

Acceptance and Commitment Therapy Core Competency Self-Rating Form

Below is an abbreviated list of ACT core competencies. Please rate how true each statement is for you when you use ACT, by circling a number next to it. Use the scale below to make your choice.

1	2	3	4	5	6	7	?
never true	very seldom true	seldom true	sometimes true	frequently true	almost always true	always true	don't know

Core Competencies of the Basic ACT Therapeutic Stance

1	The ACT therapist speaks to the client from an equal, vulnerable, compassionate, genuine, and sharing point of view and respects the client's inherent ability to move from unworkable to workable responses and respects the client's values.	<input type="checkbox"/>
2	The therapist is willing to self disclose about personal issues when it serves the interest of the client	<input type="checkbox"/>
3	The therapist is flexible in responding to the client (e.g. avoids use of "canned" ACT interventions; tailors interventions to fit the client's language and life experience; sequences/applies ACT interventions in response to client need).	<input type="checkbox"/>
4	The therapist does not argue with, lecture, coerce or attempt to convince the client or provide his or her personal opinion as a substitute for the client's genuine experience.	<input type="checkbox"/>
5	The therapist models acceptance of challenging content (e.g. what emerges during treatment) while also being willing to hold contradictory or difficult ideas, feelings, memories, and the like without needing to "resolve" them.	<input type="checkbox"/>
6	ACT-relevant processes are recognized in the moment, and when appropriate, are directly supported in the context of the therapeutic relationship.	<input type="checkbox"/>

Developing Acceptance and Willingness/Undermining Experiential Control

7	The therapist helps the client make direct contact with emotional control strategies and their paradoxical effect	<input type="checkbox"/>
8	The therapist actively uses concept of "workability" in clinical interactions	<input type="checkbox"/>
9	The therapist models and uses appropriate exercises and metaphors to help the client make experiential contact with the cost of being unwilling relative to valued life ends	<input type="checkbox"/>
10	The therapist models and uses appropriate exercises and metaphors to show willingness as an alternative to avoiding difficult internal experience.	<input type="checkbox"/>
11	Therapist uses exercises and metaphors to help client contact willingness as an action in the presence of difficult internal experience.	<input type="checkbox"/>

Undermining Cognitive Fusion

12	The therapist creates a separation between the client and the client's conceptualized experience (e.g. cognitive barriers, "having" experiences rather than "being" experiences; attachment)	<input type="checkbox"/>
13	Therapist uses various exercises, metaphors and behavioral tasks to undermine the effect of language (e.g., milk, milk, milk; what are the numbers?).	<input type="checkbox"/>
14	Therapist actively contrasts what the client's "mind" says will work versus what the client's experience says is working	<input type="checkbox"/>

15	Therapist helps client elucidate the client's "story" and helps client make contact with the arbitrary nature of causal relationships within the story (reason-giving).	<input type="checkbox"/>
16	Therapist detects "mindiness" (fusion) in session and teaches the client to detect it as well	<input type="checkbox"/>

Getting in Contact with the Present Moment

17	The therapist can defuse from client from his/her content and direct attention to simple awareness of the moment.	<input type="checkbox"/>
18	Therapist uses exercises to expand the client's sense of experience as an ongoing process (e.g. mindfulness exercises).	<input type="checkbox"/>
19	The therapists tracks the function of content at multiple levels and emphasizes the present moment when it is useful	<input type="checkbox"/>
20	The therapist detects client drifting into past and future orientation and teaches him/her how to come back to the "now."	<input type="checkbox"/>

Distinguishing the Conceptualized Self from Self-as-context

21	Therapist helps the client differentiate self-evaluations from the self that evaluates (thank your mind for that thought, calling a thought a thought, naming the event, pick an identity)	<input type="checkbox"/>
22	The therapist helps the client make a distinction between self as context and content by employing mindfulness exercises (e.g. leaves on a stream, soldiers on parade, observer exercise) metaphors (e.g. chessboard) and behavioral tasks (e.g. take your mind for a walk).	<input type="checkbox"/>
23	The therapist utilizes behavioral tasks to help the client notice the workings of the mind and the experience of emotion while also contacting a self who chooses and behaves with these experience, rather than for these experiences.	<input type="checkbox"/>

Defining Valued Directions

24	The therapist helps the client clarify valued life directions.	<input type="checkbox"/>
25	The therapist teaches the client to distinguish between values and goals.	<input type="checkbox"/>
26	The therapist distinguishes between outcomes achieved and involvement in the process of living.	<input type="checkbox"/>

Building Patterns of Committed Action

27	The therapist helps client identify valued life goals and build an action plan linked to them.	<input type="checkbox"/>
28	Therapist encourages the client to make and keep commitments in the presence of perceived barriers (e.g., fear of failure, traumatic memories, sadness, being right) and to expect additional barriers as a consequence of engaging in committed action.	<input type="checkbox"/>
29	The therapist helps the client appreciate the qualities of committed action (e.g., a sense of vitality, sense of growth) and to take small steps while maintaining contact with those qualities.	<input type="checkbox"/>
30	The therapist keeps the client focused on larger and larger patterns of action to help the client act on goals with consistency over time	<input type="checkbox"/>