participants respond differently to I than YOU.

- An RFT Analysis of Deictic Relational Responding 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
- Perspective-Taking through the IRAP  
Juan C. López, Ph.D., Universidad de Almería  
Adrián Barbero-Rubio, Universidad de Almería & MICPSY  
Carmen Luciano, Universidad de Almería & MICPSY  
Zaida Callejón, Universidad de Almería
- Woman and Man Face to Face: Implicit Recognition of Varying Threshold of Facial Emotions  
Annalisa Oppo, SFU, Milano (ITALY)  
Valeria Squatrito, Kore, Enna (ITALY)  
Enrica Basile, Kore, Enna (ITALY)  
Giovambattista Presti, Kore, Enna (ITALY)
- Transformation of Emotional Functions in Comparison Relations Evaluated by Likert Scales and IRAP  
João Henrique de Almeida, Universidade Federal de São Carlos  
William Ferreira Perez, Paradigma centro de ciências do comportamento  
Júlio César de Rose, Universidade Federal de São Carlos

**Educational Objectives:**

1. Provide evidence of the use of the IRAP as a measure of perspective-taking.

2. Analyze the relational flexibility involved in perspective-taking (PT) framing through an innovative IRAP application.
3. Plan an IRAP using facial expressions.

**104. The Measure(s) of Our Commitment to Science: A Review of How Contextual Scientists Measure Behavior**

Symposium (11:00-12:30)

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

Categories: Theory & Philo., Performance-enhancing interventions, Measurement

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

**Location: Estepa**

Chair: Kendra Newsome, Fit Learning

Discussant: Ian Stewart, National University of Ireland Galway

Both the basic and applied wings of contextual behavior science share an interest in the prediction and influence of human behavior as it occurs in the natural environment. They also share a strong conceptual adherence to the tenants of natural science, with carefully vetted investigative and explanatory constructs. A review of the Journal of Contextual Behavior Science, however, reveals a division between how the basic and applied domains measure behavior, as well as the conspicuous shortage of analyses of 'free-operant' behavior. In this symposium we will review the tenants of a natural science and discuss their implications for how we ought to measure free-operant behavior. Additionally, we will demonstrate how adherence to natural science measures can provide a common analytic lens across both basic and applied domains. A common way of measuring our subject matter affords a more coherent and comprehensive science of behavior, better able to achieve our shared analytic goals.

- The "Stuff" of Science: What Being Committed to Science Means for Science Itself  
Timothy C. Fuller, University of Nevada, Reno  
Donny Newsome, Fit Learning  
Kendra Newsome, Fit Learning
- A Commitment to Science Means Zero Percent Correct  
Donny Newsome, Fit Learning  
Kendra Newsome, Fit Learning  
Timothy C. Fuller, University of Nevada, Reno
- How Contextual Behavior Science 'Measures Up' to the Natural Sciences  
Kendra Newsome, Fit Learning  
Donny Newsome, Fit Learning  
Timothy C. Fuller, University of Nevada, Reno

**Educational Objectives:**

1. Describe several basic tenets of a natural science as they pertain to contextual behavior science.
2. Describe and compare dimensional and non-dimensional measures of free-operant behavior.
3. Describe the utility of continuity of measures across the basic and applied domains.

**105. Functional Analytic Psychotherapy (FAP): Creating Intense and Curative Therapeutic Relationships: Functional Analytic Psychotherapy SIG Sponsored Workshop (11:00-14:00)**

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

Categories: Clin. Interven. & Interests, Performance-enhancing interventions, Therapeutic Alliance

Target Audience: *Beg.*

**Location: Carmona**

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

Robert Kohlenberg, Ph.D., ABPP, University of Washington

Katia Manduchi, Ph.D., Independent Practice

Robert Allegri, Ph.D., Independent Practice

Joanna Dudek, M.Sc., University of Warsaw

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. Describe how a functional analysis of clients' problematic behaviors can increase effectiveness of therapist responses to client' in-session target behaviors.
3. Identify therapist avoidance repertoires, and gain a more functionally precise understanding of the contexts in which commonly used interventions may be inadvertently counter-therapeutic.

**106. Entrenando Terapeutas de habla Hispana en Ciencia Conductual Contextual: Compartiendo Diferentes Experiencias**

Panel (11:00-12:30)

Componentes: *Conceptual analysis*

Categoría: Superv., Train. & Dissem., Prof. Dev., Entrenamiento de Terapeutas

Nivel: *Principiantes, Intermedio, Avanzado*

**Sala: Ecija**

Carmen Luciano, Ph.D., Universidad de Almería

Manuela O'Connell, Lic., Private Practice

Bárbara Gil Luciano, Mg, MICPSY

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

Fabián Olaz, Ph.D., Centro Integral de Psicoterapias Contextuales (CIPCO)- Facultad de Psicología, Universidad Nacional de Córdoba

Juan Pablo Coletti, Universidad de Favaloro, Centro Argentino de Terapias Contextuales

La Terapias Contextuales han crecido exponencialmente en los últimos años y cada vez aparecen más workshops, cursos y conferencias en distintos países. En particular, la CBS y ACT se han ido diseminando en distintos lugares de habla hispana y se está entrenando un número cada vez mayor de terapeutas. El proceso de entrenar terapeutas puede ser desafiante dependiendo del contexto. En este panel, representantes de distintos países de habla hispana dan cuenta de cómo entrenan terapeutas en su región. Se presentarán las oportunidades y desafíos que cada uno ha enfrentado y se discutirán formas colaborativas de diseminar la CBS en español. En el panel se pretende brindar un amplio espacio de tiempo para preguntas de la audiencia que serán respondidas por los panelistas.

Objetivos Formativos:

1. Discutir los mayores desafíos del entrenamiento de CBS en habla hispana.
2. Reflexionar sobre distintas formas de entrenamiento y que funciona según el contexto.
3. Entender cómo entrenan terapeutas en su región.

Saturday Afternoon 12:45

**107. Enriching your Clinical Work through Mobile Technology consistent with Contextual Behavioral Science**

Workshop (12:45-14:00)

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

Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Behavioral medicine, Superv., Train. & Dissem., Technology

Target Audience: *Beg., Interm.,*

**Location: Giralda III-IV**

Megan Oser, Ph.D., Lantern; Psychiatry Department, Brigham and Women's Hospital

Jack Haeger, M.S., Utah State University

Clare Purvis, PsyD, Lantern

Michael Levin, Ph.D., Utah State University

The surge in development of mobile apps designed to address mental health problems continues. However, guidance on available technologies, which to choose, and how to effectively use them with clients is lacking (Torous, Levin, Ahern, Oser, 2016; Pierce, Twohig, Levin, 2016). 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 to or a component of therapy (e.g., self-monitoring), and how to

troubleshoot common 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 mobile technologies, this may also be of interest to researchers focused on delivering ACT through technology.

Educational Objectives:

1. Describe available CBS-consistent mobile app technologies 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.

**108. What should I do When I Don't Know What to do? Using Acceptance and Commitment Therapy Skills In Indecisiveness: Turkey Chapter Sponsored**

Workshop (12:45-14:00)

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

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

Functional contextual approaches in related disciplines, Indecisiveness

Target Audience: *Beg.*

Location: **Giralda V**

Hasan Turan Karatepe, Istanbul Medeniyet University, Faculty of Medicine, Psychiatry Department, Istanbul, Turkey

Sevinc Ulusoy, Istanbul Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul, Turkey

Ahmet Nalbant, Istanbul Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul, Turkey

Indecisiveness is a common problem, which clients often bring into therapy room when they don't find the right solution to their problems. Although indecision defined as postponing a decision within a specific time frame; when considered its relation with unworkable behaviors like ruminating and avoiding anticipated negative consequences of the decision making process/ outcomes, responsibility or guilt, it seems more than not making timely decisions. Also questions like "What should I do?" or "What do you suggest?" might be the ones that cause therapists having hard times in the room.

This workshop intends to improve participants' skills about clients' indecisiveness from an ACT and CBS point of view. Also, one of the major aims of this workshop is to focus therapists' behaviors while experiencing same difficulties in the therapy room.

Educational Objectives:

1. Articulate the main points from the indecisiveness research literature.
2. Approach the decision making behavior from CBS perspective.
3. Improve therapist skills by applying six core ACT processes.

**109. Our Roles in Social Change: Living a Science More Worthy of the Challenge of the Human Condition**

Panel (12:45-14:00)

Components: *Conceptual analysis, Original data*

Categories: Prevention and Comm.-Based, Functional contextual approaches in related disciplines, Social Change

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

Location: **Giralda VI-VII**

Magnus Johansson, MSc, Karolinska Institutet  
Anthony Biglan, Ph.D., Oregon Research Institute  
Dennis Embry, Ph.D., PAXIS Institute

In an increasingly globalized and connected world, CBS efforts outside of clinical psychology also need our attention. As researchers and empirically minded practitioners who carry prosociality at the heart of our work, we know intimately that the limits of large scale social change are most often deeply rooted in relationships (whether it's the relationship we have with ourselves or the relationship we have with others). This panel brings together CBS leaders working in the area of social change and asks them to reflect upon the role of integrating CBS-consistent practices beyond clinical domains within ACBS, and the dissemination and implementation of these same CBS-based social change initiatives outside of our professional organization. We will ask panel members to transparently discuss personal, cultural and institutional barriers they've experienced in implementation and strategically outline where community efforts would be best invested over the course of the next 3-5 years for all ACBS members. Part of this reflection is interpretive and should contribute to bridging current applied gaps within ACBS and beyond it to promote social change.

Educational Objectives:

1. Describe the variety of opportunities for building professional communities within ACBS for supporting large scale social change.
2. Identify the variety of opportunities for building CBS and systems based intervention and implementation programs for social change outside of the ACBS professional organization. This will include exploring alternate pathways, perspective and approaches to social change (i.e., social entrepreneurship, culture change and development, technology, global citizenship).
3. Explain contextual factors influencing barriers to disseminating CBS-based social change initiatives to outside stakeholders (i.e., implementation science).

**110. RFT and the Matrix: Using the Knowledge about Verbal Principles to Improve the Impact of Our Interventions**

Workshop (12:45-14:00)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Role play*  
 Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Matrix, RFT, ACT  
 Target Audience: *Beg., Interm.,*  
**Location: Prado**

Fabian Olaz, Ph.D., National University of Córdoba  
 Benjamin Schoendorff\*, MSc, Contextual Psychology Institute

The ACT matrix is a clinical model that allows client and therapist to transform the functions of psychological events through two main clinical tasks: sorting experiences and behaviors, and asking questions that evoke specific derived relational responses. In both clinical tasks, some knowledge about RFT can allow the practitioner to improve the impact of his or her interventions. In this workshop, participants will review some basic knowledge about clinical RFT in a funny and didactic way, and how to use that knowledge in specific interventions with the Matrix. We will also present some clinical examples analyzing them from an RFT point of view. At the end of the workshop, participants will be able to increase their knowledge about RFT and the theoretical foundations of some ACT-Matrix interventions.

Educational Objectives:

1. Describe the RFT bases of the main ACT-Matrix movement.
2. Review some core concepts of RFT and Functional Contextualism through the Matrix lenses.
3. Apply some of RFT principles to analyze some Matrix interventions and to develop new ones.

**111. New Directions in Learning Research**  
 Symposium (12:45-14:00)

Components: *Conceptual analysis, Literature review, Original data*  
 Categories: Theory & Philo., Performance-enhancing interventions, RFT, Learning  
 Target Audience: *Interm.*  
**Location: Nervión Arenal I**  
 Chair & Discussant: Jan De Houwer, Ghent University

Learning research focusses on ways in which organisms adapt to their environment during their lifetime. It thus provides a cornerstone for any science of behavior, including contextual behavioral science. Moreover, Relational Frame Theory (RFT) not only has its origins in learning research but also has important implications for learning research. In this symposium, we explore new directions in learning research that were inspired by RFT. Hayes reminds us that RFT provides a radical new perspective on traditional forms of learning such as operant conditioning and provides new evidence from applied work that supports this view. In line with RFT's emphasis on relational processes, Hussey and Stewart present new evidence on relational learning, more specifically behavior change that results from relations between relations. During the discussion, De Houwer analyzes the conceptual implications of this work, including the way it relates to learning research in general.

- Is Derived Relational Responding Learned?  
 Steven C. Hayes, University of Nevada

Mark Dixon, PEAK  
 Jordan Belisle  
 Anne Blevins

- The Implicit Association Test as an Analogical Learning Task  
 Ian Hussey, Ghent University  
 Jan De Houwer, Ghent University
- Empirical Advances in Studying Relational Networks  
 Shane McLoughlin, University of Chichester  
 Ian Stewart, National University of Ireland Galway

Educational Objectives:

1. Describe new directions in learning research.
2. Analyze the relation between RFT and learning.
3. Analyze the relation between learning research and CBS.

**112. Experimental and Clinical Analyses of Rumination and Repetitive Negative Thinking**  
 Symposium (12:45-14:00)

Components: *Conceptual analysis, Original data*  
 Categories: RFT, Clin. Interven. & Interests, ACT, Emotional disorders  
 Target Audience: *Beg., Interm., Adv.*  
**Location: Buhaira**

Chair: Ángel Alonso, Madrid Institute of Contextual Psychology  
 Discussant: Carmen Luciano, Universidad de Almería

The current symposium presents RFT and ACT research on rumination and repetitive negative thinking (RNT). The first study investigates mood-congruent memory as one of the relational processes involved in rumination. The study aimed to explore the extent in which negative-mood induction produces mood-congruent bias for stimuli with aversive rather than appetitive functions during a free recall task. The second study analyzed the relations between thoughts that trigger rumination by conducting an analog study involving rumination induction procedures. Furthermore, the study also analyzed the effect of defusion protocols involving different degrees of hierarchical framing in the context of rumination. Lastly, the third study presents a summary of three clinical studies with brief and preliminary RNT-focused ACT protocols applied to emotional disorders. In conclusion, this symposium is a good representation of the reticular model of scientific research supported by contextual behavioral science.

- A Relational Frame Theory Account of Mood-Congruent Memory  
 L. Jorge Ruiz-Sánchez, Universidad de Almería  
 Carmen Luciano, Universidad de Almería
- The Hierarchical Organization of Triggers for Rumination  
 Bárbara Gil-Luciano, Madrid Institute of Contextual Psychology  
 Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz
- Effect of RNT-Focused ACT Protocols for Emotional Disorders

Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Cindy L. Flórez, Fundación Universitaria Konrad Lorenz  
María B. García-Martín, Fundación Universitaria Konrad Lorenz  
Diana García-Beltrán, Fundación Universitaria Konrad Lorenz  
Andrea Monroy-Cifuentes, Fundación Universitaria Konrad Lorenz  
Diana Riaño-Hernández, Fundación Universitaria Konrad Lorenz  
Marco A. Sierra, Fundación Universitaria Konrad Lorenz

**Educational Objectives:**

1. Describe how negative mood generate attentional biases towards aversive stimuli.
2. Describe how triggers for RNT are organized in hierarchical relational networks.
3. Describe the effect of brief RNT-focused ACT protocols in emotional disorders.

**113. A New Measure of Psychological Flexibility Based (more) on RFT**

Symposium (12:45-14:00)

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

Categories: Clin. Interven. & Interests, Theory & Philo., Psychometrics, Measuring Psychological Flexibility  
Target Audience: *Interm.*

**Location: San Bernardo**

Chair: Frank W. Bond, Ph.D., Goldsmiths, University of London

Discussant: Dermot Barnes-Holmes, Ph.D., Ghent University

ACT and RFT theories are complex webs of ideas and constructs that researchers and clinicians constantly explore, and these efforts reveal new insights that, together with basic research, suggest new ways of understanding and measuring processes such as psychological flexibility (PF). This symposium discusses both the theoretical (Torneke et al., 2016) and empirical (Luciano et al., 2009) work that has led to the development and then testing of a new measure of PF, the Psychological Flexibility Indicator (PFI). In addition, research into this new measure reveals not only its psychometric properties, but it also critically suggests core issues concerning how we understand psychological flexibility, how we can enhance it clinically, and how we can begin to develop methodologies to better understand this construct.

- Why do we need a new measure of psychological flexibility?  
Yvonne Barnes-Holmes, Ph.D., Ghent University
- Psychometric Properties of the Psychological Flexibility Indicator (PFI)  
Frank W. Bond, Ph.D., Goldsmiths, University of London  
Joda Lloyd, Ph.D., Goldsmiths, University of London
- Measuring Psychological Flexibility is Needed but How? Implications for Basic and Clinician Domains  
Carmen Luciano, Ph.D., University of Almeria

**Educational Objectives:**

1. Explain recent developments in RFT and ACT that affect how we measure psychological flexibility.
2. Discuss the psychometric findings of the Psychological Flexibility Indicator and how they relate to theory and practice in ACT and RFT.
3. Assess the need to understand cross-cultural factors in translating and interpreting how psychological flexibility is assessed and understood in a Spanish context.

**114. Primeros Movimientos en la Conceptualización de casos desde una Perspectiva Contextualista Funcional: Unificando Criterios en el Trabajo con ACT, FAP y DBT**

Workshop/Taller (12:45-14:00)

Componentes: *Análisis conceptual, Revisión de literatura, Ejercicios experienciales, Presentación didáctica, Presentación de caso, Role play*

Categoría: Intervenciones y aspectos clínicos, Supervisión, formación y diseminación, Análisis funcional de la conducta

Nivel: *Principiantes, Intermedio*

**Sala: Lebrija**

Germán Teti, M.D., Centro Argentino de Terapias Contextuales (CATC) y Hospital "Braulio A. Moyano"  
Juan Pablo Coletti, Centro Argentino de Terapias Contextuales (CATC) y Universidad Favaloro

En el marco del trabajo con terapias contextuales de tercera generación, la formulación de caso requiere de un proceso de evaluación denominado análisis funcional de la conducta (AFC). El mismo, es el denominador común en la propuesta de todos los modelos de terapias contextuales. El presente taller tiene como objetivo explicitar el proceso de formulación de caso propuesta por los modelos de ACT, FAP y DBT; proponiendo una visión que sintetice y facilite al clínico la identificación de la información relevante en las primeras sesiones. Para cumplir con este objetivo, se brindarán herramientas que permitan llevar adelante el proceso de AFC en el contexto de cualquiera de los modelos arriba citados. Durante el taller se abordarán las estrategias esenciales para realizar, de un modo flexible y práctico, el proceso del AFC para sentar las bases de la planificación del tratamiento.

**Objetivos Formativos:**

1. Adquirir habilidades para la conducción del proceso de análisis funcional de la conducta (AFC).
2. Aprender a identificar el patrón evitativo en múltiples ejemplos.
3. Discriminar la información que brinda el AFC y su articulación en el modelo de flexibilidad psicológica.

**115. Acceptance, Mindfulness and Compassion-Based Interventions for Problem Eating Behaviors**

Symposium (12:45-14:00)

Componentes: *Literature review, Original data*

Categorías: Clin. Interven. & Interests, Funcional contextual approaches in related disciplines,

Binge Eating Disorder, Overweight and Obesity, ACT, Mindfulness

Target Audience: Beg., Interm., Adv.

Location: Utera

Chair: Cristiana Duarte, Msc, Ph.D. Candidate, Cognitive and Behavioural Centre for Research Intervention (CINEICC), Faculty of Psychology and Educational Sciences, UC

Increasing evidence points to the relevant potential impact of acceptance, mindfulness, and compassion-based interventions on health problems related to eating behaviors. This symposium presents four papers that focus on the application of such interventions to problems ranging from binge eating to obesity and overweightness. The first paper presents data on the efficacy of a low intensity pilot intervention for binge eating disorder aimed at promoting the development of compassion, mindfulness and psychological flexibility, with results showing a significant decrease in binge eating symptomatology and increases in body image-related psychological flexibility. The second paper presents follow-up results (up to 6 months) of an acceptance, mindfulness and compassion-based group intervention (Kg-Free) for obese and overweight women without binge eating disorder. Results show reductions in weight self-stigma, unhealthy eating patterns, and an improvement in quality-of-life. The third paper presents an innovative integration of ACT and wearable technologies (activity tracker and mHealth tools) for the development of an effective intervention in fostering healthy lifestyles for obese individuals. Finally, the fourth paper presents a review of the literature on the application of broadly defined mindfulness procedures (comprising MBSR, ACT, meditation, and mindful eating) as an agent for change in eating behaviors (weight reduction and prevention and treatment of eating disorders).

- The Efficacy of a Low Intensity Compassion, Mindfulness and Acceptance-Based Intervention for Binge Eating

Cristiana Duarte, Msc, Ph.D. Candidate, Cognitive and Behavioural Centre for Research and Intervention (CINEICC), Faculty of Psychology and Educational Sciences, UC

José Pinto-Gouveia, MD, Ph.D., Cognitive and Behavioural Centre for Research and Intervention (CINEICC), Faculty of Psychology and Educational Sciences, UC

James Stubbs, Ph.D., Appetite Control and Energy Balance Research Group, School of Psychology, University of Leeds

- Follow-up Results from an Acceptance, Mindfulness and Compassion-Based Group Intervention (Kg-Free): Exploring who Benefited the Most from the Intervention?

Lara Palmeira, CINEICC, Cognitive and Behavioral Research Centre, University of Coimbra

Marina Cunha, CINEICC, Cognitive and Behavioral Research Centre, University of Coimbra; Miguel Torga Superior Institute (ISMT), Coimbra, Portugal

José Pinto-Gouveia, CINEICC, Cognitive and Behavioral Research Centre, University of Coimbra

- ACTonHEALTH Study: Promoting Psychological Flexibility with Activity Tracker and mHealth Tools to Foster Healthy Lifestyles for Obese Individuals

Giorgia Adelaide Varallo Del Signore, Istituto Auxologico Italiano - Clinical Psychological Lab

Roberto Cattivelli, Istituto Auxologico Italiano IRCCS, Department of Psychology, Catholic University of Milan, Milan, Italy

Margherita Novelli, Istituto Auxologico Italiano IRCCS

Alessandro Musetti, Department of Literature, Arts, History and Society, University of Parma, Parma, Italy

Chiara Spatola, Istituto Auxologico Italiano IRCCS, Department of Psychology, Catholic University of Milan, Milan, Italy

Emanuele Cappella, Department of Psychology, Catholic University of Milan, Milan, Italy

- Mindfulness, Acceptance and Commitment Therapy, and Nutrition  
Vivian Costa Resende Cunha, MSc, Pontifícia Universidade de Goiás, Brasil  
Sônia Maria Mello Neves, Ph.D., Pontifícia Universidade Católica de Goiás, Brasil

Educational Objectives:

1. Describe the adaptation of compassion, mindfulness and acceptance and values-based treatment approaches to a low-intensity ICT-based intervention for BED.
2. Describe the components of the Kg-Free intervention and explore the results at 3 and 6-months follow-up.
3. Describe the opportunity of match activity tracker technology with advancement of data collection on lifestyle habits.

**116. The ACT of Self Forgiveness: A Principles-Based Response to Intrapersonal Offence**

Workshop (12:45-14:00)

Components: *Conceptual analysis, Original data, Experiential exercises, Role play*

Categories: Clin. Interven. & Interests, RFT, Self-Forgiveness, ACT Matrix

Target Audience: Beg., Interm., Adv.

Location: **Estepa**

Grant Dewar, University of Adelaide

Self-forgiveness has been demonstrated to be beneficial for both psychological and social well-being. RFT and ACT reveals that language in and of itself creates, suffering and attendant struggle with burdens of shame, guilt remorse, and regret. All will experience these phenomena. Struggle creates the internal arena in which self-blame flourishes, but may also provide a place of opportunity to develop effective responses regarding self-forgiveness. This workshop demonstrates a, novel approach to self-forgiveness focused on the forgiveness of self for intrapersonal transgressions against the self. The therapeutic approach describes seven principles which include: identification of the burden; taking a transcendent perspective; identification of personal values and identification transgressions against those values; ACT therapeutic responses; granting self-forgiveness; putting values into

action; making an ongoing commitment to self-forgiveness. Participants will be provided with a principles-based framework, promoting self-forgiveness to clients and possible client populations which may be beneficial recipients of targeted therapy

Educational Objectives:

1. Analyze a novel approach to self-forgiveness focused on the forgiveness of self for intrapersonal transgressions against the self.
2. Describe the therapeutic approach and its seven principles which include: identification of the burden; taking a transcendent perspective; identification of personal values and identification transgressions against those values; ACT therapeutic responses; granting self-forgiveness; putting values into action; making an ongoing commitment to self-forgiveness.
3. Explain a principles-based framework, promoting self-forgiveness to clients and possible client populations which may be beneficial recipients of targeted therapy.

**117. Starting a Contextual Behavioral Science (CBS) Lab**

Panel (12:45-14:00)

Components: *Conceptual analysis, Didactic presentation*

Categories: Prof. Dev., Clin. Interven. & Interests, Prevention and Comm.-Based, RFT, Research Promotion

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

**Location: Ecija**

Miguel Rodríguez-Valverde, Ph.D., University of Jaén  
 Louise McHugh, Ph.D., University College Dublin  
 Roger Vilardaga, Ph.D., Duke University  
 Maria Karekla, Ph.D., University of Cyprus  
 David Gillanders, DCLinPsy, University of Edinburgh  
 Andrew Gloster, Ph.D., University of Basel

This year's conference theme "Committed to Science" emphasizes the need for integrative collaboration between basic and applied researchers, and the importance that effective CBS practice is grounded in solid CBS research on basic principles. A key aspect in this regard is the creation of more research labs in a diversity of locations by researchers from different backgrounds and sensitivities. Junior researchers who attempt to start their own programs and labs will often face difficulties and would benefit from the experience of others that have taken the same path before. The aim of this panel discussion is to present the experience of a diverse group of successful researchers, each of whom have started their own independent ACT/RFT/CBS lab. Special focus will be put on the resources that ACBS, as an organization, can offer in support of the endeavor of generating new labs. This panel will be particularly interesting for researchers and practitioners who are committed to science and willing to develop a CBS-based research program or lab, but are finding difficulties to doing so.

Educational Objectives:

1. Explain the ACBS available resources for supporting the initiation of research labs.
2. Analyze difficulties commonly faced when starting an independent research program.
3. Analyze the more adequate way of encouraging and moving forward the creation of new CBS labs.

**Saturday Lunch 14:00**

**Saturday Lunch Events 14:15**

**FF. German speaking chapter meeting.**

Chapter/SIG Meeting (14:15-15:05)

**Location: Giralda V**

Herbert Assaloni, M.D., Private Practice  
 Michael Waadt, private practice

The board of the german speaking chapter is inviting everybody to join this meeting. We want to facilitate networking and connection among german speaking people who attend the World Conference.

**GG. 2nd Annual Meeting of the Greece & Cyprus ACBS Chapter**

Chapter/SIG Meeting (14:15-15:05)

**Location: Giralda VI-VII**

Vasilis S. Vasiliou, University of Cyprus, ACTHealthy Lab  
 Maria Karekla, Ph.D., University of Cyprus, ACTHealthy lab

In the second meeting of the Greece & Cyprus ACBS Chapter members will meet and new members will be introduced to the group. Members will share what they are doing in terms of clinical, research, or other pertinent to the CBS work. Also, as part of the annual meeting, the board of chapter will review the progress of the chapter in regard to further disseminating the CBS values, training, clinical and research work over the past year. Next, the members will identify new goals for the coming year. Further, as new priorities are developed, additional subcommittees will form to support the tasks associated with new goals.

Among the topics to be discussed are:

- Research collaborations between Greek and Cypriot Universities and research groups
- New CBS material in the Greek-language (assessment tools, protocols, other material, etc.)
- Training and supervision opportunities in the Greek language (e.g., ELPSE & CYPISA workshops, ACTHealthy lab specialized training, etc.)
- Discussion about the development of the first Mediterranean CBS local chapter's conference or boot camp for 2018
- Ideas for disseminating further CBS in the Greek-speaking professionals

Feel free to join us and bring local delicatessen from Cyprus and Greece!

**HH. Leadership, Organizational Behavior Management, Public Policy SIG: Review of Past Activities and Future Planning**

Chapter/SIG Meeting (14:15-15:05)

**Location: Prado**

Paul Atkins, Senior Research Fellow Institute for Positive Psychology and Education Australian Catholic University

This will be an open discussion of the role of the SIG, what has happened in the past year and what people would like to do for the coming year. Since the 2016 World Conference in Seattle, the SIG was moved over to the ACBS website and reconstituted. The email listserv was moved from Yahoo over to the ACBS server, where it is now hosted. Current membership stands at 68 members. During the past year, we have had a few discussions on the listserv. Chief among these was a discussion of the PROSOCIAL design principles for group self-governance, which is still ongoing. The SIG also opened a LinkedIn group whose purpose is to provide members with a forum to post consulting opportunities and to discuss issues related to organizational consulting. The objective is to energize the work of getting ACT and PROSOCIAL into the organizational world. Some questions to be considered during the meeting might include:

1. What do you currently do in the LOPP-SIG space?;
2. What would you like to do in this space?;
3. What challenges are you currently facing that might be addressed in the LOPP-SIG during the coming year?;
4. What interesting insights have you gained from your work that you might share with LOPP-SIG in the coming year?

**II. Compassion Focused Special Interest Group Meeting**

Chapter/SIG Meeting (14:15-15:05)

**Location: Nervión Arenal I**

Laura Silberstein Tirch, Psy.D., The Center for CFT  
Dennis Tirch, Ph.D., The Center for CFT

All are welcome to attend this meeting for the compassion focused SIG. We will be discussing our progress over the last year and help inspire our agenda for the upcoming year. The main focus of this SIG parallels the ACBS mission statement in that it is dedicated to the advancement of compassion focused science and practice so as to alleviate human suffering and advance human well being. It is clear that the Contextual Behavioral Science movement, functional contextualist philosophy, RFT research and ACT and FAP clinical applications all can expand and refine our science of compassion. The account of perspective taking, empathy and compassion that continues to evolve within the CBS community can allow us to understand compassion with increasing clarity, which allows us to frame scientific, testable questions. This can allow us to develop more effective ways to shape and train compassion and compassion in the context of therapy. Beyond this, the idea of applying CBS and EvoS principles to the creation of more functional and compassionate groups and societies continues to grow within the ACBS community.

**JJ. Women in ACBS SIG Meeting**

Chapter/SIG Meeting (14:15-15:05)

**Location: Nervión Arenal II**

Sandra Georsgecu, Private Practice  
Robyn D. Walsler, Praxis, UCB

This inaugural meeting will serve to introduce the SIG, its members and mission. We will explore the role of women in ACBS and begin to discuss the gender disparities that are reflected in the field of

behavioral science, as well as in ACBS. We will focus on how these issues are not specific to our organization, but rather, are a worldwide problem that we believe requires patient, relentless attention and engagement in order to foster prosocial change. As well, we will discuss structure and projects for the SIG.

**KK. College/University Student Mental Health SIG**

Chapter/SIG Meeting (14:15-15:15)

**Location: Buhaira**

Charles Morse, Worcester Polytechnic Institute  
Lanaya Ethington, University of Iowa

All conference attendees who belong to the College/University SIG and those interested in learning more about our activities are welcome to attend this meeting. We will report out about membership, review SIG sponsored/organized events from the past year and brainstorm about new possibilities and topics for future events. All attendees will have the opportunity to report out on new and ongoing ACT related initiatives and activities on their campuses. This meeting is a great networking opportunity.

**LL. The practice of ACT with Christian Clients: Special Interest Group**

Chapter/SIG Meeting (14:15-15:05)

**Location: San Bernardo**

Ingrid Ord, Private Practice

This group meeting is open to all who are interested. This Special Interest Group (SIG) has grown to a membership of over 200 in just over a year, indicating that there is a great deal of interest in this client group. From the beginning the emphasis has been on the the spiritual beliefs of the client, and how they can best be incorporated by therapists of all religions.

Saturday Afternoon 15:15

**118. Sitting with Mortality: Building more Workable Responses to Thoughts about Death/ *Contactando con la muerte***

Workshop (15:15-16:45)

Components: *Conceptual analysis, Literature review, Experiential exercises, Didactic presentation, Case presentation, Role play*  
Categories: Clin. Interven. & Interests, Behavioral medicine, Mortality

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

**Location: Giralda I-II**

Ray Owen DClInPsy, Wye Valley NHS Trust, UK  
David Gillanders, DClInPsy\*, University of Edinburgh, UK

Thoughts about dying, and the strong emotions that come with them, are part of the human condition, and can exert a powerful effect upon behaviour (e.g. avoidance – as demonstrated in studies in Terror Management Theory: Greenberg, Solomon & Pyszczynski, 1997). Some of those effects can make it harder for the individual (client or professional) to face problems, take effective

action and live fulfilling lives. There is a cultural tendency to treat death-related thoughts differently to other types of content. Yet applying evidence-based approaches and theories such as Functional Analysis, ACT and RFT can help people respond more workably. Using real-play, presentation, discussion and experiential exercises, this workshop will consider Context (including cultural and religious differences), Behaviours (avoidant, preoccupied, sense-making and others) and maintaining Consequences, regarding our own unhelpful responses to thoughts and emotions around death, and how our existing skills can help in this area. Though focussing on people with serious health problems, the principles will be broadly applicable.

*Pensamientos sobre la muerte y las fuertes emociones que aparecen con ella, forman parte de la condición humana, y pueden ejercer un poderoso efecto en el comportamiento (Por ejemplo, la evitación - como se demostró en los estudios de la Teoría del Manejo del Terror: Greenberg, Solomon y Pyszczynski, 1997). Algunos de esos efectos pueden hacer más difícil para el individuo (cliente o profesional) enfrentar problemas, adoptar medidas eficaces y vivir vidas plenas. Hay una tendencia cultural a tratar los pensamientos relacionados con la muerte de manera diferente a otro tipo de contenidos. Sin*

*embargo, la aplicación de enfoques basados en la evidencia y las teorías como el Análisis Funcional, ACT y RFT pueden ayudar a las personas a responder de manera más funcional. Usando ejercicios de role-play, exposición, debate y ejercicios experienciales, este taller considerará el contexto (incluyendo diferencias culturales y religiosas), comportamientos (evitación, preocupaciones, búsqueda de sentido y otros) y las consecuencias que la mantienen, con respecto a nuestras propias respuestas poco útiles a pensamientos y emociones en torno a la muerte, así como nuestras habilidades presentes pueden ayudar en esta área. Aunque estará orientado a personas con graves problemas de salud, los principios serán ampliamente aplicables.*

Educational Objectives:

1. Recognise and respond to clients' mortality-related thoughts from a CBS perspective.
2. Support clients in developing workable responses to the prospect of dying.
3. Recognise and respond workably to our own mortality-related thoughts and feelings.

**119. THERAPIST 3.0: Increasing Therapeutic Efficacy by Growing Therapist's Awareness about Sex, Lies, Love, and Relating on the Internet - and Some Key Skills**

Workshop (15:15-16:45)

Components: *Original data, Experiential exercises, Role play*

Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Social Network, "Virtual" Therapeutic Relationship

*Target Audience: Interm., Adv.*

**Location: Giralda III-IV**

Robert Allegri, Ph.D., Fap Italia, ACBS, Miopsicologo, Iescum alumni

Katia Manduchi, Ph.D., Fap Italia, ACBS, Miopsicologo, Iescum

Internet, Facebook, Instagram, WhatsApp, etc. have grown massively over the last decade and today make up a huge portion of person-to-person (and person-to-therapist) interactions. As clinicians, it becomes imperative that we build fluency with these models of relationship, in order to become therapeutically more efficient.

This workshop aims to help you understand core differences and similarities between face-to-face and "virtual" interactions. We will offer a functional contextual account of the unique factors that impact relationship in the online setting.

Finally (the fun part), we will guide you through some experiential exercise aimed at building skills for creating prosocial and/or therapeutic "virtual" interactions. These practices are informed by principles from Acceptance and Commitment Therapy, Functional Analytic Psychotherapy, and Compassion-Focused Therapy and, in turn, may be taught to clients directly or tailored as appropriate to the client's context.

Educational Objectives:

1. Describe key research findings about differences and similarities between in-person and virtual interactions.
2. Identify key Internet behaviors to assess when working with social connection issues from behavioral perspective.
3. Practice skills for communicating clearly and therapeutically via virtual media, especially in response to more challenging or aversive communication from clients.

**120. Estrategias de Estilo en Psicoterapia Comportamental Contextual: Utilizando los Principios del Aikido Verbal para Incrementar el Impacto de nuestras Intervenciones en ACT y FAP: Mexico Chapter Sponsored**

Workshop/Taller (15:15-16:45)

Componentes: *Análisis conceptual, Ejercicios experienciales, Presentación didáctica, Role play*

Categoría: Intervenciones y aspectos clínicos, Supervisión, formación y diseminación, Supervisión y Entrenamiento de Habilidades Clínicas

*Nivel: Intermedio, Avanzado*

**Sala: Giralda V**

Fabián O. Olaz, Psy. D., Universidad Nacional de Córdoba-Centro Integral de Psicoterapias Contextuales

Michel André Reyes Ortega, Psy.D., Instituto de Ciencia y Terapia Conductual COntextual

Desde nuestro punto de vista, el entrenamiento de un terapeuta comportamental contextual apunta a tres objetivos fundamentales: Entrenamiento teórico (donde entrenamos al terapeuta como analista del comportamiento), entrenamiento

experiencial (en donde generamos contextos experienciales para que el terapeuta pueda vivenciar los procesos desde adentro, asumiendo muchas veces el rol de cliente) y entrenamiento de habilidades (donde generamos un contexto de práctica de competencias fundamentales para el desempeño como terapeuta). En este workshop priorizaremos el tercer tipo de entrenamiento, focalizando nuestro trabajo en las denominadas estrategias de estilo terapéutico para el trabajo con ACT y FAP. Coincidiendo con Linehan (1993), las estrategias de estilo implican el estilo y la forma de comunicación del terapeuta. Ayudar a nuestros clientes a entrenar una mayor sensibilidad a los contextos y una mayor coherencia funcional implica comenzar con nuestro rol de terapeutas y nuestro estilo de comunicación. Si bien muchas veces damos por supuesto que estas habilidades ya forman parte del repertorio del terapeuta, el trabajo desde los enfoques comportamentales contextuales supone muchas veces un desafío para los terapeutas que empiezan a entrenarse, ya que el punto de vista contextual supone también un estilo terapéutico diferente, que difícilmente pueda adquirirse en libros. En el presente workshop los participantes podrán practicar algunas de las estrategias de estilo que entrenamos en nuestros programas de entrenamiento en ACT y FAP, las cuales denominamos en forma genérica "Aikido Verbal". Las estrategias que trabajaremos están basadas en una versión verbal del AIKIDO- un arte marcial japonesa conocida como el "Arte de la Paz". Los principios básicos del aikido involucran el alinearse con la energía del ataque de la otra persona y redirigir esta energía para neutralizarla e invitar al oponente a la paz. La práctica del Aikido enfatiza el "estar presente" en el momento, tomar en forma abierta lo que el oponente y evitar el conflicto. De la misma manera, el Aikido Verbal involucra tomar el contenido verbal en forma liviana y utilizarlo para crear un contexto simbólico que evoque una mayor sensibilidad a los contextos que influyen en el comportamiento y una mejor lectura de las funciones del mismo. Específicamente, trabajaremos cinco estrategias fundamentales: 1) Notando en el momento presente, 2) Incrementando la experiencia, 3) "Yessing" (tomar los contenidos en forma liviana"), 4) Desmantelamiento de la "Con-fusión (Fusión compartida entre cliente y terapeuta), y 5) Autorrevelaciones contingentes. Presentaremos algunos ejemplos de intervenciones y llevaremos a cabo divertidos ejercicios de improvisación, ejercicios y metáforas corporizadas, role-plays, y vídeos. Al finalizar el workshop, se espera que los participantes hayan entrenado las cinco habilidades e incrementado su propia flexibilidad psicológica de forma tal que puedan responder en forma más flexible a los potenciales "atacos" que puedan surgir en sesión.

**Objetivos Formativos:**

1. Comprender los fundamentos teóricos de la práctica del "Aikido Verbal" como estrategia de estilo en ACT y FAP, revisando algunos conceptos básicos de RFT y Contextualismo Funcional.
2. Detectar momentos de "lucha" en la conversacion terapéutica como así también

algunas estrategias de estilo que le permitirán "mover al cliente" hacia contextos de mayor flexibilidad psicológica

3. Utilizar las cinco estrategias básicas del Aikido Verbal 1) Notando en el momento presente, 2) Incrementando la experiencia, 3) "Yessing" (tomar los contenidos en forma liviana"), 4) Desmantelamiento de la "Con-fusión (Fusión compartida entre cliente y terapeuta), y 5) Autorrevelaciones contingentes en sus sesiones terapéuticas.

**121. How Should CBS React to the Replication Crisis in Psychology?**

Panel (15:15-16:45)

Components: *Conceptual analysis, Literature review*

Categories: Theory & Philo., Open science, Replicability

*Target Audience: Beg., Interm.*

**Location: Giralda VI-VII**

Emily Sandoz, Ph.D., University of Louisiana  
 Steven C. Hayes, Ph.D., University of Nevada  
 Ian Hussey, Ph.D., Ghent University  
 Lance McCracken, Ph.D., Kings College London  
 Roger Vilardaga, Ph.D., Duke University

Many areas of science are currently in the grips of a replication crisis, where the findings of key publications in an area of research cannot be independently reproduced. Subsequent debate around how to increase the truth-value of our findings has highlighted three key factors: 1) misuse of inferential statistics, 2) failure to make research materials available after publication, and 3) publication bias. While CBS has its roots in behavior analysis and therefore a history of employing an inductive approach to science, its growth into new areas of research has required us to embrace group designs and inferential statistics. This panel discussion will discuss the question of whether our inductive approach insulates us from the replication crisis, or whether our use of such designs and statistics make us equally vulnerable to it regardless of our intentions when employing them. We provide a review of all articles published in JCBS in 2016 in order to quantify and characterize the research that defines contemporary CBS. Subsequent discussion will consider the strengths and weaknesses of the CBS literature from a replicability point of view, and the opportunities and costs that we face when considering how to guide our behavior as scientists.

**Educational Objectives:**

1. Describe what is meant by replicability.
2. Explain what factors give rise to low replicability and why.
3. Discuss whether CBS faces opportunities and/or threats regarding the replicability of our research.

**122. A Functional Direction: Understanding the Symptoms of Psychosis Using**

**Relational Frame Theory: Psychosis  
SIG Sponsored**

Symposium (15:15-16:45)

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

Categories: RFT, Clin. Interven. & Interests, Theory & Philo., Functional contextual approaches in related disciplines, Psychosis

Target Audience: *Interm.*

Location: **Prado**

Chair: Corinna Stewart, School of Psychology, National University of Ireland, Galway  
Discussant: Dr. Eric Morris, La Trobe Psychology Clinic, School of Psychology and Public Health, La Trobe University, Melbourne, Australia

While the positive symptoms of psychosis have long garnered attention in clinical, cognitive, and neuropsychology, these phenomena have yet to be systematically explored within CBS. Recently however, there has been a "call to arms" for systematic, inductive and empirically informed functional analyses of delusions (Stewart, Stewart, & Hughes, 2016), dissociation and auditory hallucinations (McEnteggart et al., 2016). This symposium comprises researchers and clinicians working together to bring an Relational Frame Theory (RFT) approach to understanding, researching and supporting individuals with unusual experiences and psychosis. Drawing upon recent developments in "clinical RFT", we present an overview of how persecutory

delusions may be conceptualized in RFT terms and present data from preliminary research investigating threat anticipation and avoidance generalization. We then demonstrate how RFT can be used to inform case conceptualization and therapeutic intervention via a case study on persecutory delusions. Finally, we reflect on promising research directions, challenges, and the clinical implications of adopting an RFT approach to delusions and psychosis more generally. It will be argued that a contextual approach to understanding the experiences of psychosis has the potential to identify environmental influences that may lead to better-informed psychological interventions to help those distressed and disabled by these experiences.

- An RFT Approach to the Study of Persecutory Delusions  
Corinna Stewart, School of Psychology, National University of Ireland, Galway  
Dr. Sean Hughes, Department of Experimental Clinical and Health Psychology, Ghent University, Belgium  
Dr. Ian Stewart, School of Psychology, National University of Ireland, Galway
- A Functional Analytic Perspective on Paranoia: A Case Study  
Dr. Joe Oliver, University College London & Camden and Islington NHS Foundation Trust  
Dr. Yvonne Barnes-Holmes, Department of Experimental Clinical and Health Psychology, Ghent University, Belgium

- Using 'Verbal Functional Analysis' and the 'Drill Down' in Complex Clinical Cases  
Dr. Yvonne Barnes-Holmes, Department of Experimental Clinical and Health Psychology, Ghent University, Belgium  
Dr. Ciara McEnteggart, Department of Experimental Clinical and Health Psychology, Ghent University, Belgium  
Dr. Joe Oliver, University College London & Camden and Islington NHS Foundation Trust

Educational Objectives:

1. Analyze psychosis-related phenomena (e.g., delusions) from an RFT perspective.
2. Examine how RFT can be applied to research and clinical interventions for psychosis.
3. Apply RFT principles to clinical practice with individuals with psychosis.

**123. Shifting the Focus from Feeling Good to Doing Well: Empirical Studies on Valued Aspirations and Behaviors, and Their Implications for Clinical Practice**

Symposium (15:15-16:45)

Components: *Conceptual analysis, Literature review, Original data, Didactic presentation*  
Categories: Clin. Interven. & Interests, Theory & Philo., Functional contextual approaches in related disciplines, Measurement

Target Audience: *Beg., Interm.*

Location: **Nervi3n Arenal I**

Chair: Andrew Gloster, Ph.D., University of Basel, Switzerland  
Discussant: Dr. Baljinder Sahdra, Institute for Positive Psychology and Education, Australian Catholic University, Strathfield, NSW, Australia

Acceptance and Commitment Therapy (ACT) focuses on altering the environment to activate value consistent behavior rather than altering internal mental states. In support of this conceptual and clinical orientation towards valued action, this symposium includes three presentations providing evidence for the importance of values and behavior in promoting positive functioning. Using diverse samples and methodologies, we will demonstrate that the intention to behave in line with one's values, as well as the behaviors themselves, reduce suffering and promote well-being. What you want to do, what you say you do, and what you actually do, all play a role in enhancing well-being. Furthermore, it is crucial to know the function of valued behaviors, not just those behaviors in isolation. The symposium will reinforce key principles of ACT through a holistic lens and empirically demonstrate that the contextual and functional details are key in identifying and encouraging valued action.

- Expanding the Circle of Aspirations: Intrinsic Value Patterns Relate to Positive Functioning when they Centre on Community Giving  
Emma Bradshaw, Institute for Positive Psychology and Education, Australian Catholic University, Strathfield, NSW, Australia  
Dr. Baljinder Sahdra, Institute for Positive Psychology and Education, Australian Catholic University, Strathfield, NSW, Australia  
Professor Joseph Ciarrochi, Institute for Positive Psychology and Education, Australian Catholic University, Strathfield, NSW, Australia

Dr. Philip Parker, Institute for Positive Psychology and Education, Australian Catholic University, Strathfield, NSW, Australia  
 Tamás Martos, Department of Personality, Clinical and Health Psychology, University of Szeged, Szeged, Hungary  
 Professor Richard Ryan, Institute for Positive Psychology and Education, Australian Catholic University, Strathfield, NSW, Australia

- The Six Ways to Well-Being (6WWeb): A New Measure of Behaviors that Reduce Mental Ill-Health and Promote Well-Being
  - Geetanjali Basarkod, Institute for Positive Psychology and Education, Australian Catholic University, Strathfield, NSW, Australia
  - Professor Joseph Ciarrochi, Institute for Positive Psychology and Education, Australian Catholic University, Strathfield, NSW, Australia
  - Dr. Baljinder Sahdra, Institute for Positive Psychology and Education, Australian Catholic University, Strathfield, NSW, Australia
- Increasing Valued Behaviors Precedes Reduction in Suffering
  - Professor Andrew Gloster, University of Basel, Department of Psychology, Division of Clinical Psychology and Intervention Science, Basel, Switzerland
  - Dr. Jens Klotsche, German Rheumatism Research Centre Berlin, Leibniz Institute, Epidemiology Unit, Berlin, Germany
  - Professor Joseph Ciarrochi, Institute for Positive Psychology and Education, Australian Catholic University, Strathfield, NSW, Australia
  - Prof. Georg Eifert, Chapman University, Orange, CA, USA
  - Dr. Rainer Sonntag, Private Practice, Olpe, Germany
  - Prof. Hans-Ulrich Wittchen, Technische Universität Dresden, Department of Psychology, Institute for Clinical Psychology and Psychotherapy, Dresden, Germany
  - Prof. Jürgen Hoyer, Technische Universität Dresden, Department of Psychology, Institute for Clinical Psychology and Psychotherapy, Dresden, Germany

**Educational Objectives:**

1. Describe the importance of considering configurations of intrinsic and extrinsic aspirations in the promotion of positive functioning.
2. Assess client valued behavior using a CBS-consistent measurement tool.
3. Explain how valued behavior changes during therapy and how to maximize this process clinically.

**124. Implementing the PAX Good Behavior Game in Schools and After-School Settings: Evolution Science SIG Sponsored**

Workshop (15:15-16:45)

Components: *Conceptual analysis, Literature review, Original data, Experiential exercises, Didactic presentation, Case presentation*  
 Categories: Educational settings, Prevention and Comm.-Based, Educational settings, Good Behavior Game

Target Audience: *Interm., Adv.*

Location: **Nervión Arenal II**

Dennis Embry, Paxis Institute  
 Jason Fruth, Wright State University

Numerous studies have found the Good Behavior Game to improve students' social and academic

success. Indeed, long-term research on the impact of the game has shown that it significantly reduces a wide variety of psychological and behavioral problems, including depression, suicide, delinquency, substance abuse, and school dropouts (Kellam et al., 2011). It also increases academic achievement and lifetime economic benefits. In recent years the PAX Good Behavior Game was created to facilitate teachers' effective implementation of the Game. This workshop will provide participants with an introduction to the PAX Good Behavior Game, which uses Relational Frame Theory to increase generalization across people, behaviors, settings, and time. You will learn about the 10 evidence-based kernels (simple behavior influence techniques) that facilitate the development of self-regulation while they also improve cooperation and attention. You will also learn about the impact of the game on disruptive and inattentive behavior.

**Educational Objectives:**

1. List about the components of the PAX Good Behavior Game.
2. Practice the implementation of at least three kernels for use in classrooms.
3. Plan for obtaining further assistance in becoming competent to implement the PAX Good Behavior Game for various age groups or settings.

**125. Training the Therapist to be a Therapist using ACT and Mindfulness**

Workshop (15:15-16:45)

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

Categories: Superv., Train. & Dissem., Clin. Interven. & Interests, Therapist Development

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

Location: **Santa Cruz**

Robyn D. Walser\*, Ph.D., assistant director at the National Center for PTSD at the Veterans Affairs Palo Alto Health Care System, TLConsultation Services  
 Manuela O'Connell\*, Lic., Private Practice

Learning ACT involves the theoretical and applied dimensions of the intervention. It includes learning the methods of ACT, how to implement tools, working from a process oriented framework and approaching the client from a particular stance. Therapists are trained in specific competencies to deliver the ACT model of psychotherapy. However, the work of being an open, engaged and committed therapist is not always established. Training in the therapeutic stance can be neglected. As well, the client behaviours that produce derived stimulus functions in the therapist are often not attended to. The therapists thoughts, emotions and sensations, the way the way the therapist behaves, the therapists presence, and the therapists personal reactions to the client all influence therapy outcome. The therapist serves as the main tool in modeling and consequating new

patterns of behaviour in the client. Indeed, studies in the last decade have shown that one of the main factors causing problems in the therapy room is related to the ability of the therapist to cope with their own private experiences, while also being in contact with the client's experience. In this workshop we will work to explore and develop the therapists contact with the therapeutic stance, promoting flexible behaviours in the interaction between client and therapist. Skill in understanding the function of the clients' behaviors as well as personal reaction from the therapist and its functional impact will be addressed. Generating a context in which ACT can be delivered via an open, engaged and committed stance taken by the therapist will be the goal of training in the workshop. Use of role-play, modeling and experiential exercises will be delivered.

Educational Objectives:

1. Describe how to be more context sensitive and track consequences of therapist behaviour.
2. Promote flexible behaviours in the therapist.
3. Generate a context in which participants will be able to work on a open, engaged and committed stance.

**126. Development and Validation of Measures of Processes of Contextual Therapies**

Symposium (15:15-16:45)

Components: *Conceptual analysis, Original data*  
 Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Theory & Philo., Adolescents, ACT Assessment, Measurement, Emotion Regulation

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

**Location: Buhaira**

Chair: Lauren Borges, Ph.D., Rocky Mountain Mental Illness Research, Education, and Clinical Center

The development of psychometrically sound scales that measure the most relevant processes of contextual therapies is an important endeavor. A good number of scales have been designed in the last years; however, more research is still needed on adapting these scale to different languages and to design new and enhanced scales. This symposium presents advancements in this direction. The first presentation will present psychometric data of the Italian adaptation of the Child and Adolescent Mindfulness Measure (CAMM) and the Avoidance and Fusion Questionnaire for Youth (AFQ-Y). The second presentation will present data that supports the use of a new scale, the Comprehensive assessment of Acceptance and Commitment Therapy processes (CompACT). Lastly, the third paper will present a new scale that measures regulation difficulties associated with emotional overcontrol.

- Mindfulness Skills, Psychological Flexibility and Internalizing problems in adolescents: ACT-oriented Measures for Clinical Assessment

Marta Schweiger, IULM University, Milan - Italy  
 Arianna Ristallo, IESCUM, Italy  
 Annalisa Oppo, Sigmund Freud University , Milan - Italy  
 Francesca Pergolizzi, IESCUM, Italy  
 Nanni Presti, Kore University, Enna - Italy  
 Paolo Moderato, IULM University, Milan - Italy

- Development and Continuing Validation of the Comprehensive Assessment of Acceptance and Commitment Therapy Processes (CompACT)  
 David L. Dawson, DCLinPsy, University of Lincoln  
 Nima Golijani-Moghaddam, University of Lincoln
- A Transdiagnostic Approach to Emotion Regulation: The Development and Validation of Two Scales of Emotion Regulation  
 Lauren Borges, Ph.D., Rocky Mountain Mental Illness Research, Education, and Clinical Center  
 Amy Naugle, Ph.D., Western Michigan University
- The Development of the Flexibility of Responses to Self-Critical Thoughts Scale (FoReST)  
 Ross White Ph.D., DCLinPsy, University of Liverpool  
 Peter Larkin, NHS Greater Glasgow and Clyde  
 Annette Lloyd, NHS Greater Glasgow and Clyde

Educational Objectives:

1. Critique existing measures of ACT processes (psychological flexibility)
2. Use a new measure of psychological flexibility in clinical practice and/or research.
3. Assess adolescents with anxiety and depression symptoms using ACT-oriented measures.

**127. Research on the Negative Effects of Experiential Avoidance: Veterans Affairs (VA) ACT SIG Sponsored**

Symposium (15:15-16:45)

Components: *Original data*

Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Behavioral medicine, Theory & Philo., Experiential Avoidance, Aggression, Borderline Personality Disorder, Military Sexual Trauma, Smoking cessation

Target Audience: *Interm.*

**Location: San Bernardo**

Chair: Danielle Lamb, University College London

The analysis of the negative effects of experiential avoidance in mental health and quality of life variables has been one the most productive areas of research within the Contextual Behavioral Science. However, experiential avoidance is so pervasive that many relations with other processes and outcomes remain uninvestigated. This symposium will present research that advances in this direction. The first presentation will show the attentional correlates of experiential avoidance in dementia caregivers. The second paper examines the role of experiential avoidance in the relationship between Borderline Personality features and aggression. The third presentation will discuss psychological flexibility in reference to professional mental health staff, personally and professionally. Overall, these presentations show the pervasive and counterproductive nature of experiential avoidance.

- **Attentional Correlates of Experiential Avoidance in Dementia Caregivers**  
Isabel Cabrera, Ph.D., Universidad Autónoma de Madrid  
María Márquez-González, Ph.D., Universidad Autónoma de Madrid  
Andrés Losada, Universidad Rey Juan Carlos de Madrid  
Carlos Vara, Universidad Autónoma de Madrid  
Laura Gallego-Alberto, Universidad Autónoma de Madrid
- **A Prospective Examination of Processes Influencing the Relationship between Borderline Personality Features and Aggression: Experiential Avoidance and Anger Rumination as Mediators**  
John J. Donahue, Psy.D., University of Baltimore  
Rebecca Thompson, Ph.D., University of Baltimore
- **Psychological Flexibility: An Investigation in Mental Health Staff at the Individual, Leadership, and Team Level, and its Impact on Service User Outcomes**  
Danielle Lamb, University College London  
Professor Sonia Johnson, University College London
- **Could Experiential Avoidance Mediate the Relationship Between Stress and Tobacco Smoking?**  
Vasiliki Christodoulou, Mental Health Services, Cyprus  
Maria Karekla, University of Cyprus  
Georgia Frangou, University of Cyprus

**Educational Objectives:**

1. Discuss the emotional information processing (attentional bias) related to Experiential Avoidance.
2. Explain the potential relationship between experiential avoidance, rumination, and aggression within the emotional cascade model, based on the results of this study.
3. Critique the utility of introducing acceptance based strategies in smoking cessation.

**128. Applying and Adapting ACT with Adults with Intellectual Disabilities**

Symposium (15:15-16:45)

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

Categories: Clin. Interven. & Interests, Prof. Dev., Intellectual Disabilities

Target Audience: *Beg.*

**Location: Lebrija**

Chair & Discussant: Nick Gore, DCLinPsy, Tizard Centre, University of Kent

This symposium presents some recent work applying ACT with an intellectual disabilities population, a population that traditionally requires careful adaptation to talking therapies. The first paper defines this client group and covers some of the lessons learned when working with ACT; including the need to consider deficits in relational framing ability when trying to work with thoughts and feelings, and the need to develop an appropriately accessible measure of psychological flexibility. The second paper presents the work of a mindfulness group delivered to people with intellectual disability and features videotaped testimony of the participants' reactions. The final paper reports on a six-session ACT group intervention for adults with intellectual disabilities.

It presents data showing symptom reduction despite its brief duration, and even though symptom reduction was not pursued. Adaptations made and lessons learned will be discussed throughout the symposium.

- **Working with ACT with People with Intellectual Disabilities - Lessons learned and Areas for Development**  
Mark Oliver, DCLinPsy, Northumberland, Tyne and Wear NHS Foundation Trust
- **Using ACT to Enhance a Mindfulness Based Intervention for Adults with Intellectual Disabilities**  
Steve Noone, Ph.D., Northumberland, Tyne and Wear NHS Foundation Trust
- **The Resilience Group: An Acceptance and Commitment Therapy Based Group for People with Intellectual Disabilities**  
Matthew Selman, DCLinPsy, Northumberland, Tyne and Wear NHS Foundation Trust  
Kay Rooney, Northumberland, Tyne and Wear NHS Foundation Trust  
Kelly Cocalis, Tees, Esk and Wear Valley NHS Foundation Trust  
Mark Oliver, DCLinPsy

**Educational Objectives:**

1. Describe the experiences of adults with intellectual disability who have engaged in mindfulness training.
2. Analyze an adapted hexaflex-based ACT group.
3. Describe a six-session ACT group intervention for adults with intellectual disabilities.

**129. Gender and Acceptance-Based Treatment Approaches in Punishing Contexts: Women in ACBS SIG Sponsored Symposium (15:15-16:45)**

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

Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Gender Differences, Treatment Outcomes, Acceptance-Based Treatments, Aggression

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

**Location: Utera**

Chair: Robyn L. Gobin, Ph.D., University of Illinois at Urbana Champaign

Discussant: Thomas Szabo, Ph.D., Florida Institute of Technology

Gender influences how people understand themselves and their risk for certain experiences (e.g., aggression in intimate relationships). Iverson et al., (2013) found gender differences in risk for several forms of interpersonal aggression. The negative consequences of physical and nonphysical forms of aggression have been documented (Arriaga & Schkeryantz, 2015; Iverson et al., 2013), yet little research has examined the impact of gender and contextual factors on one's experience of aggression and treatment outcomes. Acceptance-based treatment approaches differ from traditional therapies in their focus on functional processes that maintain ineffective behaviors rather than symptom characteristics (McClean & Follette, 2016).

Featuring conceptual and research-based talks, the proposed symposium will explore associations between gender and aggression and gender differences in response to acceptance-based treatment approaches. Context will be emphasized with specific attention to the contexts of the military, chronic pain, and intimate partner violence. Future research directions and clinical implications will be discussed.

- **Gender Differences in Response to Acceptance and Commitment Therapy among U.S. Military Veterans**  
Robyn L. Gobin, Ph.D., University of Illinois at Urbana Champaign  
Ariel J. Lang, Ph.D., MPH, VA San Diego Healthcare System, Center of Excellence for Stress and Mental Health  
Shahrokh Golshan, Ph.D., VA San Diego Healthcare System  
Carolyn Allard, Ph.D., VA San Diego Healthcare System, Center of Excellence for Stress and Mental Health  
Jessica Bomyea, Ph.D., VA San Diego Healthcare System, Center of Excellence for Stress and Mental Health  
Paula P. Schnurr, Ph.D., National Center for PTSD, White River Junction  
Jennifer L. Strauss, Ph.D., Duke University Medical Center; Department of Veterans Affairs, Washington, DC

- **Women and Intimate Partner Violence: A Contextual Behavioural Science Perspective**

Lene Forrester, Ph.D., BMI Healthcare

- **Punishing Responses from Significant Others - Important to Address**

in Acceptance-Based Pain Management Programs?

Marie Blom, M.S., Pain and Rehabilitation Centre, and Department of Medical and Health Sciences, Linköping University, Linköping, Sweden

Björn Gerdle, Ph.D., Pain and Rehabilitation Centre, and Department of Medical and Health Sciences, Linköping University, Linköping, Sweden

#### Educational Objectives:

1. Discuss the relationship between gender and treatment outcomes in response to acceptance and commitment therapy among U.S. military veterans.
2. Explain how RFT can aid our understanding of IPV, and describe how acceptance and commitment therapy can be implemented to empower women to leave abusive relationships.
3. Describe and discuss the relationship between longstanding pain and significant others' punishing responses.

#### 130. Analyses of Deictic Relations

Symposium (15:15-16:45)

Components: *Original data*

Categories: RFT, Clin. Interven. & Interests, New Evidence in Hierarchical Framing- RFT, Performance

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

Location: **Estepa**

Chair: Deirdre Kavanagh, Ghent University

Discussant: Dermot Barnes-Holmes, Ghent University

This second symposium that focuses on experimental analyses of the deictic relations highlights the view that this is critically important verbal behavior, with developmental and clinical significance. Paper 1 explores the relationship between what is traditionally defined as empathy and deictic relational responding. The study explores the use of a relational empathy training protocol delivered to 8 typically-developing children, as measured against standardized assessments of emotional responding and perspective-taking. The findings show positive benefits associated with the training protocol in terms of perspective-taking and related behaviors. In the study described in Paper 2, undergraduates are introduced to a stress induction procedure that, accompanied by various analog interventions that manipulate deictic relational responding (Deictic; Deictic+Hierarchical1; Deictic+Hierarchical1+ Augmental; and Deictic+Hierarchical1+ Augmental+ Hierarchical2). The results show the superiority of the latter two interventions that each contain an augmental function. This study and its outcomes shed further light on the potential processes involved when deictic relations are manipulated for clinical purposes. In another study of hierarchical relations, Paper 3 explores the transformation of functions in accordance with these relations. In two contrasting conditions, contextual cues for hierarchy are manipulated and the results highlight the importance of previous learning in this regard.

- **Establishing Empathy: An Exploratory Study**  
Beatriz Harana, Ph.D. Student, University of Almeria  
Carmen Luciano, Ph.D., University of Almeria  
Adrián Barbero-Rubio, Ph.D., University of Almeria
- **An Experimental Analysis of the Components Involved in Framing the Own Behaviour**  
Juan C. López, Ph.D., Universidad de Almería  
Carmen Luciano, Ph.D., Universidad de Almería & MICPSY
- **One More Step in Analyzing Hierarchical Framing**  
Lidia Budziszewska, MS, Universidad Europea de Madrid, Spain  
Carmen Luciano, University of Almeria, Spain  
Enrique Gil, University of Almeria, Spain  
Zaida Callejón, University of Almeria, Spain

#### Educational Objectives:

1. Create a protocol for establishing empathy.
2. Compare this training with other measures of emotions and perspective taking.
3. Analyze the transformation of function involved in interacting with the own behaviour, typically known as defusion interactions.

#### 131. Living with the Stuff that Sucks: Using ACT Flexibly with Adolescents

Workshop (15:15-16:45)

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

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

Target Audience: *Beg.*

Location: **Carmona**

Ben Sedley, Victoria University of Wellington

Based on the highly successful self-help book for adolescents, "Stuff That Sucks: A Teen's Guide to Accepting what you can't change and Committing to what you can" (selected for the UK Reading Well Books on Prescription programme), this experiential workshop will be a fun, engaging and practical introduction to key exercises and metaphor that can be used when introducing core elements of ACT to adolescents. This will include:

- Exercises to creatively introduce the role of emotions (the Stuff that Sucks) and how trying to keep away from thoughts and feelings leads to more distress (the Stuff that makes the Stuff that Sucks suck more).
- Ways to collaboratively develop metaphors that young people will relate to – drawing on principles from recent research on effective metaphor use.
- Cutting edge perspective-taking techniques to help clinicians better empathise and validate adolescent experiences and support teens to make space from painful feelings and critical thoughts (the Stuff that is just Stuff) and instead increase self-compassion and a more flexible sense of self.
- Top tips to ensure your exercises are designed to be developmentally relevant to young people
- A stack of cool, creative and clever mindfulness and perspective taking exercises that will energise your sessions (the Stuff that is Here and Now)
- Exciting new methods to explore values, to move young people from the Stuff that Sucks to the Stuff the Matters!
- Role play demonstrations of how to bring all these elements together cohesively

Educational Objectives:

1. Describe the processes involved in creating new clinical metaphors.
2. Develop ACT appropriate metaphors collaboratively with adolescents.
3. Present the ACT model of experiential avoidance to young people in a flexible and jargon-free manner.

### **132. The Functional Psychiatrist: Contextual Medicine SIG Sponsored**

Panel (15:15-16:45)

Components: *Case presentation,*

Categories: Clin. Interven. & Interests, Functional contextual neuroscience and pharmacology, ACT in Psychiatric Practice

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

**Location: Ecija**

Josephine Loftus, MD, Centre Hospitalier Princesse Grace, Monaco

Ernest Madhaven, MD, Soundview Psychiatric Services, PLLC, Bellevue, WA. USA

Lucas Goessens, MD, Personality Disorder day clinic, Netherlands

Fatih Yavuz, MD, istanbul Bakırköy Mental Health and Neurological Diseases Hospital in Turkey.

The aim of the panel is to present from a psychiatrist's viewpoint the integration of ACT into clinical practice. The panel will do this through the presentation of case histories which illustrate the use of a functional approach to diagnosis, prescribing and functionally combining medication and psychotherapy. Comparisons will also be made between cases where prescribing is compatible with the principles of contextual behavioural science and those where such is not the case.

Cases will further illustrate the influence of context (sociocultural, academic and economic) on the integration of ACT into psychiatric practice. The panelists will encourage a constructive discussion and exchange of ideas and experience. Psychiatrists on the panel include both seasoned physicians and those who are relatively early career professionals. Challenges faced by ACT psychiatrists trying to balance ACT principles with the medical model will be reflected in the case histories presented.

Educational Objectives:

1. Adjust and integrate ACT into clinical practice.
2. State two challenges of balancing ACT principles with medical practice and examples of how to respond when faced with those challenges.
3. Provide examples of how sociocultural, academic and economic contexts can influence the approach to case conceptualization.

Saturday Afternoon Plenary 17:00

### **133. Mindful Diversity/ La Diversidad Mindful**

Invited (17:00-18:15)

Components: *Conceptual analysis*

Categories: Clin. Interven. & Interests, Theory & Philo., Mindfulness

*Target Audience: Interm.*

**Location: Giralda I-II**

D.J. Moran, Ph.D., BCBA-D, Pickslyde

Consulting/ MidAmerican Psychological Institute

(Introduced by: Sonja V. Batten, Ph.D., Booz Allen Hamilton)

ACBS is a diverse organization striving to reduce suffering and improve quality of living for people. We value the difference in people, and recognize how blending our various perspectives can



assist in a greater understanding of the human condition. Our community respects and encourages our differences, and aims to create generalizable and potent interventions to make a more prosocial world. Our diversity can engender more robust acceptance, commitment, and flexibility.

Promoting diversity within one's mindful practice has the potential to help reduce suffering and improve quality of living, too. Given the effectiveness of mindfulness interventions, it is worth considering what can happen if a person blends various perspectives on mindfulness to assist in a greater understanding of the human condition. Perhaps encouraging people to engage in diverse mindfulness exercises can lead to more

generalizable and potent values-based committed actions. We will explore how to define "mindful action," and how diversity in mindfulness practice can engender more robust acceptance, commitment, and psychological flexibility.

*ACBS es una organización diversa que lucha por reducir el sufrimiento y mejorar la calidad de vida de las personas. Valoramos la diferencia en las personas y reconocemos cómo la combinación de nuestras diversas perspectivas puede ayudar en una mayor comprensión de la condición humana. Nuestra comunidad respeta y alienta nuestras diferencias, y tiene como objetivo crear generalizables y potentes intervenciones para hacer un mundo más prosocial. Nuestra diversidad puede generar una mayor aceptación, compromiso y flexibilidad.*

*Promover la diversidad dentro de la práctica mindful tiene el potencial de*

*ayudar a reducir el sufrimiento y también mejorar la calidad de vida. Dada la efectividad de las intervenciones de mindfulness, vale la pena considerar lo que puede suceder si una persona mezcla varias perspectivas sobre mindfulness para ayudar en una mayor comprensión de la condición humana. Quizás animar a la gente a participar en diversos ejercicios de atención plena puede conducir a acciones generalizadas y potentes basadas en valores. Exploraremos cómo definir la "acción consciente", y cómo la diversidad en la práctica de mindfulness puede engendrar una aceptación más robusta, compromiso y flexibilidad psicológica.*

Educational Objectives:

1. Describe the meaning of "mindful action."
2. Apply a diverse set of mindful action exercises with other people who can benefit from such practices.
3. Describe the usefulness of diversity in mindfulness training.

## Saturday • 24 June • Evening

### Follies & Dance Party

**20:30 – 22:30"ish"**

#### Giralda I-II

(Doors open at 20:30, but we expect the Follies "show" to begin around 21:00.)

The Follies is a core feature of ACBS conferences. At the ACBS World Conference 15 it will take place on the Saturday night from around 21:00 – 22:30. Basically it's a cabaret show, filled with funny songs, sketches, stand-up comedy routines, humorous PowerPoint presentations, pre-made videos, etc. And all of this funny and talented content is created by YOU: the conference delegates!

There will be a cash bar to facilitate you getting in touch with your values as a performer (yeah, right...), after the Follies there will be dancing.

There are very few rules regarding the content – Firstly it has to be short (around 3 minutes is perfect. Longer, and the shepherd's crook will be sweeping you off the stage!) Secondly, any aspect of ACT, Mindfulness, Behaviorism, therapy, RFT, CBS or any of the people you know in the ACT/CBS Community is fair game to be (gently and kindly) mocked.

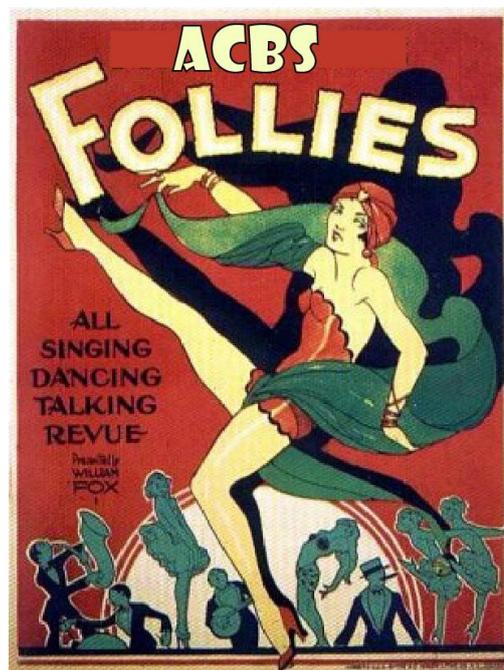
The Follies actually comes from an important tradition: in the past 'The Truth' was what an authority deemed to be true. Then science came along and people started to look to their direct observations to determine what was true. But of course, human beings being as we are and loving to categorise things in hierarchies, began to automatically create hierarchies of people who could directly observe what was true and hence we have scientific authorities. The purpose of the Follies is to ensure that no idea, and no person in this community who has an idea, is immune to question, playfulness, challenge.

So delegates: get your creative powers focused, anything you have seen in the CBS world that deserves to be made fun of is fair game. Produce your sketches, songs, PowerPoints, stand ups and either email [sonjavbatten@gmail.com](mailto:sonjavbatten@gmail.com) or [daniel.moran@comcast.net](mailto:daniel.moran@comcast.net) to ensure they have your name down for a place in the Follies or during the conference (Hurry and find D.J. or Sonja - you only have a short time to do it).

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.*

#### The fun doesn't stop when the Follies end!

Immediately following the Follies we invite you to join us for a dance in **Santa Cruz** with "DJ CFunc", a.k.a Eric Morris. See you on the dance floor until 1:00!



Sunday Morning 9:30

**134. The Science of Arts in Functional Analytic Psychotherapy (FAP): Functional Analytic Psychotherapy SIG Sponsored Workshop (9:30-11:00)**

Components: *Original data, Experiential exercises, Didactic presentation, Case presentation, Role play*  
 Categories: Clin. Interven. & Interests, Performance-enhancing interventions, Prof. Dev., Responding to in-session contingencies

Target Audience: *Beg., Interm.*

**Location: Giralda III-IV**

Holly Yates, Private Practice  
 Stavroula Sanida, Private Practice

Functional Analytic Psychotherapy (FAP) uses functional analysis to create meaningful therapeutic relationships by focusing on the subtle ways client's interpersonal difficulties occur in the therapy session. FAP has five rules which can be summarized in a model using the mid-level terms awareness, courage and love, behaviorally defined. Applying an acting technique called the Meisner Technique, focusing in the word repetition exercise, and Story Writing are two creative ways of implementing this model as it involves: 1) awareness of a client's history, strengths and target behaviors, 2) courageous or evocative therapist behavior, and 3) loving behavior that shapes target behaviors and also motivates clients to be more present in session and to interact in more connecting ways. The above techniques help the clients create a new context in therapy, where they can form new perspectives and move in valued directions.

Educational Objectives:

1. Respond skillfully to in the moment Clinically Relevant Behaviors in order to evoke and reinforce more adaptive behaviors (CRB2).
2. Practice flexible perspective taking.
3. Foster ability to achieve and communicate empathy.

**135. Modern Behavioral Approach to OCD and Related Disorders**

Workshop (9:30-11:00)

Components: *Conceptual analysis, Literature review, Original data, Experiential exercises, Didactic presentation, Role play*  
 Categories: Clin. Interven. & Interests, OCD

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

**Location: Giralda V**

Michael P. Twohig\*, Ph.D., Utah State University

There have been substantial advances in the understanding and treatment of obsessive compulsive and related disorders (trichotillomania, excoriation, body dysmorphic, and hoarding disorders) in the last 5 years. We have added new diagnostic labels and categorizations for this set of disorders. Additionally, basic research has led to a completely new understanding of the variable that maintain these disorders. This has led to reconceptualization many aspects of these disorders including their treatment. In this workshop, I will briefly cover how to diagnose and

distinguish these issues. I will talk about conceptualization from a modern behavior therapy viewpoint. The majority of the workshop will involve a unified approach to their treatment that is largely based on ACT.

Educational Objectives:

1. Describe how to diagnose OCD and related disorders.
2. Describe how to conceptualize OCD and related disorders from a modern BT standpoint.
3. Describe how to treat OCD and related disorders from a modern BT standpoint.

**136. Research in Clinical RFT: What We Need to Do Now and in the Next 10 Years**

Panel (9:30-11:00)

Components: *Didactic presentation*  
 Categories: RFT, Clin. Interven. & Interests, Research

Target Audience: *Interm., Adv.*

**Location: Giralda VI-VII**

Matthieu Villatte, Ph.D., Private Practice, Seattle

Emily Sandoz, Ph.D., University of Louisiana

Ian Hussey, Ph.D., Ghent University

Louise McHugh, Ph.D., University College Dublin, Ireland

Jennifer Villatte, Ph.D., University of Washington

Fran Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz  
 Nic Hooper, Ph.D., University of the West of England

In the past few years, interest in the direct applications of relational frame theory (RFT) has significantly grown in the contextual behavioral community. Although ACT is often considered as a clinical application of RFT, the connection between these two branches of contextual behavioral science remains mostly conceptual. Randomized controlled trials and analogue studies have allowed ACT to be recognized as evidence based therapy and to clarify the distinctive role of its key processes but empirical research is still needed to better understand therapeutic processes in terms of relational framing (in ACT and other approaches). In this panel discussion, clinical and experimental researchers will discuss the benefits of studying clinical interventions with RFT and explore the main avenues that clinical RFT research should take now and in the next 10 years to make significant progress. Different methodologies will be discussed, such as basic lab studies, randomized controlled trials, and language analysis. The panelists will also talk about strategies to publish clinical RFT research in mainstream journals and get funding from mental health organizations.

Educational Objectives:

1. Describe different approaches to conducting clinical RFT research.
2. Describe current and future avenues for clinical RFT research.
3. Describe past research in clinical RFT.

**137. Un Análisis de las Interacciones Verbales en Sesión Basado en la RFT: Estrategias para el Desarrollo de Intervenciones ACT Breves y Efectivas**

Workshop/Taller (9:30-11:00)

Componentes: *Ejercicios experienciales, Presentación didáctica, Presentación de caso, Role play*

Categoría: Intervenciones y aspectos clínicos, Teoría de los Marcos Relacionales, Análisis RFT de intervenciones clínicas

*Nivel: Principiantes, Intermedio, Avanzado*

**Sala: Prado**

Mónica Hernández-López, Ph.D., Universidad de Jaén

Miguel Rodríguez-Valverde, Ph.D., Universidad de Jaén

Este taller estará centrado en el análisis de las interacciones verbales que tienen lugar en cualquier intervención terapéutica basada en ACT (incluyendo conversación, presentación de metáforas y realización de ejercicios terapéuticos) desde el punto de vista de la RFT. Lo que se pretende es que los participantes logren abstraer las claves relacionales y las funciones que cumplen los diferentes elementos y que permiten explicar la utilidad de estas herramientas. De esta forma podrán aprender a ajustar las

intervenciones y desarrollar nuevas herramientas para poder trabajar desde esta perspectiva de una forma más efectiva. La primera parte del taller consistirá en una breve exposición didáctica de los principios básicos de la RFT con especial atención a sus implicaciones clínicas. En la segunda se analizarán diferentes interacciones verbales (por medio de vídeos, ejercicios prácticos, role-playing, y/o transcripciones de sesiones de ACT) desde la perspectiva RFT, con el objetivo de potenciar los efectos de las intervenciones centrándonos en aquello que es fundamental.

Objetivos Formativos:

1. Conocer los principios básicos de la RFT y sus implicaciones clínicas.
2. Aprender a analizar tanto los problemas que el cliente plantea como las herramientas que el terapeuta utiliza en sesión en términos de claves contextuales que gobiernan la relación (Crel) y claves contextuales que gobiernan la función (Cfunc).
3. Discutir las implicaciones de esta perspectiva para el desarrollo de intervenciones ACT más breves y efectivas.

**138. Multicultural, Multilingual Adaptations of the ACT Model: Bringing Diversity to Your Practice**

Workshop (9:30-11:00)

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

Categories: Clin. Interven. & Interests, Functional contextual approaches in related disciplines, Global Mental Health

*Target Audience: Interm.*

**Location: Nervión Arenal I**

Thomas G. Szabo\*, Ph.D., BCBA-D, Florida Institute of Technology

Hannah Bockarie, Commit and Act

Beate Ebert\*, Commit and Act

Providing ACT interventions in multicultural, multilingual contexts is challenging. Language barriers are the first hurdle. How do you communicate when you don't speak the same language? A second barrier involves cultural rules. Some ACT exercises can be perceived as invalidating, or may ask participants to engage in behavior that is unacceptable in their cultures. A third barrier involves differences in power, privilege, and bias between learner and facilitator. In this workshop, we address each of these matters from the eyes of the participant as well as those of the well-meaning facilitator. We provide examples of ways to address these barriers and videos of sessions in which these skills are used. We provide multiple opportunities for practice and debrief.

Educational Objectives:

1. Identify common barriers to multicultural, multilingual adoption of the ACT model.
2. Evaluate strategies to work with these common barriers.
3. Describe strategies that make ACT responsive to the multicultural contexts in which it is used.

**139. Group interventions for chronic pain SKILL CLASS- ACTiveRehab: assessment taxonomy for selection and allocation of patients to groups that allow the delivery of modularized and ACT-embodied interventions that meet each group's differential needs: Pain SIG Sponsored Workshop (9:30-12:30)**

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

Categories: Clin. Interven. & Interests, Behavioral medicine, Group interventions in chronic pain, Modularization of group protocols, Functional Analysis

*Target Audience: Interm., Adv.*

**Location: Nervión Arenal II**

Graciela Rovner\*, Ph.D., ACT Institutet Sweden

Group interventions for chronic pain have good evidence; however, the responses to interventions are uneven. Patients with the same pain diagnosis are not homogeneous, they do have different rehabilitation needs, functional levels (G. S. Rovner, Vowles, Gerdle, & Gillanders, 2015) and responsiveness to group based rehab (G. Rovner, 2014).

The ACTiveRehab assessment taxonomy is a step-by-step guide on how to create groups with similar streams of behaviors and function, and to tailor context-sensitive and modularized protocols to effectively target and 'individualize' the group intervention.

In this workshop, you will be roll-playing to experience how the clients express these different functional classes to quickly understand their

stuckness and treatment needs. We will also discuss how we can adapt the delivery of the ingredients of the psychological flexibility palette according to these differential functional classes the patients display.

ACTiveRehab model focuses also in social and physical function, the latest called ACTiveBODY. Our body is the vehicle to participate in life, take us (or not) to the places where we can ACT together. ACTiveBODY operationalizes the ACT therapeutic processes in an embodied manner, meeting the wholeness of the human being. With BODY: Balance, Openness and Dynamism, You will –step-by-step- commit and sustain your (and your clients’) valued ACTIONS. And ACT on them from the first session!

In this skill-class/workshop you will learn how the ACTiveRehab and ACTiveBODY’s processes will help you to streamline the ACT interventions. We will try two ACTiveBODY’s micro-interventions that will boost your and your clients health and enrich in your therapeutic skills integrating the whole human being into your therapy room.

Educational Objectives:

1. Understand and implement the fundamentals of ACTiveRehab and ACTiveBODY into the own practice and profession
2. Apply the assessment taxonomy to be able to select and allocate your clients in groups with similar needs and responsiveness to group interventions
3. Understanding of these groups specific needs in terms of ACT and functional levels in all dimensions (physical, mental and social)

#### **140. Investigación en Ciencia Conductual Contextual: Aportaciones Básicas y Aplicadas**

Simposio (9:30-11:00)

Componentes: *Datos originales*

Categoría: Intervenciones para mejorar el rendimiento

*Nivel: Principiantes, Intermedio, Avanzado*

**Sala: Buhaira**

Chair: Luis Alberto Quiroga-Baquero, Fundación Universitaria Konrad Lorenz

Este simposio presenta cuatro trabajos de diferentes procedencias que son una buena muestra del amplio abanico de posibilidades de investigación que permite abordar una perspectiva basada en la ciencia conductual contextual (contextual behavioral science: CBS), desde los aspectos más básicos al ámbito aplicado. El primer estudio se centra en la evaluación y el entrenamiento de la toma de perspectiva en niños desde la perspectiva de la RFT, esto es, como un tipo de comportamiento relacional déictico. Este trabajo presenta una serie de modificaciones respecto a protocolos ya existentes de entrenamiento en marcos déicticos que parecen favorecer el desarrollo de este tipo de desempeño. El segundo trabajo presenta los resultados de un tratamiento ACT grupal para promover la adhesión al tratamiento antirretroviral (TAR) en pacientes infectados con VIH. La adhesión estricta al TAR es fundamental para que este tratamiento médico sea efectivo, y la intervención basada en ACT se

muestra eficaz en la mejora de dicha adhesión. El tercer y cuarto trabajos que se incluyen en este simposio son estudios que han empleado el procedimiento de evaluación relacional implícita (IRAP) para explorar dos ámbitos de interés social. El tercer trabajo se centra en el análisis de las actitudes implícitas y explícitas hacia los alumnos con necesidades educativas especiales por parte de especialistas y profesores. El último trabajo presentado utiliza el IRAP para explorar las actitudes hacia las identidades catalana y española por parte de participantes catalanes y de otras partes de España. Ambos estudios muestran la utilidad del IRAP para detectar discrepancias entre actitudes implícitas y explícitas en sus respectivos ámbitos.

- Evaluación y Entrenamiento de toma de Perspectiva en Niños: Reflexiones a Partir de tres Trabajos Experimentales  
Luis Alberto Quiroga-Baquero, Fundación Universitaria Konrad Lorenz  
María Isabel Rendón-Arango, Universidad Santo Tomás  
Daniel Camilo Salas-Cuervo, Fundación Universitaria Konrad-Lorenz
- Efectos de la Terapia de Aceptación y Compromiso en la Adherencia al Tratamiento de Pacientes VIH de Bucaramanga  
Cristian Leonardo Santamaria Galeano, Candidato a Magister, Universidad Pontificia Bolivariana, Seccional Bucaramanga  
Ana Fernanda Uribe Rodriguez, Universidad Pontificia Bolivariana, Seccional Bucaramanga
- Usando el Procedimiento de Evaluación Relacional Implícita (IRAP) para Evaluar la Actitud del Profesorado hacia los Alumnos con Necesidades Educativas Especiales  
Aurembiaix Llobera Cascalló, M.Sc., Universidad de Almería  
Eduardo Miguel Blasco Delgado, Universidad de Almería
- Usando el Procedimiento de Evaluación Relacional Implícita (IRAP) para Evaluar las Actitudes hacia las Identidades Catalana y Española  
Eduardo Miguel Blasco Delgado, M.Sc., Universidad Almería  
Aurembiaix Llobera Cascalló, Universidad Almería

Objetivos Formativos:

1. Reconocer el estado actual de la investigación teórica y empírica en torno al responder relacional déictico.
2. Describir el impacto de una intervención basada en ACT sobre la adherencia al TAR.
3. La persona asistente conocerá la utilidad del IRAP como herramienta para evaluar actitudes implícitas.

#### **141. Assessing and Training Relational Framing in Children and Adults**

Symposium (9:30-11:00)

Components: *Original data*

Categories: RFT, Educational settings, Children

*Target Audience: Interm.*

**Location: San Bernardo**

Chair: Ian Stewart, National University of Ireland Galway

Relational frame theory (RFT) affords new insight into human language and cognition as arbitrarily applicable relational responding or relational framing. One key insight of RFT that derives directly from its operant roots is that relational framing can be targeted for training. This insight has most obvious application in the educational domain and this symposium presents a number of empirical studies centred on this theme and in particular on relational framing assessment and training with children. The first talk presents data showing the training of containment and hierarchical relational framing, the second provides data showing the training of same-difference relations, while the third discusses development of a tool for assessing operant fluency in relational framing in both children and adults and discusses measurement and training of relational operant behaviour in children and adults in light of their data.

- Facilitating Containment and Hierarchical Relational Responding Repertoires in Young Children  
Teresa Mulhern, National University of Ireland Galway  
Ian Stewart, National University of Ireland Galway

- Training Children with Autism in Patterns of Derived Same and Different Relations  
Siri Ming, National University of Ireland Galway  
Ian Stewart, National University of Ireland Galway

- Testing the Predictive Validity of an Online Relational Responding Fluency Assessment  
Shane McLoughlin, University of Chichester, UK  
Sam Ashcroft, University of Chester, UK  
Ian Tyndall, University of Chichester, UK  
Antonina Pereira, University of Chichester, UK

Educational Objectives:

1. Describe and discuss relational frame assessment and training in general.
2. Discuss relational frame assessment and training with respect to particular repertoires including containment, hierarchy, same/different, same/opposite, more/less.
3. Describe and discuss assessment of fluency of relational framing training.

**142. Using Different Methods to Study Clinical Applications II**

Symposium (9:30-11:00)

Components: *Didactic presentation, Original data*  
Categories: RFT, Clin. Interven. & Interests, Theory & Philo., Fear and Avoidance, Rule-governed Behavior

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

Location: **Lebrija**

Chair: Dermot Barnes-Holmes, Ghent University

The current symposium is the second to explore and discuss different methodologies for studying clinical applications of RFT, covering fear of public speaking, spider phobia, and rule persistence. Paper 1 systematically compares analog

interventions based on hierarchical-self and distinction-self in the context of public speaking as distress tolerance measured via self-report, skin conductance, and heart rate. The results show superiority of the hierarchical-self intervention and discusses the implications of this effect for clinical practice. Paper 2 compares two verbal rehearsal tasks (fear reduction vs. fear acceptance) on a spider-Fear IRAP and a spider-Avoid IRAP, as well as on a behavioral approach task with a live spider. Both IRAPs predict actual approach, with some evidence of differential moderating effects of the verbal rehearsal task similar to defusion. Paper 3 contains two studies that explore rule persistence in terms of levels of derivation (e.g., direct or derived rule) using an MTS task. The results show greater rule persistence with direct than derived rules, but only with extensive rule practice.

- Spider Fear and Avoidance: An Exploratory Study of the Impact of Two Verbal Rehearsal Tasks on a Behavior-Behavior Relation and its Implications for an Experimental Analysis of Defusion.

Aileen Leech, Ghent University  
Dermot Barnes-Holmes, Ghent University

- Persistent Rule-Following in the Face of Reversed Reinforcement Contingencies: Exploring the Dynamics of Levels of Derivation, Relational Coherence, and Relational Flexibility

Colin Harte, Ghent University  
Yvonne Barnes-Holmes, Ghent University  
Dermot Barnes-Holmes, Ghent University  
Ciara McEntegart, Ghent University

- An RFT Analysis of Self-Based Interventions for Public Speaking

Ana Belén Gallego Alonso, University of Jyväskylä, Finland

Raimo Lappalainen, University of Jyväskylä, Finland  
Matthieu Villatte, Evidence-Based Practice Institute of Seattle

Educational Objectives:

1. Provide evidence for the functional independence of fear and avoidance response biases as measured on the IRAP, and suggests that avoidance may be functionally independent from approach.
2. Demonstrate how a relatively precise experimental analysis of behavior can be relevant to the widely used concept of defusion.
3. Highlight the extent to which derived rules may impact persistent rule following.

**143. Components that Maximize the Metaphor Effect II: Multiple Exemplars, Common Physical Properties and Nonarbitrary Causal Relations**

Symposium (9:30-11:00)

Components: *Conceptual analysis, Original data*  
Categories: RFT, Clin. Interven. & Interests, Metaphor

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

Location: **Utera**

Chair: Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

Discussant: Carmen Luciano, Universidad de Almería

Acceptance and Commitment Therapy (ACT; Hayes, Strosahl, & Wilson, 1999) is a contextual

model of psychological intervention that aims to promote psychological flexibility. To accomplish this aim, metaphors are profusely used in ACT. One of the areas of human cognition most studied by relational frame theory (RFT; Hayes, Barnes-Holmes, & Roche, 2001) is analogical reasoning. The link between ACT and RFT is becoming closer as a theoretical and empirical line of research is emerging that analyzes the components of metaphors that maximize the promotion of psychological flexibility. This symposium presents three empirical studies that extends previous research in this regard by analyzing the effect of common physical properties in the context of multiple examples of metaphors, the role of salience and hierarchical relations in the transformation of functions that occurs in metaphors, and the role of causal and hierarchical relations in metaphor effect.

- **The Effect of Common Physical Properties and Multiple Exemplars in Metaphor Effect**  
 José Simón, Fundación Universitaria Konrad Lorenz  
 Bibiana Criollo, Fundación Universitaria Konrad Lorenz  
 María B. García-Martín, Fundación Universitaria Konrad Lorenz  
 Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
 Marco A. Sierra, Fundación Universitaria Konrad Lorenz  
 Diana Riaño-Hernández, Fundación Universitaria Konrad Lorenz
- **Analyzing the Salience Component in Metaphors and Hierarchical Framing**  
 Carmen Luciano, Universidad de Almería  
 Adrián Barbero-Rubio, Madrid Institute of Contextual Psychology  
 Bárbara Gil-Luciano, Madrid Institute of Contextual Psychology  
 Ángel Alonso, Madrid Institute of Contextual Psychology  
 Zaida Callejón, Universidad de Almería  
 L. Jorge Ruiz-Sánchez, Universidad de Almería  
 Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz
- **Analyzing Causality in Clinical Metaphors and Hierarchical Framing**  
 Bárbara Gil-Luciano, Madrid Institute of Contextual Psychology  
 Ángel Alonso, Madrid Institute of Contextual Psychology  
 Adrián Barbero-Rubio, Madrid Institute of Contextual Psychology  
 Carmen Luciano, Universidad de Almería  
 Zaida Callejón, Universidad de Almería

**Educational Objectives:**

1. Describe how RFT research is investigating the difference between analogy and metaphor.
2. Analyze the effect of common physical properties in the context of multiple examples.
3. Identify the role of causal and hierarchical relations in metaphor effect.

**144. Current Research on Effects of Psychological Flexibility**

Symposium (9:30-11:00)

Components: *Conceptual analysis, Original data*  
 Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Prof. Dev., Occupational

Psychology, Disordered Eating, Paediatrics, Diabetes, Psychological Flexibility

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

**Location: Estepa**

Chair: Rebecca K. Blais, Ph.D., Utah State University

Psychological (in)flexibility is the key concept of Acceptance and Commitment Therapy (ACT). The analysis of the role of psychological flexibility in a variety of mental health and quality of life outcomes has been a traditional research area for Contextual Behavioral Science. This symposium presents four papers that advance in this direction. The first paper will analyze the relationship between psychological flexibility and service user outcomes in mental health staff. The second paper will present a tripartite influence of psychological inflexibility in disordered eating in women. The third presentation will show a study in which the predictive ability of psychological flexibility, mindfulness and parenting in health outcomes in adolescents with diabetes was analyzed. Lastly, the fourth presentation will analyze the relationship between psychological flexibility and subjective wellbeing in people attending mental health services. Taken together, these papers will show the relevance of investigating the relationship of psychological flexibility with mental health and quality of life outcomes.

- **Experiential Avoidance is Associated with Military Sexual Trauma Non-disclosure in Female Service Members/Veterans: Veterans Affairs (VA) ACT SIG Sponsored**  
 Rebecca K. Blais, Ph.D., Utah State University  
 Emily Brignone, ABD, Utah State University  
 Michael E. Levin, Ph.D., Utah State University
- **The Role of Psychological Inflexibility in the Tripartite Influence Model for Women: A Single Body Image Inflexibility Pathway to Disordered Eating Behaviours**  
 Catrin Griffiths, Doctorate in Health Psychology, University of the West of England, Bristol, UK  
 Tim Moss, Ph.D., University of the West of England, Bristol, UK  
 Nichola Rumsey, Ph.D., University of the West of England, Bristol, UK  
 Heidi Williamson, Doctorate in Health Psychology, University of the West of England, Bristol, UK  
 Tracy Tylka, Ohio State University
- **An Exploration of the Role of Psychological Flexibility, Mindfulness and Parenting in Predicting Health Outcomes in Adolescents with Type 1 Diabetes**  
 Lorraine Lockhart, DCLin, University of Edinburgh, NHS Forth Valley  
 Nuno Ferreira, Ph.D., University of Edinburgh
- **Subjective Wellbeing and Psychological Flexibility in People Attending Mental Health Services**  
 Ross White Ph.D., DCLinPsy, University of Liverpool  
 Judith McCluskey, NHS Greater Glasgow and Clyde

Educational Objectives:

1. Discuss ACT strategies to decrease non-disclosure of military sexual trauma in female service members/veterans.
2. Compare and contrast the different model pathways from the established risk factors and body image inflexibility to disordered eating.
3. Utilise the assessment described in the study to better plan their treatment approaches with both parents and young people.

**145. ACT for Psychosis – Skills Workshop: Latest Updates and Innovations: Psychosis SIG Sponsored**

Workshop (9:30-12:30)

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

Categories: Clin. Interven. & Interests, Psychosis, Mindfulness, Schizophrenia

*Target Audience: Interm.*

**Location: Carmona**

Joe Oliver\*, Ph.D., University College London  
Eric Morris, Ph.D., La Trobe University

Acceptance and Commitment Therapy for psychosis (ACTp) is fast becoming established as a central model to inform clinical work for people experiencing psychosis. The trans-diagnostic and functional model that underpins ACT emphasises the common processes that

result in suffering and amplify the impact of unusual experiences (Morris, Johns & Oliver 2013). The research evidence suggests that ACTp can reduce rehospitalisation rates, distress associated with positive symptoms (including delusions and hallucinations), severity of negative symptoms (including low motivation, loss of pleasure and social withdrawal) and low mood associated with psychosis (Bach & Hayes, 1999; White et al. 2011). Additionally, trial data from the presenters' clinical research team suggests that the use of ACT within a group format may be particularly beneficial (Johns, Oliver et al., 2016; Jolley, Morris, under review).

In anticipation of their new book, "ACT for Recovery from Psychosis" (written with colleagues, Emma O'Donoghue and Louise Johns and out in late 2017 with New Harbinger) Joe and Eric will draw on their considerable experience in this area to give an overview and update to the latest developments in using ACT for distressing psychosis. This practical skills workshop will help participants to:

- Develop focused functional assessments of problems related to psychosis
- Create meaningful formulations that can be usefully shared together with clients
- Safely and usefully use mindfulness and present moment exercises
- Use defusion successfully with very strongly held beliefs
- Use values to create meaning in the face of life adversity

- Learn the cutting edge skills in working with voices, paranoia and delusions
- Understand how the exciting new developments in RFT inform ACT for psychosis

Educational Objectives:

1. Explain the purpose and objectives of functional analytic formulation in reference to problems of psychosis.
2. Describe the latest updates from ACT and RFT and how these impact on clinical interventions.
3. Practice skills in the domains of Open, Aware and Active as applied to psychosis.

**146. Delivering Acceptance & Commitment Therapy in Acute Settings: Some Reflections: Psychosis SIG Sponsored**

Panel (9:30-11:00)

Components: *Didactic presentation, Case presentation*

Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Functional contextual approaches in related disciplines, Severe Psychological Presentations

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

**Location: Ecija**

Joris Corthouts, PC St Hiëronymus  
Brian Pilecki, Brown University/Rhode Island Hospital  
Catherine M. D'Avanzato, State of Rhode Island and Providence Plantations  
Claire Turner, University of Auckland  
Ariel Farroni, Argentine Center for Contextual Therapies

As a transdiagnostic approach, ACT (Hayes, Stosahl & Wilson (2012)) is especially suited for use in acute care settings which typically encounter individuals suffering from a wide range of psychological problems. Emergency rooms, inpatient units, community mental health or secondary service and partial hospitalization programs typically treat more severe presentations of symptoms. The current panel will discuss how traditional ACT-based treatments are adapted to suit the needs of these populations. Specifically, the panel will discuss adapting ACT to address more acute or crisis situations, as well as how ACT facilitates clinicians in approaching patients from a more humanistic perspective to reduce stigma in these settings. Other issues include delivering ACT to patients who are lower functioning, actively hallucinating or experiencing trauma flashbacks; how to adapt traditional ACT protocols and formats to more acute presentations; delivering group-based treatment in these settings. With the presence and contribution of a peer-facilitator, the panel will be able to take different perspectives in discussing these topics

Educational Objectives:

1. Demonstrate (group) interventions when working with severe psychological presentations.
2. Adapt and create ACT-interventions with this population.
3. Describe service user experiences during an ACT-approach.

**147. You are More than Your Cravings!:**  
**Greece & Cyprus Chapter Sponsored**  
 Workshop (11:15-12:30)

Components: *Conceptual analysis, Literature review, Original data, Experiential exercises, Didactic presentation, Case presentation, Role play*  
Categories: Behavioral medicine, Clin. Interven. & Interests, Cravings, Addiction

Target Audience: *Beg., Interm.*

**Location: Giralda III-IV**

Maria Karekla\*, University of Cyprus  
 Megan M. Kelly, University of Massachusetts Medical School, Worcester, MA and Edith Nourse Rogers Memorial Veterans Hospital, Bedford, MA

The application of Acceptance and Commitment Therapy (ACT) for the treatment of many problems where craving is a core feature is growing (e.g., substance use, tobacco use, overeating, gambling, compulsive sexual behavior). Individuals presenting with such difficulties often have difficulty managing cravings, although this is an inevitable aspect of experiencing substance use and other addictive and compulsive behaviors. Difficulties involving cravings are associated with substantial distress, functional impairment, and low quality of life. This workshop will present the latest developments in ACT for the treatment of difficulties where craving is an important component. The workshop will also present the latest developments in ACT for dealing and overcoming cravings, and examine the efficacy, the mechanisms, and processes of change of ACT for the treatment of craving-related problems.

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

Educational Objectives:

1. Explore the functional behavioral analysis of craving related problems.
2. Conceptualize cases based on ACT processes and how to practically work with exposure of current cravings.
3. Describe the use of new technologies in enhancing ACT for craving related problems and present innovative ways of adapting new technologies (e.g., use of gamification) for different populations (e.g., adolescents, young adults, veterans etc.).

**148. Using RFT to Improve the Relationship with your Client**

Workshop (11:15-12:30)

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

Categories: Clin. Interven. & Interests, Performance-enhancing interventions, RFT, Therapeutic relationship

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

**Location: Giralda V**

Bartosz Kleszcz, Zacznij Życ Private Practice

David F. Carreno, University of Almeria  
 Nikolett Eisenbeck, University of Almeria, Spain

Therapeutic relationship is as recognized as scarcely approached empirically in most of psychology perspectives. This RFT-informed workshop will focus on the therapeutic relationship as a very powerful tool to promote behavioral change. Our goal is to acquaint the participants with ideas on how to shape a context within which the client has a higher chance to feel understood and establish coordination with the therapist. There will be explained how such context is relevant to produce desirable relational responding, transformation of stimulus functions and other type of behavior in the client. Through a variety of experiential exercises, the attendants will be able to abstract how a well-established therapeutic relationship helps clients destigmatize and change their attitude towards themselves in response to behaviors of the therapist - connecting with their own pain, opening up about their struggles, sharing and emphasizing similarities in a functional way, etc.

Educational Objectives:

1. Analyze on the importance of therapeutic relationship to produce behavioral change in clients.
2. Explain therapeutic relationship from a contextualistic framework.
3. Discuss different ideas and exercises from an RFT perspective to improve the relationship with your client.

**149. Gender Gaps in Academic Publishing: A Review of General and CBS-Specific Data and Plans for a CBS Response**

Panel (11:15-12:30)

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

Categories: Theory & Philo., Superv., Train. & Dissem., Prof. Dev., CBS Response to Gender Gaps, Other

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

**Location: Giralda VI-VII**

Emily Sandoz, University of Louisiana at Lafayette  
 Jennifer Gregg, San Jose State University  
 Laura Silberstein, The Center for CFT  
 Louise McHugh, University College Dublin  
 Jacqueline Pistorello, University Nevada, Reno  
 Louise Hayes, Clinical Psychologist

Recently, increasing attention has been paid to gender gaps in academic publishing with respect to proportionate representation of female authors in journals of different levels of impact, number and extent of revisions required, gender balance of editors and reviewers, etc. While several suggestions for addressing gender gaps have been proposed, none of them have been generated from the perspective of the distinct scientific strategy in CBS. This panel of CBS researchers will 1) review the literature on gender gaps in different stages of the publication process, 2) review data on gender

in the publication process and editorial team of JCBS, and 3) invite the audience to participate in generating ideas for a CBS-consistent response to promoting equality in academic publishing.

Educational Objectives:

1. Describe the state of the evidence on gender in academic publishing.
2. Describe data on gender in academic publishing in JCBS.
3. Generate ideas for addressing gender gaps from a CBS perspective.

**150. Fomentando la Conexión y la Flexibilidad Psicológica en Parejas Trabajando desde un Marco Experiencial**

Workshop/Taller (11:15-12:30)

Componentes: *Ejercicios experienciales*

Categoría: Intervenciones y aspectos clínicos, Dev. Prof., Parejas

Nivel: *Principiantes, Intermedio, Avanzado*

**Sala: Prado**

Manuela O'Connell\*, Lic., Private Practice

Trabajar con parejas puede ser un gran desafío. Es común que las parejas desarrollen patrones de conducta inflexibles y que de este modo pierdan la conexión entre ellos. Gracias al lenguaje, en las parejas se activan funciones y la conducta entre ambos miembros de la pareja se afecta según el contexto verbal. Dependiendo de como se produzca esa

danza funcional se pueden crear patrones flexibles o inflexibles de interacción. Por otro lado, un aspecto positivo del desafío del trabajo de parejas es que proporciona la oportunidad de implementar intervenciones experienciales en tiempo real, ya que las interacciones tienen lugar justo allí en el consultorio. En este taller trabajaremos desde un marco experiencial de modo tal de aprender a promover en las parejas un contacto con su experiencia y cambios de perspectiva y a partir de ese registro, desarrollar nuevos patrones de conducta mas flexibles comprometidos con una relación valiosa, conectada y plena de sentido. Utilizaremos distintos ejemplos de ejercicios experienciales de modo tal de generar contextos en los que pueda fortalecerse la conexión y la intimidad en la pareja.

Objetivos Formativos:

1. Identificar la importancia del cambio contextual en la terapia de parejas.
2. Aprender a trabajar desde un marco experiencial de modo tal de socavar las reglas verbales que dan lugar a conductas inflexibles y modelar la habilidad en la pareja de aprende.
3. Intendes los desafíos a trabajando con parejas.

**151. Compassionate ACT in Challenging Contexts: End of Life & Bereavement: Compassion Focused SIG Sponsored Workshop (11:15-12:30)**

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

Categories: Clin. Interven. & Interests, Performance-enhancing interventions, Theory & Philo., Compassion Focused Therapy

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

**Location: Nervión Arenal I**

Martin J. Brock\*, University of Derby, UK

Within the Acceptance and Commitment therapy 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.

Choosing to live a vital life enriched with deep and meaningful connections and relationships invariably leads to experiences of deep pain when confronted with loss and bereavement - Two sides of the same coin.

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, in part mirroring the human experience of trauma.

In this workshop we will explore the 'sticky' nature of loss and bereavement from a variety of perspectives.

Research in the field of End of Life and Bereavement will be referred to and links to Relational Frame theory will be made.

Influences from Eastern traditions will be considered and compassionate perspectives on end-of-life and bereavement will be explored.

Components of the Acceptance and commitment therapy model in the context of loss and bereavement will be outlined and explored experientially.

Impact on self and the role of supervision will be explored in some detail.

This workshop will offer a variety of learning contexts including didactics, discussions, role-play demonstrations and a range of experiential learning opportunities in which to explore these issues and will give the opportunity to practice relevant techniques with each other.

It is proposed that whether or not clinicians specifically work with clients at end of life, 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.

Attending this workshop will benefit in the application of ACT to other challenging contexts and participants that have some knowledge or experience of ACT or end of life care will likely find this workshop useful.

**Educational Objectives:**

1. Describe the challenges presented by the human experience of loss and bereavement including the role and function of supervision in end of life and bereavement therapy experiences.
2. Demonstrate understanding of the application of Acceptance & Commitment Therapy in the context of end of life and bereavement including understanding of the therapist role in end of life issues and the impact on self.
3. Develop self-compassionate strategies in the context of End of Life & Bereavement.

**152. Psychological Flexibility and Acceptance and Mindfulness-Based Treatments for Chronic Health Conditions**

Symposium (11:15-12:30)

Components: *Original data*

Categories: Clin. Interven. & Interests, Behavioral medicine, ACT, Mindfulness, HIV, Health Psychology, Parents and Children with Chronic Illness

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

**Location: Buhaira**

Chair: Francisco Montesinos, Ph.D., European University of Madrid

There is increasing evidence that psychological flexibility (PF) is a key variable in the adaptive adjustment to chronic health conditions. Also, acceptance and mindfulness-based treatments aimed at increasing PF have proven useful in improving the management of health and chronic illness. The present symposium includes four papers that address different aspects of the relationship between PF and health management in chronic disease. The first paper will present data on the efficacy and cost-effectiveness of a group-based ACT treatment for fibromyalgia from a randomized controlled trial conducted in Spain (EFFIGACT study). The group-ACT (GACT) treatment was more clinically effective than recommended pharmacological treatment (pregabalin + duloxetine) and a wait-list condition, with clinical improvements maintained at 6 months with medium effect sizes in most measures. Also, GACT was related to significantly less direct costs over the 6 months study period compared to both control arms. The second paper will present an analysis of the long-term outcomes of the Mindfulness Based Program for Infertility (MBPI) for a sample of 55 infertile women. Results show that in the seven-year period after treatment, there were sustained improvements in emotion regulation and psychopathological symptoms for participants in the program. The third paper in the symposium will present a randomized controlled trial conducted in Spain of a brief ACT intervention for newly diagnosed HIV patients. HIV diagnosis entails social stigma, fear of rejection, and chronicity, and is associated to impaired quality of life. The analysis will focus on identifying what patients may benefit most from the intervention

and to which extent ACT could play a preventive role in comprehensive care for HIV patients. The last paper in this symposium explores the relationships between PF, asthma knowledge, and asthma management self-efficacy in parents of children with asthma and their children's asthma morbidity. Parents of children aged 3-12 years with asthma completed a cross-sectional survey assessing their PF, asthma knowledge, asthma management self-efficacy, their children's asthma symptoms and their use of inhaled bronchodilators. Results show that parental PF is positively associated to asthma knowledge, asthma management self-efficacy, and less asthma morbidity in children.

- Effectiveness and Cost-utility of Group Acceptance and Commitment Therapy for Fibromyalgia versus Recommended Drugs: Results from a 6-month randomised controlled trial conducted in Spain (EFFIGACT study)  
Albert Feliu-Soler, Ph.D., Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
Francesco D'Amico, Ph.D., Personal Social Services Research Unit, London School of Economics and Political Science, London  
Adrián Pérez-Aranda, MSc, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
Laura Andrés-Rodríguez, MSc, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
Javier García-Campayo, Ph.D., Miguel Servet University Hospital, University of Zaragoza, Spain  
Juan V. Luciano, Ph.D., Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain
- The Mindfulness Based Program for Infertility (MBPI): A Seven-Year Follow-up Study  
Ana Galhardo, Ph.D., Instituto Superior Miguel Torga: CINEICC-Faculty of Psychology and Educational Sciences of the University of Coimbra  
Marina Cunha, Ph.D., Instituto Superior Miguel Torga: CINEICC-Faculty of Psychology and Educational Sciences of the University of Coimbra  
José Pinto-Gouveia, M.D., Ph.D., CINEICC-Faculty of Psychology and Educational Sciences of the University of Coimbra
- Can ACT Help Patients to Cope with HIV Diagnosis? A Randomized Controlled Trial in Newly Diagnosed HIV Patients  
Francisco Montesinos, Ph.D., European University of Madrid  
Federico Pulido, Ph.D., Hospital Universitario 12 de Octubre, Madrid  
M.Asunción Hernando, European University of Madrid  
Marisa Páez, Instituto ACT, Madrid  
Alicia González, Hospital Universitario La Paz, Madrid  
Ignacio Perez-Valero, Hospital Universitario La Paz, Madrid
- The Relationships Between Psychological Flexibility, Asthma Knowledge, and Asthma Management Self-Efficacy Among Parents of Children with Asthma and Their Children's Asthma Morbidity

Yuen Yu Chong, Ph.D. student, School of Nursing, The Hong Kong Polytechnic University, Hong Kong  
 Yim Wah MAK, Ph.D., School of Nursing, The Hong Kong Polytechnic University, Hong Kong  
 Alice Yuen LOKE, Ph.D., School of Nursing, The Hong Kong Polytechnic University, Hong Kong

Educational Objectives:

1. Evaluate the clinical and cost-effectiveness of Group Acceptance and Commitment Therapy (GACT) in patients with Fibromyalgia (FM).
2. Identify the main therapeutic long-term gains found in women who completed the Mindfulness Based Program for Infertility (MBPI).
3. Describe the role and significance of avoidance in ineffective coping with HIV diagnosis.

**153. Exploring RFT Implications for Education**

Symposium (11:15-12:30)

Components: *Original data*  
Categories: RFT, Clin. Interven. & Interests, Educational settings, Children, Education

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

Location: **San Bernardo**

Chair: Yvonne Barnes-Holmes, Ghent University  
 Discussant: Dr. Ciara McEnteggart, Department of Experimental Clinical and Health Psychology, Ghent University, Belgium

ACBS has focused much of its energy and interest on clinical understanding, assessment, and application. While this is an important area of ongoing development for our community, educational focus significantly lags behind and yet remains an important area for further exploration and expansion in a CBS field. This symposium on education contains two papers, thus leaves room for further discussion of why this area of our field struggles to draw the enthusiasm of researchers and practitioners, relative to clinical interests. Paper 1 has two aims. 1. It contains data pertaining to a protocol of training repertoires of derived relational responding. 2. It explores the challenges commonly encountered in doing this type of developmental/educational research. Paper 2 is part of the same RFT-based educational research program underway in Poland. This paper focuses particularly on prerequisites to repertoires of, and competencies in, deictic relational responding. Consistent with previous research, the work also explores the potential relationship between deictic competence and traditional theory of mind tasks.

- Exploring Challenges in the Assessment of Relational Responding in Typically-Developing Children  
 Krystyna Pomorska, MSc, University of Social Sciences and Humanities, Warsaw  
 Yvonne Barnes-Holmes Ph.D., University of Gent prof. Paweł Ostaszewski, University of Social Sciences and Humanities, Warsaw
- Do We Know Everything about Theory of Mind? What a Functional Analysis of Language Brings

to our Understanding of Perspective-Taking Skills in Typical and Atypical Development

Krystyna Pomorska, MSc, University of Social Sciences and Humanities, Warsaw  
 Yvonne Barnes-Holmes, Ph.D., University of Gent  
 Prof. Paweł Ostaszewski, University of Social Sciences and Humanities, Warsaw

- Emergence of Untrained Verbal Proficiency Following an RFT Based Training on Categories  
 Giovambattista Presti, Facoltà di Scienze dell'Uomo e della Società, Università "Kore" di Enna, Italy  
 Melissa Scagnelli, Istituto G. Fabris, Università IULM, Milano, Italy  
 Melissa Zecchin, Istituto scientifico "Eugenio Medea" Bosisio Parini, Lecco, Italy  
 Catia Rigoletto, Istituto scientifico "Eugenio Medea" Bosisio Parini, Lecco, Italy  
 Massimo Molteni, Istituto scientifico "Eugenio Medea" Bosisio Parini, Lecco, Italy  
 Paolo Moderato, Istituto G. Fabris, Università IULM, Milano, Italy

Educational Objectives:

1. Design testing strategies, that take into account child's developmental level and skills.
2. Compare traditional perspective training strategies and training based on deictic relational responding.
3. Apply discussed strategies in remedial education or research programs.

**154. Implementation and Empirical Support for Acceptance and Commitment-Therapy in Psychiatric Inpatient Settings**

Symposium (11:15-12:30)

Components: *Original data, Didactic presentation*  
Categories: Clin. Interven. & Interests, Clinical Psychiatric Inpatient Setting, Other

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

Location: **Lebrija**

Chair: Marcia Rinner, M.Sc., University of Basel, Switzerland  
 Discussant: Andrew T. Gloster, Ph.D., University of Basel, Switzerland

To date, applications and research of ACT have concentrated predominantly on outpatient settings. However, ACT is increasingly applied in other clinical domains, such as inpatient settings. This symposium aims to present three different implementations of ACT in inpatient settings and the empirical testing of these settings via effectiveness studies.

- ACT – Based Inpatient Setting For Chronic and Treatment Resistant Mental Diseases  
 Charles Benoy, M.Sc., Psychiatric Hospital of the University of Basel, Switzerland  
 Isabell Schumann, lic. phil., Psychiatric Hospital of the University of Basel, Switzerland  
 Katrin Pinhard, med. pract., Psychiatric Hospital of the University of Basel, Switzerland  
 Veronika Kuhweide, Psychiatric Hospital of the University of Basel, Switzerland  
 Marc Walter, Prof. Dr. med., Psychiatric Hospital of the University of Basel, Switzerland  
 Andrew T. Gloster, Prof. Dr., Universität Basel, Switzerland
- Influencing Factors of ACT Compared to CBT in a Naturalistic Inpatient Setting  
 Mareike Pleger, M.Sc., Evangelisches Krankenhaus Königin Elisabeth Herzberge, Berlin, Germany

Prof. Albert Diefenbacher, Evangelisches Krankenhaus Königin Elisabeth Herzberge, Berlin, Germany  
 Dr. Christoph Schade, Evangelisches Krankenhaus Königin Elisabeth Herzberge, Berlin, Germany  
 Andrew T Gloster, Prof. Dr., Univeristät Basel, Switzerland  
 Prof. Thomas Fydrich, Humboldt-University, Berlin, Germany

- Implementing Multi-Professional ACT-Treatment in a Day-Care Setting  
 Inga-Marlen Pontow, M.Sc., Evangelisches Krankenhaus Königin Elisabeth Herzberge, Berlin, Germany  
 Ronald Burian, Dr. med., Evangelisches Krankenhaus Königin Elisabeth Herzberge, Berlin, Germany  
 Prof. Albert Diefenbacher, Evangelisches Krankenhaus Königin Elisabeth Herzberge, Berlin, Germany

**Educational Objectives:**

1. Describe different implications of ACT in inpatient setting.
2. Explain their clinical relevance, strength and weaknesses.
3. Discuss effectiveness and ACT in inpatient setting.

**155. Contextual Behavioral Science Applications in Autism and Intellectual Disabilities**

Symposium (11:15-12:30)

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

Categories: Clin. Interven. & Interests, Behavioral medicine, Intellectual Disabilities, Autism

Target Audience: *Interm., Adv.*

**Location: Utera**

Chair: Giovanni Miselli, Ph.D., BCBA, Fondazione Istituto Ospedaliero di Sospiro Onlus (CR) Italy

The most popular area of Applied Behavior Analysis is the intervention in autism and intellectual disabilities. As originated in Behavior Analysis, Contextual Behavioral Science (CBS) can contribute to improve these applications by providing a functional analysis of language and cognition. This symposium presents important advances in this direction. The first presentation will show the application of RFT-based training in a Child Psychiatry Unit conducted in Italy. The second presentation will address the possibilities of the Relational Evaluation Procedure (REP) for assessing and training children with autism. The third paper will show how to conduct a functional analysis and case conceptualization for people with intellectual disabilities. Lastly, the fourth paper will present the application of the Implicit Relational Assessment Procedure (IRAP) for measuring the effect of public messaging on attitudes towards autism. Overall, these presentations show the breadth of CBS applications to this applied area.

- Educational application of RFT based training in a Child Psychiatry Unit in the National Health System in Italy: A pilot study  
 Giovambattista Presti, IESCUM, Istituto Europeo per lo Studio del Comportamento Umano Università Kore  
 Antonella Costantino, Fondazione IRCCS Cà Granda - Ospedale Maggiore Policlinico

Melissa Scagnelli, IESCUM, Istituto Europeo per lo Studio del Comportamento Umano  
 Francesca Brasca, Fondazione IRCCS Cà Granda - Ospedale Maggiore Policlinico  
 Davide Carnevali, IESCUM, Istituto Europeo per lo Studio del Comportamento Umano  
 Martina Leuzzi, IESCUM, Istituto Europeo per lo Studio del Comportamento Umano  
 Concetta Messina, IESCUM, Istituto Europeo per lo Studio del Comportamento Umano  
 Paolo Moderato, IESCUM, Istituto Europeo per lo Studio del Comportamento Umano Libera Università di Lingue e Comunicazione IULM

- Assessing and Training Children with Autism Spectrum Disorder using the Relational Evaluation Procedure (REP)  
 Orla Corbett, National University of Ireland Galway  
 Jennifer Hayes, National University of Ireland Galway  
 Ian Stewart, National University of Ireland Galway  
 John McElwee, Private Practitioner
- From ABA to ACT: Functional Analysis and Case Conceptualization for People with Intellectual Disabilities and Psychopathology: ACT Italia Chapter Sponsored  
 Giovanni Miselli, Ph.D., BCBA, Fondazione Istituto Ospedaliero di Sospiro Onlus (CR) Italy  
 Roberto Cavagnola, PsyD., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR)  
 Mauro Leoni, Ph.D., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR), University of Pavia  
 Serafino Corti, Ph.D., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR), Università Cattolica Brescia Italy  
 Francesco Fioriti Ed.D., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR)  
 Giuseppe Chiodelli, M.D., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR)  
 Giovanni Michelini, Ph.D., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR)  
 Laura Galli, M.D., Michela Uberti, M.D., Fondazione Istituto Ospedaliero di Sospiro Onlus (CR)
- Using the IRAP to Investigate the Effect of Public Messaging on Attitudes Towards Autism  
 Diana Bast, Ph.D., National University of Ireland Galway  
 Christina Lyons, National University of Ireland Galway  
 Ian Stewart, Ph.D., National University of Ireland Galway

**Educational Objectives:**

1. Describe how ACT case conceptualization can be used with intellectual disabilities.
2. Select appropriate interventions for people with Intellectual Disabilities.
3. Discuss the application of relational frame training in a variety of clinical areas including Alzheimers, with Child psychiatric problems and in Autism.

**156. Contextual Behavioral Science and Mental Health**  
 Symposium (11:15-12:30)

Components: *Conceptual analysis, Literature review, Original data,*  
 Categories: Clin. Interven. & Interests, Prevention and Comm.-Based, Crisis Intervention, Global Mental Health, Third Wave Cognitive Behavioural Therapies, Psychosis

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

Location: **Estepa**

Chair: Lidia Budziszewska, Universidad Europea de Madrid, Spain

Contextual Behavioral Science (CBS) is providing a wide range of applications to enhance mental health in a variety of contexts. This symposium will present some reflections and applications of CBS in this area. The first presentation will review the evidence supporting brief applications of Acceptance and Commitment Therapy (ACT) and highlight the relevance of research in this area, which could lead to effective and low-cost applications of ACT in several socially-relevant domains. The second paper will reflect on the contribution that CBS can make to global mental health due to the cross-cultural utility of ACT and its focus on enhancing wellbeing instead of focusing on reducing symptoms. The third paper will present a systematic review of the cost-effectiveness of third wave therapies in the treatment of patients with physical or mental conditions. Lastly, the fourth paper will present the data from a multiple baseline design that analyze the effect of a 10-session individual protocol of a combination of ACT and behavioral activation with patients with psychosis.

- ACT in Crisis Intervention: A Critical Review  
 Lidia Budziszewska, Universidad Europea de Madrid, Spain  
 Pablo Ruisoto, Universidad Europea de Madrid & University of Salamanca
- The Contribution that Contextual Behavioural Science can make to Global Mental Health  
 Ross White, University of Liverpool
- Cost-Effectiveness of 'Third Wave' Cognitive and Behavioral Therapies: A Systematic Review and Quality Assessment of Economic Evaluations Alongside Randomized Controlled Trials  
 Juan V. Luciano, Ph.D., Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
 Albert Feliu-Soler, Ph.D., Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
 Laura Andrés-Rodríguez, MSc, Teaching, Research & Innovation Unit, Parc Sanitari Sant Joan de Déu, St. Boi de Llobregat, Spain  
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Helena Fatouros-Bergman, Ph.D., Centre for psychiatry research, Stockholm County Council & Dep. of Clinical Neuroscience Karolinska institutet, Stockholm, Sweden

Educational Objectives:

1. Recognize brief ACT interventions in crisis as evidence-based approach for high-stress contexts.
2. Discuss the support of core therapeutic ACT processes in brief interventions in crisis.
3. Apply acceptance based interventions in inpatients with psychosis.

### 157. Aportaciones de la Ciencia Conductual Contextual en el ámbito de la Infancia y la Adolescencia

Panel de discusión (11:15-12:30)

Componentes: *Análisis conceptual, Revisión de literatura, Presentación didáctica*

Categoría: Teoría de los Marcos Relacionales, Contextos educativos/escolares, Infancia y adolescencia

Nivel: *Principiantes, Intermedio, Avanzado*

Sala: **Ecija**

Mónica Hernández-López, Ph.D., Universidad de Jaén  
 Carmen Luciano, Ph.D., Universidad de Almería  
 Francisco J. Molina Cobos, Ph.D., Universidad de Almería  
 Francisco J. Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz  
 Ángel Alonso Sanz, MSc., Madrid Institute of Contextual Psychology, MICPSY

Conocer las pautas del desarrollo y los principios de aprendizaje en los que se sustenta es fundamental para la prevención y abordaje de los problemas en la infancia y adolescencia. En los últimos años, la ciencia conductual contextual nos ha ofrecido claves basadas en la evidencia empírica acerca de asuntos tan fundamentales como el desarrollo del lenguaje (siguiendo a Skinner cómo aprendemos a hablar con significado y escuchar con comprensión), como este desarrollo nos permite la abstracción de marcos de relación y el uso y comprensión de fórmulas complejas como las analogías y las metáforas, o como se desarrolla la perspectiva de uno mismo. También nos ha permitido entender como estos principios estarían así mismo a la base del origen y mantenimiento de los problemas psicológicos. Y fundamentalmente, nos ha permitido desarrollar herramientas para enseñar a niños con problemas en su desarrollo estas habilidades a través de un entrenamiento intensivo con múltiples ejemplares y mejorar las intervenciones para el abordaje de los problemas psicológicos. En este panel hablaremos sobre estos asuntos y plantearemos

perspectivas de futuro basándonos en lo que sabemos y lo que nos queda por saber.

Objetivos Formativos:

1. Conocer las principales líneas de investigación de la ciencia contextual conductual, y en particular de la RFT, con población infantil y adolescente.
2. Conocer las principales estrategias de entrenamiento e intervención generadas desde esta perspectiva para trabajar con niños y adolescentes.
3. Identificar lagunas conceptuales y empíricas en la investigación en ciencia conductual contextual con niños y adolescentes y plantear perspectivas futuras.

## WC15 Presenter Index

Please use the following index to determine which sessions feature these presenters (excluding Chapter/SIG meetings). The individuals listed include chairs, discussants, and all oral presenters during WC15.

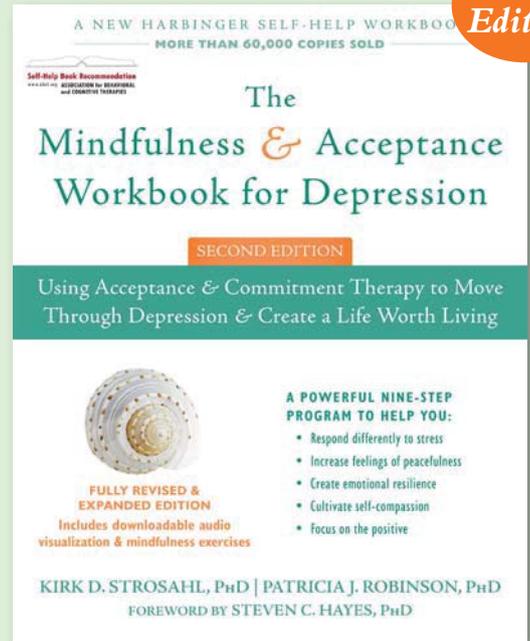
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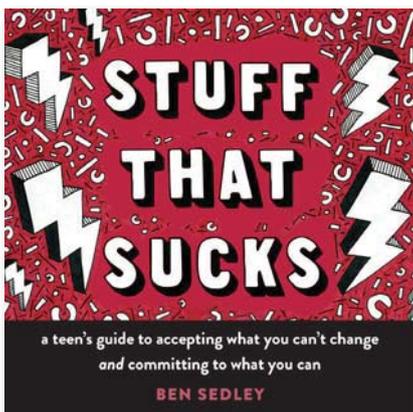
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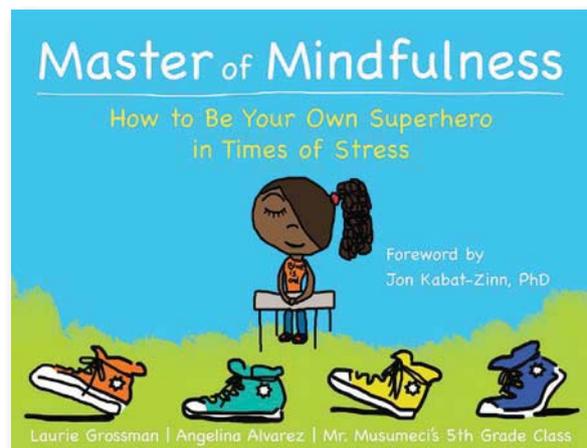
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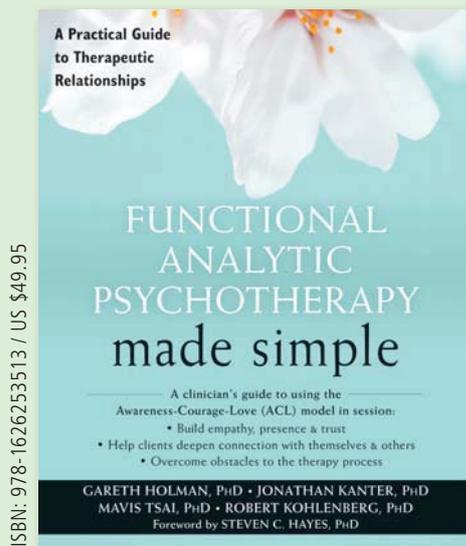
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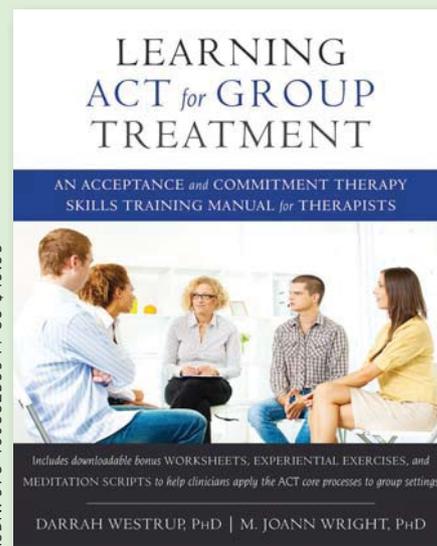


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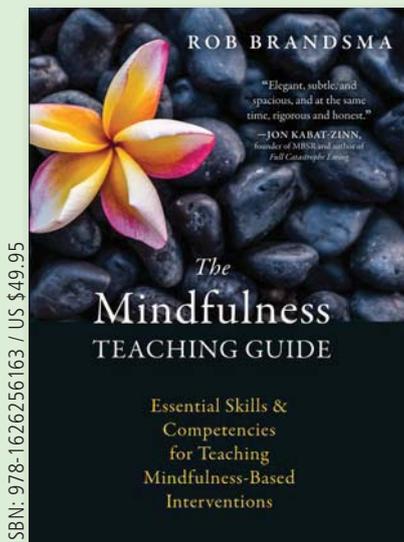


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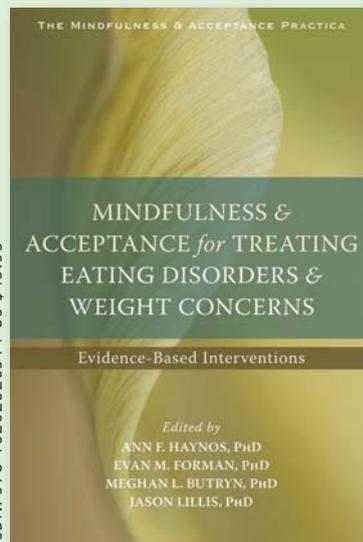


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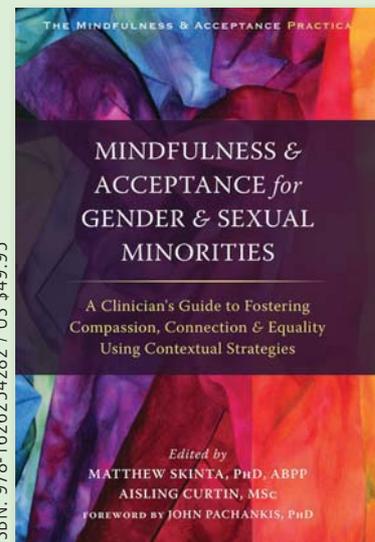


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Thursday 22 June (Morning)

		8:00-8:15	8:15-9:00	9:00-9:15	9:30-10:45	10:45-11:00	11:00-12:30	12:30-12:45	12:45-14:00
ROOM					PLENARY		SESSIONS		
Giralda I-II	Planta -2				The self and responding to the one's own behavior/ <i>El 'self' (yo) y la respuesta al propio comportamiento</i> (2)-C. Luciano (Plenary)	Harnessing the Power of the Present Moment in ACT/ <i>Aprovechar el Poder del Momento Presente en ACT</i> (3)-Strosahl*, Robinson* (Workshop)			
Giralda III-IV						ACT for Spiritual Development: Accept, Choose, Teach Others (4)-Robb* (Workshop)			
Giralda V						B R E A K	Using ACT to Address Depression in the Context of Psychosis <sup>A</sup> (5)-McLeod, White (Workshop)	Interfacing Conceptual and Experimental Analysis (19)-Finn, D. Barnes-Holmes, Utande, Callejón Ruiz, Rodríguez-Valverde (Symposium)	
Giralda VI-VII							Evolution, Contextual Behavioral Science, and Pro Sociality: From Non-Human Animals to Human Research (6)- S.Hayes, de Waal, Gilbert, Ebert, Atkins (Panel)	"I See What You Did There" RFT-Based Analysis of Therapeutic Process (20)-A. Larsson, Sandoz, Y. Barnes-Holmes, J. Villatte, M. Villatte, Törneke (Panel)	
Prado	Planta -1	Journal of Contextual Behavioral Science Editor's Meeting (A)- Sandoz			Intervenciones Breves de ACT Centradas en Romper Patrones Inflexibles de Rumia y Preocupación (7)-Gil-Luciano, F. Ruiz (Workshop/Taller)	IGNITES (21)-Medrano, Pergher, Dufresne, Purvis, Blumberg, Tamari, Kasinopoulos, Makboul, Helmus, van Doorn, Pogrebinschi, Lucas (Ignites)			
Nervión Arenal I					ACT with Multicultural Competence: An experiential workshop using ACT principles and exercises to bolster Multicultural Competence <sup>A</sup> (8)-Gooden, Rivano-Gomez, Goyeneche (Workshop)	It's not my fault, it's not his fault: ACT 101 for parents of dysregulated teens (22)- Zurita Ona (Workshop)			
Nervión Arenal II					Using the Science of Positive Psychology to Enhance Psychological Flexibility, Clinical Practice, and Therapist Self-Care (9)-Ethington (Workshop)	How to do RFT Research (23)-McHugh*, I. Stewart, Farrell, Nalbant, Ferroni Bast, C. Stewart, Hooper (Workshop)			
Santa Cruz		Additional Plenary Seating			Uncovering the process of "Creative Hopelessness" (10)-Kjelgaard*, Walsler* (Workshop)				
Buhaira	Planta 0	Location: PARK - A Physically Active Workshop to Demonstrate Aikido and ACT Principles in Action (1)-Dufresne (Workshop)			Translational Research on Clinically Relevant Processes (11)-Barbero-Rubio, Eswara-Murthy, Conigrave, Oppo (Symposium)	ACT Interventions for Health Problems (24)-Lee-Baggley, N. Hulbert-Williams, Chong, Graham (Symposium)			
San Bernardo					Same Technology, Different Delivery: Varieties of Formats of ACT Interventions for Chronic Health Problems (12)-Gillanders, Owen, Lee-Baggley, Dionne (Symposium)	Working with Values and Values-consistent Behavior (25)-de Rivas, Meyer, Miselli, Cavagnola, Leoni, Ferreira (Symposium)			
Lebrija	Planta +1				Be More Contextual, Behavioral, and Scientific in Your Practice: Using SCDs (13)-Törneke, C. Luciano, Twohig, Muto, Vilardaga (Symposium)	B R E A K	Reclaiming Health and Wellbeing for Populations affected by War, Gender-Based Violence, and other Adversity: CBS strategies from Small to Large Scale <sup>A</sup> (26)-Szabo, White, Miller, Brown (Symposium)		
Utrera					Examining the Role of Psychological Flexibility Within Distinct Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) (14)-Lloyd, Silberstein, Copell, Sandoz (Symposium)		Avances en la investigación con el IRAP: Aspectos de relevancia clínica y metodológica (27)-M. Hernández-López, Presti, Marquez-Gonzalez, Lopez-Medina, Torres-Fernandez (Symposium)		
Estepa					Fear and Flexibility: ACT and Inhibitory Learning in Children & Adolescents (15)-Coyne (Invited)	ACT-Based Digital Applications for Health Behavior Change: #FlexiQuit #AcceptMe #AlgeaApp (28)-Karekla (Invited)			
Carmona					Flexible Clinician, Flexible Client: Increasing Fluency in ACT (16)-J. Plumb Vilardaga* (Workshop)				
Ecija					An RFT Approach to the Relationship Among Middle Level Terms (17)-McEnteggart, D. Barnes-Holmes, de Schryver, Y. Barnes-Holmes (Panel)	The Art and Science of Cultivating Self Compassionate Perspective Taking with Adolescents <sup>A</sup> (29)-Fraser, Coyne, Silberstein, Tirch, L. Hayes (Panel)			

A Developing Story of RFT

Exploration of CBS through RFT

Thursday 22 June (Afternoon)				
	14:00-15:15	15:15-16:45	16:45-17:00	17:00-18:15
<u>ROOM</u>	<u>SESSIONS</u>			<u>PLENARY</u>
<b>Giralda I-II</b>		<b>Powerful ACT Groups/ Los Poderosos Grupos ACT</b> (30)-Westrup*, Wright* ( <a href="#">Workshop</a> )		<b>Prosocial Primates: Empathy in Animals and Humans/ Primates Prosociales: Empatía en Animales y Humanos</b> (45)-de Waal ( <a href="#">Plenary</a> )
<b>Giralda III-IV</b>	<b>UK &amp; Ireland Chapter</b> (B)-Gillanders, Forrester	<b>ACT Matrix Approach for the Work with Difficult Clients and Personality Disorders</b> <sup>^</sup> (31)-Reyes Ortega, Schoendorff*, Olaz, Bolduc ( <a href="#">Workshop</a> )		
<b>Giralda V</b>	<b>Vikings from the Swedish chapter conquer Sevilla!</b> (C)-Rovner, Thorsell Cederberg	<b>Working with Addiction: Using ACT in Rehab Programs for Substance and Alcohol Use Disorder</b> (32)-Zucchi, Enea Filimberti ( <a href="#">Workshop</a> )		
<b>Giralda VI-VII</b>	<b>Spanish Chapter</b> (D)-Hernández-López, Budziszewska	<b>RFT Conceptualization of Relational Coherence and Implications for ACT</b> (33)-F. Ruiz, S. Hayes, D. Barnes-Holmes, C. Luciano, M. Villatte ( <a href="#">Panel</a> )		
<b>Prado</b>	<b>Contextual Medicine SIG</b> (E)-Loftus, Aalberse	<b>New Data on Core RFT Concepts: Rules, Coherence, and Level of Derivation</b> (34)-Hussey, I. Stewart, Ashcroft, Hooper, Greville ( <a href="#">Symposium</a> )		
<b>Caballero</b>	<b>Applying ACT to Addictions SIG</b> (F)-Svanberg	<b>Using Technology to Better Assess and Enhance Psychological Flexibility Among College and University Students</b> <sup>^</sup> (35)-Dionne, Grégoire, Pistorello, Haeger ( <a href="#">Symposium</a> )		
<b>Nervión Arenal II</b>	<b>ACBS Student SIG</b> (G)-Luo, Xiaoyou	<b>Building a Movement to Translate Behavioral Science Knowledge into More Nurturing Societies</b> <sup>^</sup> (36)-Biglan ( <a href="#">Workshop</a> )		
<b>Santa Cruz</b>		<b>Sessions with IMPACT: Interpersonal Mindfulness Processes in Acceptance &amp; Commitment Therapy</b> (37)-Harris* ( <a href="#">Workshop</a> )		<b>Additional Plenary Seating</b>
<b>Buhaira</b>	<b>Awards Committee Meeting</b> (H)-Wright	<b>ACT Processes in the Workplace and in Organizational Settings</b> (38)-Ferreira, Fiebig, Kent ( <a href="#">Symposium</a> )		
<b>San Bernardo</b>	<b>Turkey Chapter</b> (I)-Ulusoy, Nalbant	<b>Perspective Taking and the Self: Measurement and Application</b> (39)-Yu, McHugh, O. Moran, Nalbant ( <a href="#">Symposium</a> )		
<b>Lebrija</b>		<b>Análisis de los procesos terapéuticos y aplicaciones de la Terapia de Aceptación y Compromiso</b> <sup>^</sup> (40)- Cruz Gaitán, Corona Chavez, Arroyo Cifuentes, López Ríos, García Montes, Sánchez Olid ( <a href="#">Symposium</a> )		
<b>Utrera</b>		<b>Understanding Processes of Change Responsible for Successful Outcomes in Brief ACT Interventions</b> (41)-R. Lappalainen, Sairanen, P. Lappalainen, Räsänen ( <a href="#">Symposium</a> )		
<b>Estepa</b>		<b>Using Different Methods to Study Clinical Applications</b> (42)-Ramos, Ruiz García, Presti, Hernández-López ( <a href="#">Symposium</a> )		
<b>Carmona</b>		<b>Burnout Inoculation: Using ACT to Prevent Burnout in the Workplace and in Yourself</b> <sup>^</sup> (43)-Gordon*, Lee-Baggle ( <a href="#">Workshop</a> )		
<b>Ecija</b>		<b>Finding the Evolutionary Roots of Psychological Flexibility in Cooperation, Compassion, &amp; Attachment Dynamics</b> (44)-Tirch, Gilbert, Wilson, Coyne, Silberstein ( <a href="#">Panel</a> )		

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Friday 23 June (Morning)									
	8:00-8:15	8:15-9:00	9:00-9:15	9:30-10:45	10:45-11:00	11:00-12:30	12:30-12:45	12:45-14:00	
				PLENARY		SESSIONS			
Giralda I-II	Planta -2			Behavioral Economics of Impulsivity & Addictive Behavior/ <i>Economía Conductual de Impulsividad y Comportamiento Adictivo</i> (48)-Madden (Plenary)		Mastering the Clinical Conversation with RFT/ <i>Dominar la conversación clínica con RFT</i> (49)-J. Villatte*, M. Villatte* (Workshop)			
Giralda III-IV						ACT for Couples (50)-Lev (Workshop)	B R E A K	DNA-V in a Group Setting with Adolescents (64)-L. Hayes*, Lemon (Workshop)	
Giralda V		ACT for Health SIG (K)-Deledda, Rabitti, Giansante				Functional Mindfulness: Disseminating Non-Topographic Mindfulness Skills (51)-Pogrebinschi, Kovac (Workshop)		"I'll do it later": Overcoming Procrastination in College Students with ACT (65)-Dionne* (Workshop)	
Giralda VI-VII						The Treatment of Anxiety Disorders: Where are we Succeeding and Where are we Falling Short? (52)-Twohig, Gloster, C. Luciano, Zurita Ona, A. Meuret (Panel)		The Functional-Cognitive Framework in Action: An Evaluation and Reflection (66)-De Houwer, D. Barnes-Holmes, C. Luciano, S. Hayes, Madden (Panel)	
Prado		Chapter/SIG Yearly Summit (L)-Sisti, Pelicki, Zhu				ACT like a Buddha: ACT Yoga, ACT Dharma, ACT Life!(53)-Tirch, Silberstein, Gordon* (Workshop)			
Nervión Arenal I		Planta -1	Fundamentals of Peer Review: Reviewing Scientific Manuscripts^ (47)-Kate Wilson, Sandoz*				Compassion focused therapy and the fears blocks and resistances to compassion (54)-Gilbert (Invited)		Metaphor: From Science to Psychotherapy (67)-Törneke (Invited)
Nervión Arenal II							Using Evidence-Based Kernels to Develop Psychological Flexibility and Prosocial Behavior in Multiple Contexts^ (55)-Embry, Johansson, Fruth, Biglan (Workshop)		
Santa Cruz				Additional Plenary Seating		Rapid Role Play: Flexibly Engaging ACT Core Processes in Integrating the ACT Core Processes in Therapy (56)-Walsler*, Westrup* (Workshop)			
Buhaira	Planta 0	Developing Nations Committee Meeting (M)-White				Experimental Analysis of Brief Defusion and Self-as-Context Interventions (57)-O'Connor, Hooper, Eswara Murthy, McDonagh, Campbell (Symposium)	B R E A K	Can ACT Help People with a Visible Difference? (68)-Hooper, Owen, Dudek, Martin, Zucchelli, Donnelly (Symposium)	
San Bernardo		Diversity Committee Meeting (N)-O'Connell				WorkACTIVE ACTING on Sickness Absence and Return to Work (58)- Thorsell Cederberg, Aasdahl, Gismervik, Finnes (Symposium)		Cognitive Fusion in the Laboratory (69)-Bolderston, Gloster, Prudenzi, Gillanders (Symposium)	
Lebrija	Planta +1	Training Committee Meeting (J)-Westrup				Compassion at the Core: Providing Care for Sexual Minorities, Muslim Immigrants, and Families of Children with Autism (59)-Sargent, Farhadi Langroudi, Fernandez-Carriba (Symposium)	B R E A K	mHealth: Qué es y qué podría ser desde el punto de vista de la ciencia conductual contextual (70)-Vilardaga (Invited)	
Utrera		ACTing with Technology SIG (O)-Batink				Aplicación de ACT en Niños y Adolescentes: Un Recorrido por las Estrategias Principales (60)-Alonso, Barbero-Rubio, Gil-Luciano (Workshop/Taller)		Components that Maximize the Metaphor Effect I: Hierarchy, Perspective Taking, Relational Elaboration and Physicalization (71)-F. Ruiz, Gil-Luciano, García-Martín, Salazar (Symposium)	
Estepa						ACT in the Oncology Setting: Better Understanding How ACT can be used to Improve the Wellbeing of those Affected by Cancer (61)-L. Hulbert-Williams, Gillanders, Swash, Patterson, N. Hulbert-Williams (Symposium)		Applying ACT Processes and Self-Compassion to Develop Psychological Flexibility with Survivors of Suicide^ (72)-Lemay, Parada Zelada (Workshop)	
Carmona						Clinical Application of RFT in Practice (62)-Y. Barnes-Holmes*, Bennett*, J. Oliver* (Workshop)			
Ecija		Location: PARK - ACT-Yoga workshop (46)-Bluyssen (Workshop)				Generating Ideas for Future IRAP Research (63)-Rodríguez-Valverde, D. Barnes-Holmes, Dawson, Presti (Panel)		Intersectionality in CBS: Application to Research and Clinical Practice (73)-Brill, Sandoz, Skinta, Fung (Panel)	

A Developing Story of RFT

Exploration of CBS through RFT

Friday 23 June (Afternoon)						
	14:00-15:15	15:15-16:45	16:45-17:00	17:00-18:15		
ROOM	SESSIONS			PLENARY		
Giralda I-II	L U N C H	Delivering ACT for Smoking Cessation/ <i>Aplicación de la Terapia de Aceptación y Compromiso para dejar de fumar</i> (74)-O'Connor, McHugh* (Workshop)	B R E A K	Evolution on Purpose: Why the Ultimate Success of CBS is Tied to Applied Evolution Science/ <i>Evolución del propósito: Por qué el éxito final de la CBS está ligado a la ciencia de la evolución aplicada</i> (89)-S. Hayes (Plenary)		
Giralda III-IV		Peer Support Proposed SIG (P)-Kiel		Evoking, Exploring and Shaping Relevant Bodily Responses^ (75)-Aalberse, Tórneke* (Workshop)	Additional Plenary Seating	
Giralda V		ACT Finland kokootuu (Q)-Keinonen		Activando paso a paso: Tratamiento de activación conductual para depresión (BATD) (76)-Maero, José Quintero (Workshop/Taller)		
Giralda VI-VII		LGBTQA SIG (R)-Farrell		Digging into Empathy and the Therapeutic Relationship (77)-Gil-Luciano, Kohlenberg, C. Luciano, Wilson (Panel)		
Prado		BeNe - Dutch Language Chapter (S)-Bluyssen		ACT for Emotion Dysregulation Problems (Borderline Personality Disorder) (78)-Zurita Ona, Robinson, Strosahl, Pistorello (Panel)		
Nervión Arenal I		Pain SIG (T)-Hull		RFT: Pushing the Conceptual and Empirical Envelope (But Not Too Far) (79)-D. Barnes-Holmes (Invited)		
Nervión Arenal II		How Contextual Behaviorism Can Impact Public Health^ (U)-Bricker (14:30-15:05)		Enhancing your Clinical Supervision Skills: Applying Contextual Behavioral Principles to Supervisory Challenges (80)-Batten*, Walsler* (Workshop)		
Santa Cruz				Perspective-Taking Strategies for Fostering Compassion and Belongingness in Highly Shame Prone and Self-Critical Clients (81)-Luoma*, LeJeune* (Workshop)		
Buhaira		Conference Strategy Committee (CSC) Meeting (V)-L. Hayes, Walsler		Advances in the Application of ACT in Autism(82)-Szabo, F. Ruiz, Gould (Symposium)		B R E A K
San Bernardo		Chapter/SIG Committee Meeting (W)-Sisti, Pilecki		Addressing Mental Health Stigma^ (83)-Fung, Pui-Hing Wong, Hulseley, Na (Symposium)		
Lebrija				Psychological Flexibility Model in Severe Psychological Problems^ (84)-E. Morris, J. Oliver, Yavuz, Ulusoy, Karatepe (Symposium)		
Utrera				Recent Innovations in Applying ACT and the Psychological Flexibility Model to Chronic Pain (85)-McCracken, Scott, Yu, Martel, Dionne (Symposium)		
Estepa				ACT and Mindfulness-Based Interventions for Youth (86)-Coyne, L. Hayes, Rivera, Gordon, Karekla, Papageorgiou (Symposium)		
Carmona				Ten Mistakes you Don't Want to Make as an ACT Therapist (87)-Kjelgaard* (Workshop)		
Ecija		Refining Treatment, Methodology, and Therapeutic Training: What RFT-Level Analyses of ACT, FAP, and DBT Suggest(88)-Schoendorff, Reyes, Cathey, Gillanders (Panel)				

Saturday 24 June (Morning)								
ROOM	8:00-8:15	8:15-9:00	9:00-9:15	9:30-10:45	10:45-11:00	11:00-12:30	12:30-12:45	12:45-14:00
				<b>PLENARY</b>		<b>SESSIONS</b>		
<b>Giralda I-II</b>	Location: FOYER - Energizing ACT - Qi Gong Wake-Up (90)-Dumka (Workshop)			Don't Take a Deep Breath: Debunking Therapeutic Myths/ No tome un aliento profundo: Desmentiendo los mitos terapéuticos (91)-Meuret (Plenary)		Fear and Flexibility: ACT and Inhibitory Learning for Anxious Children and Teens/ Miedo y Flexibilidad: ACT y el Aprendizaje Inhibitorio para Niños y Adolescentes Ansiosos (92)-Coyne*, Egan Stack (Workshop)		
<b>Giralda III-IV</b>	<b>Planta -2</b>	Evolution Science SIG: Let's go prosocial! (X)-Johansson, Rovner				Promoting Self-Acceptance: A Metaphor Development Workshop (93)-Bennett*, J. Oliver* (Workshop)	<b>B R E A K</b>	Enriching your Clinical Work through Mobile Technology consistent with CBS (107)-Oser, Haeger, Purvis (Workshop)
<b>Giralda V</b>		Contextual Philosophy of Science SIG (Y)-Dowdeswell				Using CBS to address unique difficulties faced by Gender and Sexual Minorities (GSM)^ (94)-Skinta* (Workshop)		What should I do when I don't know what to do?: Using ACT Skills in Indecisiveness^ (108)-Karatepe, Ulsuoy, Nalbant (Workshop)
<b>Giralda VI-VII</b>		Diversity Support Meeting (Z)-D. Moran, O'Connell				Am I Still Doing ACT? (95)-Moyer, A-Tjak, M. Villatte, Westrup, Boone (Panel)		Our Roles in Social Change: Living a Science More Worthy of the Challenge of the Human Condition (109)-Johansson, Biglan, Embry (Panel)
<b>Prado</b>						ACT for Organizations (96)-Neumann, Braskov (Workshop)		RFT and the Matrix: Using the Knowledge about Verbal Principles to Improve the Impact of Our Interventions (110)-Olaz, Schoendorff* (Workshop)
<b>Nervión Arenal I</b>	<b>Planta -1</b>	Children, Adolescents, and Families (CAF) SIG (AA)-Moyer				Self-Compassion and Compassion in Clinical Intervention: Testing New Models, Processes, and Methods (97)-Luoma, Gilbert, Tirch, Malicki (Symposium)		New Directions in Learning Research (111)-De Houwer, S. Hayes, Blevins, Hussey, I. Stewart (Symposium)
<b>Nervión Arenal II</b>		Functional Analytic Psychotherapy SIG (BB)-Sanida, Yates				Metaphor in Practice (98)-Törneke*, J. Villatte* (Workshop)		
<b>Santa Cruz</b>				Additional Plenary Seating		Live Demonstrations: ACT with Challenging Clients (99)-Harris* (Workshop)		
<b>Buhaira</b>	<b>Planta 0</b>	Norwegian Chapter (CC)-Elen				Understanding the Effects of Psychological Flexibility and Improving ACT Specific Skills Using Smartphone Technologies (100)-Benoy, Gloster, Villanueva, Rinner, Haeger (Symposium)	<b>B R E A K</b>	Experimental and Clinical Analyses of Rumination and Repetitive Negative Thinking (112)-Alonso, Ruiz-Sánchez, Gil-Luciano, F. Ruiz (Symposium)
<b>San Bernardo</b>						Overcoming Immunity to Change (101)-Winters (Workshop)		A New Measure of Psychological Flexibility Based (more) on RFT (113)-Bond, D. Barnes-Holmes, Y. Barnes-Holmes, Lloyd, C. Luciano (Symposium)
<b>Lebrija</b>		Psychosis SIG: Where are we now and where do we go? (DD)-Corthouts, C. Stewart				Developing and Adapting ACT for Group Work: Lessons from the Inpatient Ward, and the Community (102)-Maxwell, E. Morris, Corthouts, Hughes, Turner (Symposium)		Primeros Movimientos en la Conceptualización de casos desde una perspectiva contextualista funcional: Unificando Criterios en el Trabajo con ACT, FAP, y DBT (114)-Teti, Coletti (Workshop)
<b>Utrera</b>		Mid-Atlantic Chapter (EE)-Martín, M. Morris				Using the IRAP to Explore Emotions & Deictics (103)-McHugh, de Almeida, Oppo, López, Barbero-Rubio, Kavanagh, Y. Barnes-Holmes (Symposium)		Acceptance, Mindfulness and Compassion-based Interventions for Problem Eating Behaviors (115)-Duarte, Palmeria, Adelaide Varallo Del Signore, Cattivelli, Mello Neves (Symposium)
<b>Estepa</b>	<b>Planta +1</b>					The Measure(s) of our Commitment to Science: A Review of How Contextual Scientists Measure Behavior (104)- K. Newsome, I. Stewart, Fuller, D. Newsome (Symposium)		The ACT of Self Forgiveness- a Principles- Based Response to Intrapersonal Offence (116)-Dewar (Workshop)
<b>Carmona</b>						FAP: Creating Intense and Curative Therapeutic Relationships^ (105)-Kohlenberg, Tsai, Manduchi, Allegri, Dudek (Workshop)		
<b>Ecija</b>						Entrenado Trepuntas de Habla Hispana en Ciencia Conductual Contextual: Compartiendo Diferentes Experiencias (106)-C. Luciano, O'Connell, Gil-Luciano, F. Ruiz, Olaz, Coletti (Panel)		Starting a CBS Lab (117)-Rodríguez-Valverde, McHugh, Vilardaga, Karekla, Gillanders, Gloster (Panel)

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Exploration of CBS through RFT

Saturday 24 June (Afternoon)					
	14:00-15:15	15:15-16:45	16:45-17:00	17:00-18:15	
ROOM	SESSIONS			PLENARY	
Giralda I-II	L U N C H	Sitting with Mortality: Building More Workable Responses to Thoughts about Death/ Contactando con la muerte (118)-Owen, Gillanders* ( <u>Workshop</u> )	B R E A K	Mindful Diversity/ La Diversidad Mindful (133)- D. Moran ( <u>Plenary</u> )	
Giralda III-IV		THERAPIST 3.0: Increasing Therapeutic Efficacy by Growing Therapist's Awareness about Sex, Lies, Love, and Relating on the Internet (119)-Allegri, Manduchi ( <u>Workshop</u> )			
Giralda V		German speaking Chapter (FF)-Assaloni, Waadt		Estrategias de Estilo en Psicoterapia Comportamental Contextual: Utilizando los Principios del Aikido Verbal para Incrementar el Impacto de nuestras Intervenciones en ACT y FAP^ (120)-Olaz, Reyes Ortega ( <u>Workshop</u> )	
Giralda VI-VII		2nd Annual Meeting of the Greece & Cyprus ACBS Chapter (GG)- Vasilioi, Karekla		How Should CBS React to the Replication Crisis in Psychology? (121)-Sandoz, S. Hayes, Hussey, McCracken, Vilardaga ( <u>Panel</u> )	
Prado		Leadership, Organizational Behavior Management, Public Policy SIG (HH)-Atkins		A Functional Direction: Understanding the Symptoms of Psychosis Using RFT^ (122)- C. Stewart, E. Morris, Hughes, Y. Barnes-Holmes, McEnteggart, J. Oliver ( <u>Symposium</u> )	
Nervión Arenal I		Compassion Focused SIG (II)-Siberstein, Tirch		Shifting the Focus from Feeling Good to Doing Well: Empirical Studies on Valued Aspirations and behaviors, and their Implications for Clinical Practice (123)-Sahdra, Bradshaw, Basarkod, Gloster ( <u>Symposium</u> )	
Nervión Arenal II		Women in ACBS SIG (JJ)-Georgescu, Walsler		Implementing the PAX Good Behavior Game in Schools and After-School Settings^ (124)-Embry, Fruth ( <u>Workshop</u> )	
Santa Cruz				Training the Therapist to be a Therapist using ACT and Mindfulness (125)-Walsler*, O'Connell* ( <u>Workshop</u> )	Additional Plenary Seating
Buhaira		College/University Student Mental Health SIG (KK)-Ethington		Development and validation of measures of processes of contextual therapies (126)- Schweiger, Ristallo, Oppo, Pergolizzi, Presti, Moderato, Dawson, Golijani-Moghaddam, Borges, Naugle, White ( <u>Symposium</u> )	
San Bernardo		The practice of ACT with Christian Clients SIG (LL)-Ord		Research on the negative effects of experiential avoidance^ (127)-Cabrera, Márquez- González, Frangou, Karekla, Donahue, Lamb, Christodoulou ( <u>Symposium</u> )	B R E A K
Lebrija		Applying and Adapting ACT with Adults with Intellectual Disabilities (128)-Gore, M. Oliver, Noone, Selman ( <u>Symposium</u> )			
Utrera		Gender and Acceptance-Based Treatment Approaches in Punishing Contexts^ (129)- Szabo, Gobin, Forrester, Blom ( <u>Symposium</u> )			
Estepa		Analyses of Deictic Relations (130)-Kavanagh, D. Barnes-Holmes, Harana, López, Budziszewska, C. Luciano, Gil, Callejón Ruiz ( <u>Symposium</u> )			
Carmona		Living with the Stuff that Sucks: Using ACT Flexibly with Adolescents (131)-Sedley ( <u>Workshop</u> )			
Ecija		The Functional Psychiatrist^ (132)-Loftus, Madhavan, Goessens, Yavuz ( <u>Panel</u> )			

**Sunday 25 June (Morning)**

		9:30-11:00	11:00-11:15	11:15-12:30	12:30
ROOM		SESSIONS		SESSIONS	
<b>Giralda III-IV</b>	<b>Planta -2</b>	The Science of Arts in FAP <sup>^</sup> (134)-Yates, Sanida ( <u>Workshop</u> )	<b>B R E A K</b>	<b>You are more than your cravings!</b> <sup>^</sup> (147)-Karekla*, Kelly ( <u>Workshop</u> )	
<b>Giralda V</b>		Modern behavioral approach to OCD and related disorders (135)-Twhogig* ( <u>Workshop</u> )		Using RFT to improve the relationship with your client (148)-Kleszcz, Carreno, Eisenbeck ( <u>Workshop</u> )	
<b>Giralda VI-VII</b>		Research in Clinical RFT: What we need to do now and in the next 10 years (136)-M. Villatte, Sandoz, Hussey, McHugh, J. Villatte, F. Ruiz, Hooper ( <u>Panel</u> )		<b>Gender Gaps in Academic Publishing: A Review of General and CBS-specific Data and Plans for a CBS Response</b> (149)-Sandoz, Gregg, Silberstein, McHugh, Pistorello, L. Hayes ( <u>Panel</u> )	
<b>Prado</b>	Un Análisis de las Interacciones Verbales en Sesión Basado en la RFT: Estrategias para el Desarrollo de Intervenciones ACT Breves y Efectivas (137)-Hernández-López, Rodríguez-Valverde ( <u>Workshop/Taller</u> )	Fomentando la conexión y la flexibilidad psicológica en parejas trabajando desde un marco experiencial (150)-O'Connell* ( <u>Workshop/Taller</u> )			
<b>Nervión Arenal I</b>	Multicultural, Multilingual Adaptations of the ACT Model: Bringing Diversity to Your Practice (138)-Szabo*, Bockarie, Ebert* ( <u>Workshop</u> )	<b>Compassionate ACT in Challenging Contexts: End of Life &amp; Bereavement</b> <sup>^</sup> (151)-Brock* ( <u>Workshop</u> )			
<b>Nervión Arenal II</b>	Group interventions for chronic pain skills class <sup>^</sup> (139)-Rovner* ( <u>Workshop</u> )				
<b>Buhaira</b>	<b>Planta 0</b>	Investigación en Ciencia Conductual Contextual: Aportaciones Básicas y Aplicadas (140)-Quiroga-Baquero, Santamaria Galeano, Uribe Rodriguez, Llobera Cascalló, Blasco Delgado ( <u>Symposium</u> )	<b>B R E A K</b>	<b>Psychological Flexibility and Acceptance and Mindfulness-based Treatments for Chronic Health Conditions</b> (152)-Feliu-Soler, Galhardo, Montesinos, Chong ( <u>Symposium</u> )	
<b>San Bernardo</b>		Assessing and training relational framing in Children and Adults (141)-I. Stewart, Mulhern, Ashcroft ( <u>Symposium</u> )		Exploring RFT Implications for Education (153)-Pomorska, Presti ( <u>Symposium</u> )	
<b>Lebrija</b>		Using Different Methods to Study Clinical Applications II (142)-Gallego Alonso, Leech, D. Barnes-Holmes, Harte, Y. Barnes-Holmes ( <u>Symposium</u> )		<b>Implementation and empirical support for ACT in psychiatric inpatient settings</b> (154)-Rinner, Gloster, Benoy, Plegler, Pontow ( <u>Symposium</u> )	
<b>Utrera</b>	Components that Maximize the Metaphor Effect II: Multiple exemplars, common physical properties and nonarbitrary causal relations (143)-C. Luciano, García-Martín, Riaño-Hernández, Barbero-Rubio, Gil-Luciano, Alonso ( <u>Symposium</u> )	<b>Contextual Behavioral Science applications in autism and intellectual disabilities</b> (155)-Scagnelli, I. Stewart, Miselli, Bast ( <u>Symposium</u> )			
<b>Estepa</b>	<b>Planta +1</b>	Current research on effects of psychological flexibility (144)-Blais, Griffiths, Ferreira, White ( <u>Symposium</u> )		<b>CBS and Mental Health</b> (156)-Budziszewska, Ruisoto, White, J. Luciano, C. Larsson, Parling ( <u>Symposium</u> )	
<b>Carmona</b>		ACT for Psychosis - Skills Workshop: Latest Updates and Innovations <sup>^</sup> (145)-J. Oliver*, E. Morris ( <u>Workshop</u> )			
<b>Ecija</b>		Delivering ACT in acute settings: Some Reflections <sup>^</sup> (146)-Corthouts, Pilecki, D'Avanzato, Turner, Farroni ( <u>Panel</u> )		<b>Aportaciones de la ciencia conductual contextual en el ámbito de la infancia y la adolescencia</b> (157)-Hernández-López, C. Luciano, Molina Cobos, F. Ruiz, Alonso ( <u>Panel</u> )	

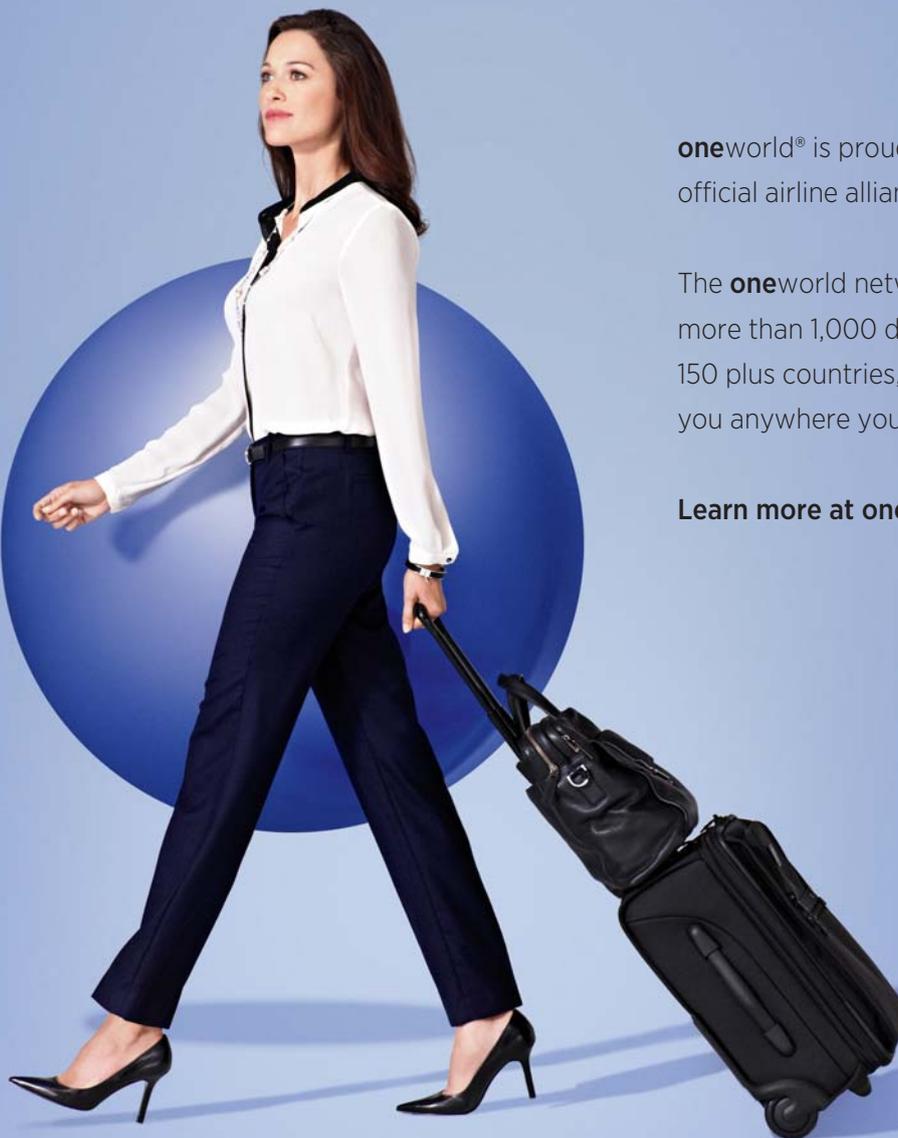
Good-byes... until next year in Montreal, Canada, July 26-29, 2018!

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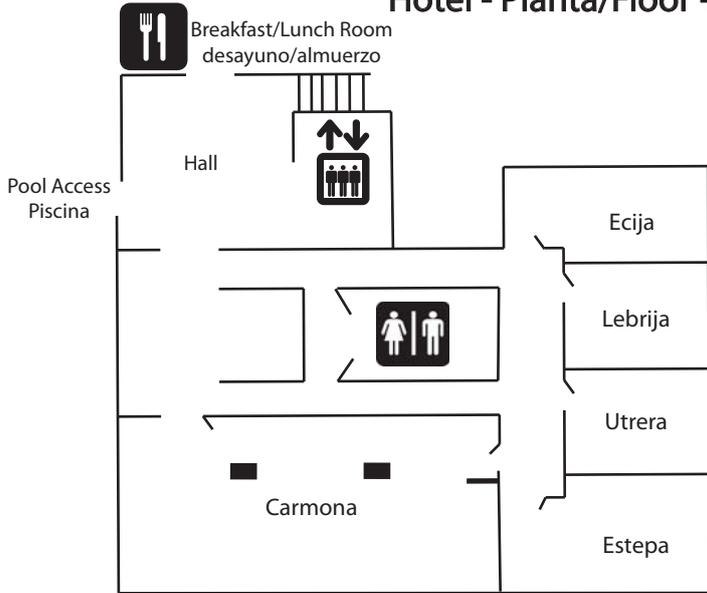
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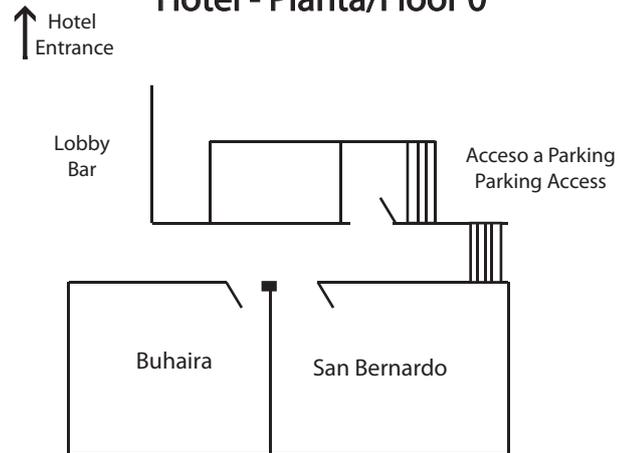
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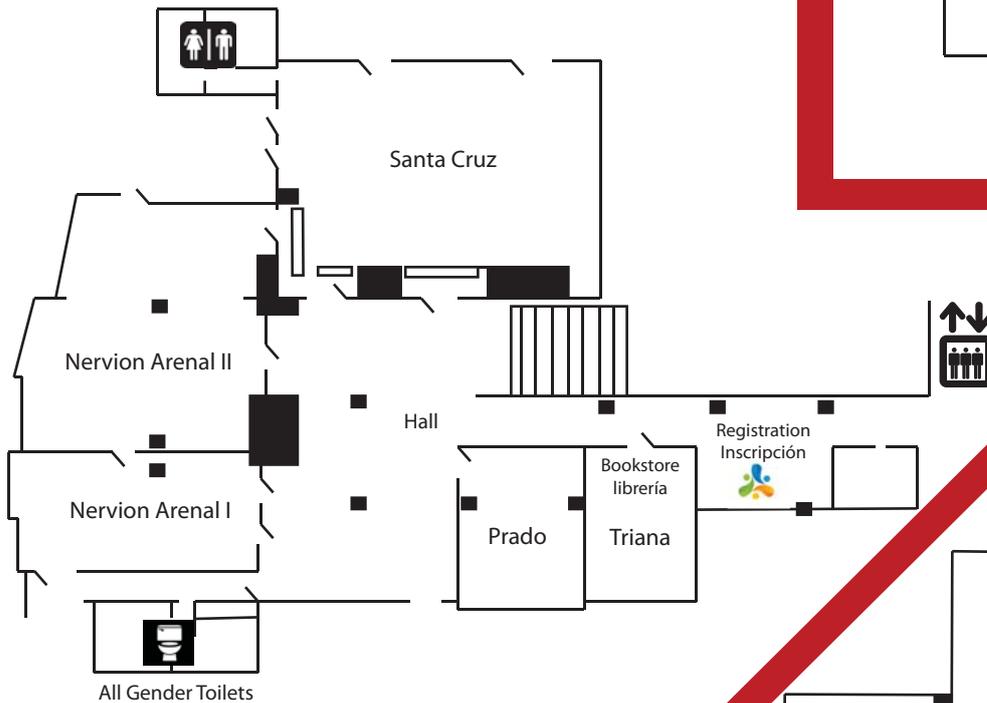
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## Hotel - Planta/Floor 0



## Convention Center- Planta/Floor -1



## Convention Center - Planta/Floor -2

