



ACT Trainer Competencies as of May 2025

The Personal Qualities of the ACT Trainer / Experiential Practice (The Heart of ACT)

1.	The ACT trainer speaks from an equal, vulnerable, compassionate, genuine, respectful, and sharing point of view.	
2.	The trainer demonstrates a sensitivity to issues related to diversity, equity, and inclusion within their training presentation and interactions with participants (as appropriate). *	
3.	The trainer models psychological flexibility as appropriate and functional to the training context. (e.g. being present to what is occurring in training, willing to experience difficulty in the service of the trainees' learning, holding challenging thoughts and emotions lightly)	
4.	The trainer is non-defensive in responding to questions/comments/challenges.	
5.	The trainer tracks what is occurring in the training by modelling, instigating, and reinforcing the six ACT processes, as opportunities arise.	

Developing Willingness/Acceptance

6.	The trainer uses exercises and metaphors to help trainees experience greater willingness in the presence of difficult internal experiences.	
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Undermining Cognitive Fusion

7.	The trainer uses exercises and metaphors to undermine problematic fusion / unhelpful regulation of behavior by verbal events.	
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Getting in Contact with the Present Moment

8.	The trainer uses exercises and cues to foster trainee's contact with the present moment when it is useful to do so.	
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Distinguishing the Conceptualized Self from Self-as-context

9.	The trainer uses exercises and metaphors to help trainees develop flexible perspective taking, including contacting a sense of self as a perspective from which self-related content can be experienced.	
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Defining Valued Directions

10.	The trainer uses exercises and metaphors to help trainees contact valued life directions.	
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Building Patterns of Committed Action

11.	The trainer encourages trainees to make and keep commitments in the presence of perceived barriers.	
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ACT Skills Training (The Hands of ACT)

12.	The trainer can systematically arrange effective learning experiences.	
13.	The trainer is an effective communicator – is clear, concise, and can keep people's interest.	
14.	The trainer is flexible in responding to trainees and training situations, tailoring strategies to fit the training context.	
15.	The trainer shows an appropriate balance of didactic and experiential modes of learning, that fit the context and function of the training event.	
16.	The trainer helps trainees to track what is influencing their own behavior at multiple levels (content and function).	
17.	The trainer helps attendees to recognize ACT relevant processes in the moment, both during experiential exercises and in other interactions.	
18.	The trainer teaches trainees how to deliver specific ACT intervention skills (e.g. case conceptualization, exploring workability, using metaphors, delivering experiential exercises, ways of talking that foster psychological flexibility).	

Knowledge & Concepts (The Head of ACT)

19.	The trainer demonstrates or explains how basic behavioral principles, RFT, and functional contextualism relate to ACT processes, when appropriate.	
20.	The trainer can explain ACT theory clearly and effectively.	

**Check out a list of Self-Reflection Questions for presenters to use as they are preparing training from the JEDI Training Team:
https://contextualscience.org/justice_equity_diversity_inclusion_jedi_selfreflection_questions_trainer_resources*

