

ACT Consult Group Role Descriptions

There are 6 roles in the consult group, with each role associated with a unique set of tasks. To help the next group proceed smoothly, it is best to spend 1 – 5 minutes at the end of each group asking for volunteers for the roles at the next group.

Role Descriptions

- **Opening Exercise Leader**: In this role the person conducts a brief (no more than 5 minutes) exercise that is based on ACT principles. The general purpose of the opening exercise is to set the tone for the group and to help people transition from one part of their day to the ACT consult group. This is an opportunity for a person to try out a new mindfulness, observer self, or other type of *brief* ACT exercise.
- **Group Leader**: The group leader is responsible for maintaining the structure of the group, primarily by ensuring the group follows the schedule (please see ACT Consult Group Meeting Outline for the schedule). The group leader should help the group transition to the next activity and alert the group when less than 5 minutes remain in the activity (the exception to this is the opening exercise, where the group leader may want to signal to the opening exercise leader that 1 – 2 minutes remain). Suggestions for unobtrusively signaling that limited time remains include ringing a bell or holding up a sign with the remaining time written on it.
- **Process Monitor**: The Process Monitor listens for when the group veers from its focus on ACT. For example, it is common for someone to suggest an intervention from another type treatment. In these instances, the Process Monitor gently draws attention to this and may ask the individual to restate or translate a concept in ACT terms. The Process Monitor is not punitive so much as keeps the group focused on its stated mission—learning and practicing ACT.
- **Skills Builder**: The skills builder is the person who has chosen to practice ACT during the consultation portion of the group by taking the role of therapist. In this role the person serves as a consultant to the case presenter; however, the purpose of this role is not to solve the case presenter's presenting concern but to practice ACT skills. The skills builder decides prior to the group (and usually sends an email prior to the group) which ACT skill(s) or process(es) he/she chooses to practice during the experiential skills building portion of the group. For example, the skills builder may choose to practice defusion with the information offered by the case presenter. It is important to emphasize that the purpose of this role is to develop and refine the person's use of ACT in clinical contexts; it is not to provide non-ACT clinical interventions or interpretations.
- **Assistant to Skills Builder**: This is a support role where a person is available to assist the skills builder if he/she asks for help practicing his/her ACT skills. Similar to the skills builder role, the assistant to the skills builder role is designed to help the skills

builder (and the assistant) practice ACT. The assistant is not responsible for solving the presenting concerns brought by the case presenter, but to help the skills builder and him/herself develop and refine their ACT skills.

- **Case Presenter**: The case presenter plays the role of the client and thereby brings the clinical material that the skills builder and assistant skills builder will use to practice their skills in ACT. The case presenter role in the ACT consult group differs from the case presenter role in other consultation groups. Instead of providing information for the purpose of receiving help on a clinical issue/topic, the case presenter in ACT presents only the most pertinent information needed to help the skills builder practice his/her ACT skills. If the case presenter receives assistance on his/her case, this is an additional benefit but is not the main function of this role. Instead, the case presenter in ACT provides the needed content for the skills builder to use while practicing his/her skills.
- **Hexaflex Monitor**: In this role a person notes the core ACT processes (and Creative Hopelessness) that arise during the Skills Building Exercise. Using the Hexaflex form (available in another document), the hexaflex monitor silently observes and identifies (using the Hexaflex Form) the ACT processes as they unfold during the Skills Building Exercise. This is a learning process for the hexaflex monitor, in that it helps to build ongoing awareness of core processes as they unfold in the therapy session. After the debriefing of the exercise the hexaflex monitor discusses the ACT processes he/she identified during the exercise. He/she may also offer appropriate corrective feedback on how the skills builder may change or improve their implementation of ACT processes.