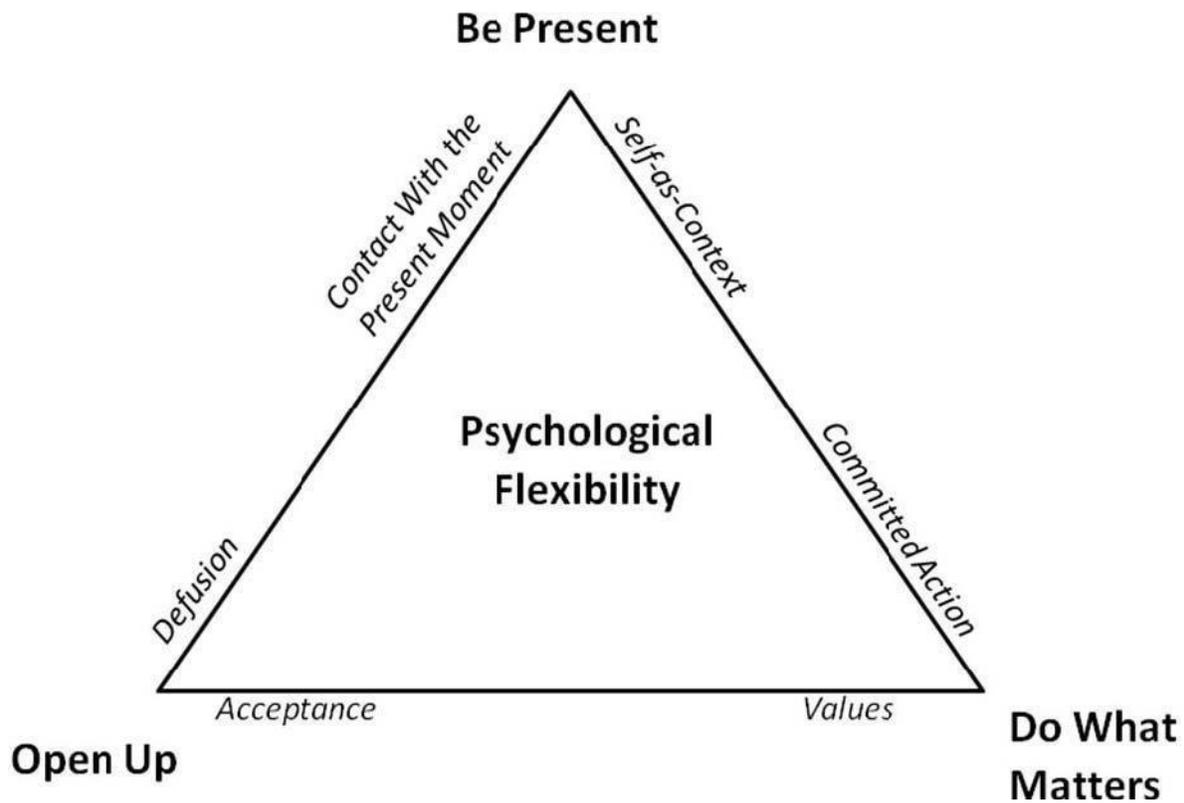


2

'Functional Analysis' of Human Behaviour:

| Antecedents (Triggers) What immediately precedes the behaviour? | Behaviour Something an organism does | Reinforcing Consequences (Payoffs) Immediate outcomes maintaining the behaviour |
|---|--|---|
| Situation Thoughts Feelings | -public -private | |

- Immediate outcomes of a behaviour that maintain or increase it over time => 'reinforcing' consequences
- Immediate outcomes of a behaviour that decrease it over time => 'punishing' consequences



Psychological Flexibility has two 'strands':

- The ability to be psychologically present and open to experience (be present, open up)
- The ability to control your actions to serve valued ends (be present, do what matters)

The aim of the ACT Practitioner:

- The aim of the ACT practitioner is to *model, instigate and reinforce Psychological Flexibility*

ACT therapists/coaches are primarily doing one of two things:

- Developing psychological flexibility in the moment with the client
- Working to get there - developing an alliance where this can occur or supporting practice outside the room.

The ACT model rests on the concept of "WORKABILITY"

- Workability in life: Is it working to help you build a rich, full and meaningful life?
- Workability in the therapeutic relationship: Is this working to help us build a strong team/alliance/rapport?

'Towards moves' and 'away moves'

- Towards moves = workable behaviours = behaving like the person I want to be, acting effectively
- Away moves = unworkable behaviours = behaving *unlike* the person I want to be, acting *ineffectively*

Workability:

- At the broadest level, workability of a behaviour = the way it functions (effects it has) in the context of trying to create a rich, full life
- At the interpersonal level, workability of a behaviour = the way it functions (effects it has) in the context of trying to create a rich, full relationship

We Can Track Sessions On Three Levels:

- Unworkable and Workable behaviours happening in session (Ubs & Wubs)
- Interpersonal behaviours happening in session (Interpersonal Ubs & Wubs)
- Reports of behaviours happening outside sessions (Rubs)

IMPACT: Interpersonal Mindfulness Processes In ACT

- Similarity to FAP (Functional Analytic Psychotherapy)
- ACT & FAP => Massive overlap between models
- Biggest difference: FAP = Purely Interpersonal, and 'sits on top' of the underlying model => sits equally well on top of traditional CBT as on ACT

Disclaimer: *I don't know much about FAP! I have only attended a 1-day workshop, where I spent much of the day protesting to the trainer, 'This is just ACT!'. And vice-versa: whenever I suggested an ACT move, the trainer would say, 'That's FAP!'. Based on that limited experience, my opinion is that the FAP model is already a component of ACT. My apologies to any FAP enthusiasts who are offended by that. After this workshop, if you read enough transcripts of ACT therapy sessions from virtually any ACT textbook, you will see these interpersonal processes are all there. With IMPACT my aim is to make these interpersonal ACT processes much more explicit and practical.*

Almost any behaviour could be workable or unworkable, depending on the context

For each of the following client behaviours, come up with:

- a) a context where it would function as a Wub, that'd we want to reinforce,
- b) a context where it would function as an Ub, that we'd want to redirect

- client cries
- client says 'You're an idiot'
- client says, 'Yes, I'll definitely do that. I feel so inspired'
- client says, 'You're a great therapist. This is really helping'
- client says, 'I feel like punching you'
- client goes silent
- client says 'This is a waste of time'

The Four Horsemen of Rigidity

- **Gating** => Holding back & locking up emotions
- **Skating** => Skating over painful events
- **Baiting** => Saying and doing things to 'hook' the therapist and pull her 'off-track'
- **Stating** => Stating rules, reasons and judgements as if they are absolute facts or unbreakable laws

Spotting your Ubs, Wubs, and Rubs

- Spot the Ubs & Wubs– unworkable & workable behaviours happening in session.
- Spot the interpersonal Ubs & Wubs – interpersonal unworkable & workable behaviours happening in session.
- Spot the Rubs – reports of behaviours happening outside sessions.

Working with Ubs, Wubs, and Rubs

- Redirect the Ubs
- Instigate, model and reinforce the Wubs
- Use the Rubs to do either or both of the above

S.L.O.W.

- *Slow down*
- *Lean in*
- *Open up*
- *Warmly illuminate*

Press Pause & Shine A Light

- Can I press pause for a moment?
- I just want to shine a light on what's happening here.
- 'Warm' lighting versus 'cold' lighting => warm, open, compassionate versus cold, clinical, detached

When to go SLOW?

- When you think you know exactly what to say, exactly what will work => SLOW
- When you are lost, confused, stuck, frustrated => SLOW
- When you spot Wubs you strongly want to reinforce => SLOW
- When you spot Ubs, you strongly want to redirect=> SLOW

Setting Up Sessions for IMPACT

#1 – Pressing Pause

- *Can I have permission to **press pause** from time to time - so if I see you doing something that looks like it might be contributing to your problems worse, I can pause you and **shine a light** on what's happening, and we can address it?*
- *And can I also **press pause** if I see you doing something that looks like it might be really helpful or useful, in terms of dealing with your problems and improving your life? So again we can **shine a light** on it, and see more clearly what you're doing, and think about ways you can use it outside of this room?*

#2 - Trying New Things

- *I mentioned already that part of this approach includes learning new skills to handle thoughts and feelings more effectively. Is it okay if at times ask you to try some of these things in session?*
- *At times I might ask you to do an exercise that seems a bit weird or strange, and you are always free to say no. I'm only going to suggest these things if I think they'll be helpful to you, but you certainly don't have to do them.*

#3 – Setting an Agenda

- *Are you okay if we take a couple of minutes at the start of each session to establish a focus or an agenda for the session? To pick one important problem or area of life that we can hone in on, and make the main focus of the session, in order to improve it?*
- *The reason for this, is it makes our work much more efficient. If we are talking about several different problems at once, it's very hard to deal effectively with any of them.*
- *Once client agrees, set an agenda – e.g. use the 'bull's eye' and pick a quadrant – or ask the client to nominate a single problem/ goal/ domain of life to focus on*

#4 – Team Building

- *Very often the problems that show up in relationships outside this room, tend to show up here in our sessions too. Is it okay if I press pause at times and get us look at what's happening here in the room, in the way that you and I are interacting with each other?*
- *To get you to notice things that you're doing that seem helpful and things that seem unhelpful, in terms of us building a strong team/alliance? And can I ask you at times to try out new skills or strategies here in the room with me, so that you can then take them and use them in your relationships with other people outside this room?*
- *Bring this in at any point where the session becomes about relationship issues. If there is any sign of conflict or tension or stuckness, check with the client: *Can I just check we are a team here? We are working together, as a team, with the same aim: to help you build a better life?**

#5 – Being Real

- *Can we make this a place where we can both be real with each other? I want you to be real with me – and give me honest feedback about whether what I am doing is helpful or not etc. And I want to be real with you, too. Am I allowed to give you honest feedback?*
- *Sometimes that can be confronting – but there are very few people in the world that will give you honest feedback. One of the most powerful things about a coaching/counselling relationship is that you will, if you allow it, get honest feedback from someone with no other agenda than to help you build a better life*

IMPACT: Interpersonal Mindfulness Skills In ACT

The 4 IMPACT questions: (Mix, match, and modify these, as desired)

1. *What's going on?*
2. *What's showing up?*
3. *How's this working?*
4. *How can you use this?*

What's going on?

- Can I just press pause here, and shine some light on what's happening?
- Do you notice what you're doing? => Here's what I notice:
- Do you notice what's happening here? => Here's what I notice:
- Do you notice what I'm doing? => Here's what I notice:

What's showing up?

- What's that like for you? => Here's what it's like for me:
- Can you notice what you're feeling/thinking right now? => I notice that I'm feeling:
- What thoughts and feelings are showing up for you? => Here's what's showing up for me:

How's this working?

- Do you notice how we are interacting? => Here's what I notice:
- What effect is this (client's behaviour and/or therapist's behaviour) having on our alliance; on our ability to work together? Is it helping us to build a stronger team, or it's weakening the team? => To me, it seems like:
- Is this a 'towards' move – behaving more like the person you want to be deep in your heart - or an 'away' move – moving away from the sort of person you want to be? => I'd describe my own behaviour right now as:

How can you use this?

- Do you see how this is relevant to your problem/goal/issue? => I see it as relevant in this way:
- Is this something that could be useful to you outside this room? When, where, how, with whom? => I see it could be useful in the following ways:
- Do you see how this can help you in your relationships outside this room? => I see it can help you like this:
- Is it okay if we do more of this, as the session continues, so you can get better at it? In other words, practice these new skills here with me, so you can take them away and use them with others?

What therapist/coach behaviours are most clients *likely* to find reinforcing for Wubs?

(NB: You won't know for sure if these behaviours are reinforcing or not until you try them out and witness the results)

- attention, curiosity
- approval, positive regard
- acceptance, respect
- empathy, compassion
- openness, vulnerability
- caring, understanding
- others?

What therapist/coach behaviours might clients find reinforcing for Ubs?

- all the same ones that are reinforcing for Wubs!
- and what others?
- Think back to the four horsemen: how might therapists respond to gating, skating, baiting and stating that might reinforce it?

Positive Reinforcement of Wubs

(NB: You won't know if these therapist responses are reinforcing or not until you try them out and witness the results)

- That means a lot to me
- Thank you, I really appreciate that.
- I really appreciate your willingness to work with/trust me on this
- That deeply touches me. That makes my heart sing. That moves me.
- I feel moved/humbled/ inspired/privileged.
- I feel much more engaged and connected with you now.
- Before, it felt like there was a barrier between us, and now that seems to have lifted.
- I can see how hard this is for you, and I really appreciate the effort you're making.
- I feel like we're a much stronger team now. What you're doing here is building the team.
- I feel like we're really working together now. Before I felt like I was an obstacle in your way.
- When you listen/respond/pay attention to me like this, I feel like you care about what I have to say/I feel like you care about building the team/ I feel like you're working with me rather than against me.
- Wow! I have to say, that inspires me. This is a beautiful moment.
- I appreciate your honesty/openness/courage/trust/commitment/willingness etc.
- NON-VERBAL BEHAVIOURS that convey curiosity, positive regard, approval, empathy, compassion, respect, understanding, acceptance etc: such as?

Redirecting Ubs

(NB: The aim is not so to 'punish' the Ubs but to 'differentially reinforce' the Wubs. As soon as an Ub stops, instigate and/or reinforce a Wub)

➤ **First: Press pause/shine a light/ SLOW**

- You seem really disengaged, bored, disinterested, angry, resentful
- I'm noticing your body posture here – slumped/clenched fists/arms crossed/frowning/ rolling eyeballs.
- When you do this, it seems like you really don't want to work with me/ you really don't trust me on this
- When you do this (aggressive behaviour), I feel anxious, like I need to protect myself from you.
- When you do this ('closing down' behaviour), I feel saddened/a bit helpless – because I really do want to help and I don't feel like I can get through to you or work effectively with you while you keep doing this.
- I feel really disconnected from you right now.
- When you keep interrupting me/talking over me, I feel a bit frustrated, and I also feel like you just don't care about what I have to say, like it just doesn't matter to you.
- It feels like there's a barrier between us.
- It looks like I've lost you here. Your thoughts and feelings seem to have hooked you, and pulled you away
- I doesn't feel like we're a team here. It feels like we're in conflict/ not cooperating/ not on the same side.
- I feel like I'm an obstacle in your way.
- Can I give you a sense of what this is like for me? Imagine our roles are reversed: you are the therapist and I am the client. And this is what I am doing: (mimic the client's behaviour, especially NON-VERBAL such as summing, fist-clenching, staring into space, looking down at floor) – what's that like for you?

There is no 'standard intervention' that fits for every client: you have to look at how the client's behavior is functioning in the current context.

For example:

- In what context might you NOT apologise for making a mistake?
 - In what context might you apologise for making a mistake?
 - In what context might you disclose you're feeling anxious?
 - In what context might you NOT disclose you're feeling anxious?
 - In what context might you disclose your thoughts are like the clients?
 - In what context might you NOT disclose your thoughts are like the clients?
 - In what context might you tell your personally relevant story?
 - In what context might you NOT tell your personally relevant story?
-

Exercise in pairs: Summarise With The Choice Point & Make A Contract

T: So can I sum it up like this, and you can tell me if I've got it right.

1. CHALLENGING SITUATION: External Barriers To Wellbeing— *so the main problems/challenges/difficult situations you're facing are...*

(Mention problematic relationships, situations, events & circumstances; financial, legal, medical & work problems; but do NOT include thoughts/feelings/DSM diagnoses as these are not 'external'. If there are no external barriers or difficult situations, start at point 2)

2. HOOKS: Fusion & Avoidance -- *some pretty difficult thoughts and feelings are showing up for you, such as (give examples)...*

3. AWAY MOVES: Unworkable action -- *And when you get hooked by these thoughts and feelings, you find yourself doing things that pull you away from behaving like the person you really want to be, and building the life you really want (give examples) Is it okay if we call these actions 'away moves'?*

4. HELPERS & TOWARDS MOVES: Values/strengths/ resources/ skills/ important life domains/goals – *We've also identified some of the things that are really important to you, such as (give examples) and some important values such as (give examples) and it seems that you already have some useful strengths/abilities/resources/strategies, such as (give examples)*

5. CONTRACT:

So it seems to me that we have 2 aims here:

One, learn how to unhook yourself from these thoughts and feelings – how to handle them differently so they have much less impact and influence over you

Two, to improve your life in these main areas (specify important life domains/problem areas) by getting in touch with your values, and using your strengths and skills to help you do more 'towards moves'.

T: How does that sound to you? Is that about right?

Exercise #1

Experiential feedback:

Technical feedback:

- What you have learnt from this activity?
- Does this remind you of any other situations/skills/knowledge?
- What else do you want/need to know to apply what you have learnt in the real world?

Exercise #2

Experiential feedback:

Technical feedback:

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INFORMED CONSENT

- ACT is a very active form of therapy or coaching – not just talking about problems.
- Learning skills to handle difficult thoughts and feelings more effectively, so they have less impact and influence over you
- Clarifying your ‘values’: what matters to you, what you want to stand for, how you want to treat yourself and others, what gives you a sense of meaning or purpose
- Taking action: to solve problems, and do things that make life better
- So my aim is to have you leave here at the end of each session with an action plan – something you can take away and do that can make a positive difference

HANDS AS THOUGHTS & FEELINGS

- Imagine in front of you is everything that matters: the people, places, activities you love etc. And all the **real life problems and challenges** you need to deal with
- Now pretend your hands are your thoughts & feelings. Now copy me – get caught up in your thoughts
- Notice 3 things: 1) How much are you missing out on? 2) How disconnected and disengaged are you from the people and things that matter? How difficult is it to focus on the task at hand or the problem you need to address? 3) How difficult is it to take action, to do the things that make your life work? (give examples)
- Now slowly separate from your thoughts & feelings
- What’s your view of the room like now? How much easier is it to engage and connect? How much easier is it to take action?
- Notice these things (i.e. hands) haven’t disappeared. If you can use them, do so. If not, just let them sit there.

PUSHING AWAY PAPER

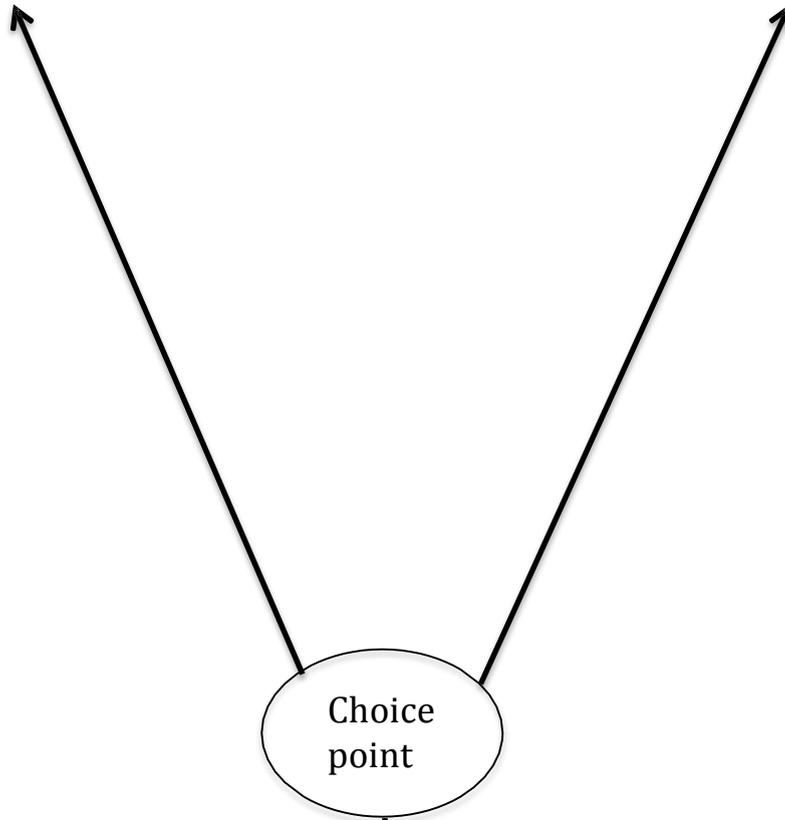
- In front of you is everything that matters: the people, places, activities you love etc. And all the **real life problems and challenges** you need to deal with
- This paper is all the **thoughts & feelings** you don’t want. Push them away, hard!
- Notice 3 things: 1) How tiring is it? 2) How distracting is it; how difficult is it to fully engage or connect with the things and people that matter? How difficult is it to keep your attention focused on the task at hand or the problem you face? 3) How difficult is it to take action, to do the things that make your life work? (give examples)
- Now rest it on your lap.
- How much less effort is that? How much easier is it to engage and connect, or keep your attention focused on the task or problem facing you? How much easier is it now to take action?
- Notice your **thoughts & feelings** (i.e. the paper) haven’t disappeared. But you have a new way of responding to them, so they don’t hold you back or tie you down or stop you taking effective action and engaging in your life. And if there’s something useful you can do with them use them. Often thoughts and feelings have useful information that can help you – but you can’t effectively access that information while you’re busy struggling with them. And if there’s nothing useful you can get from them, you just let them sit there – let them come and stay and go in their own good time

'AWAY'

acting *ineffectively*, behaving *unlike* the person you want to be

'TOWARDS'

acting *effectively*, behaving like the person you want to be



'Hooks'

Thoughts, feelings, emotions, memories, urges, cravings, sensations that 'Hook' you

Values & Skills
especially 'Unhooking' skills

Challenging Situation

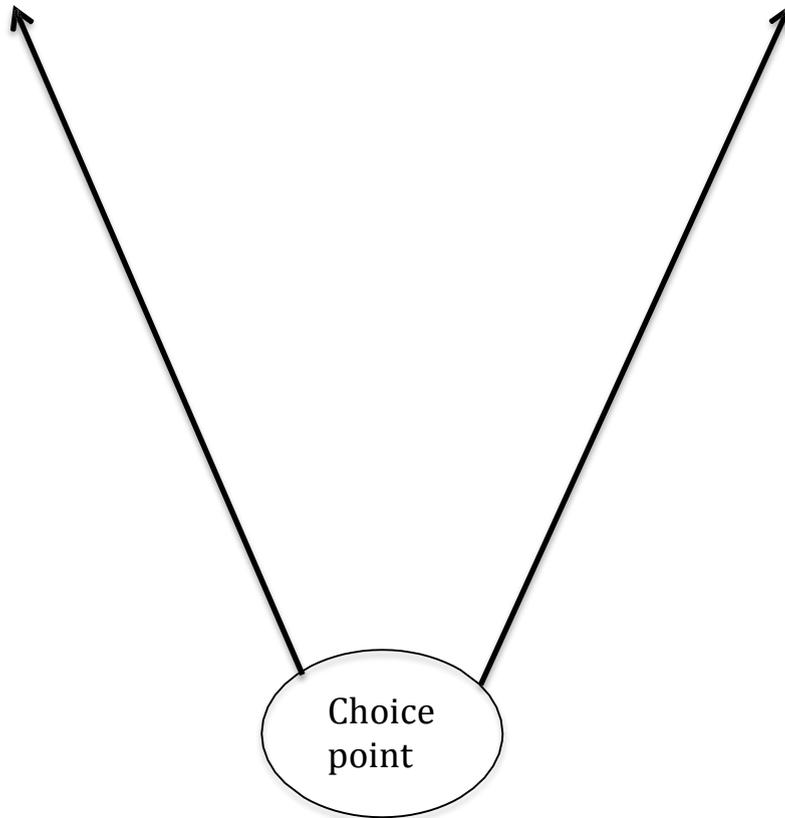
At the choice point, STOP:
S- Slow down - Slowly breath; or slowly press your feet down; or slowly stretch
T-Take note - Notice what you are feeling & thinking; notice the world around you & what you are doing
O-Open up - Make space for your thoughts & feelings; allow them to freely flow through you
P -Pursue values - Remember your values, and find a way to act on them (no matter how small)

'AWAY'

acting *ineffectively*, behaving *unlike* the person you want to be

'TOWARDS'

acting *effectively*, behaving like the person you want to be



'Hooks'

Thoughts, feelings, emotions, memories, urges, cravings, sensations that 'Hook' you

Values, Beliefs & Skills, especially 'Unhooking' skills

Challenging Situation

At the choice point, STOP:

- S**- Slow down - Slowly breath; or slowly press your feet down; or slowly stretch
- T**-Take note - Notice what you are feeling & thinking; notice the world around you & what you are doing
- O**-Open up - Make space for your thoughts & feelings; allow them to freely flow through you
- P** -Pursue values - Remember your values, and find a way to act on them (no matter how small)

YOUR VALUES: *What really matters to you, deep in your heart? What do you want to do with your time on this planet? What sort of person do you want to be? What personal strengths or qualities do you want to develop?*

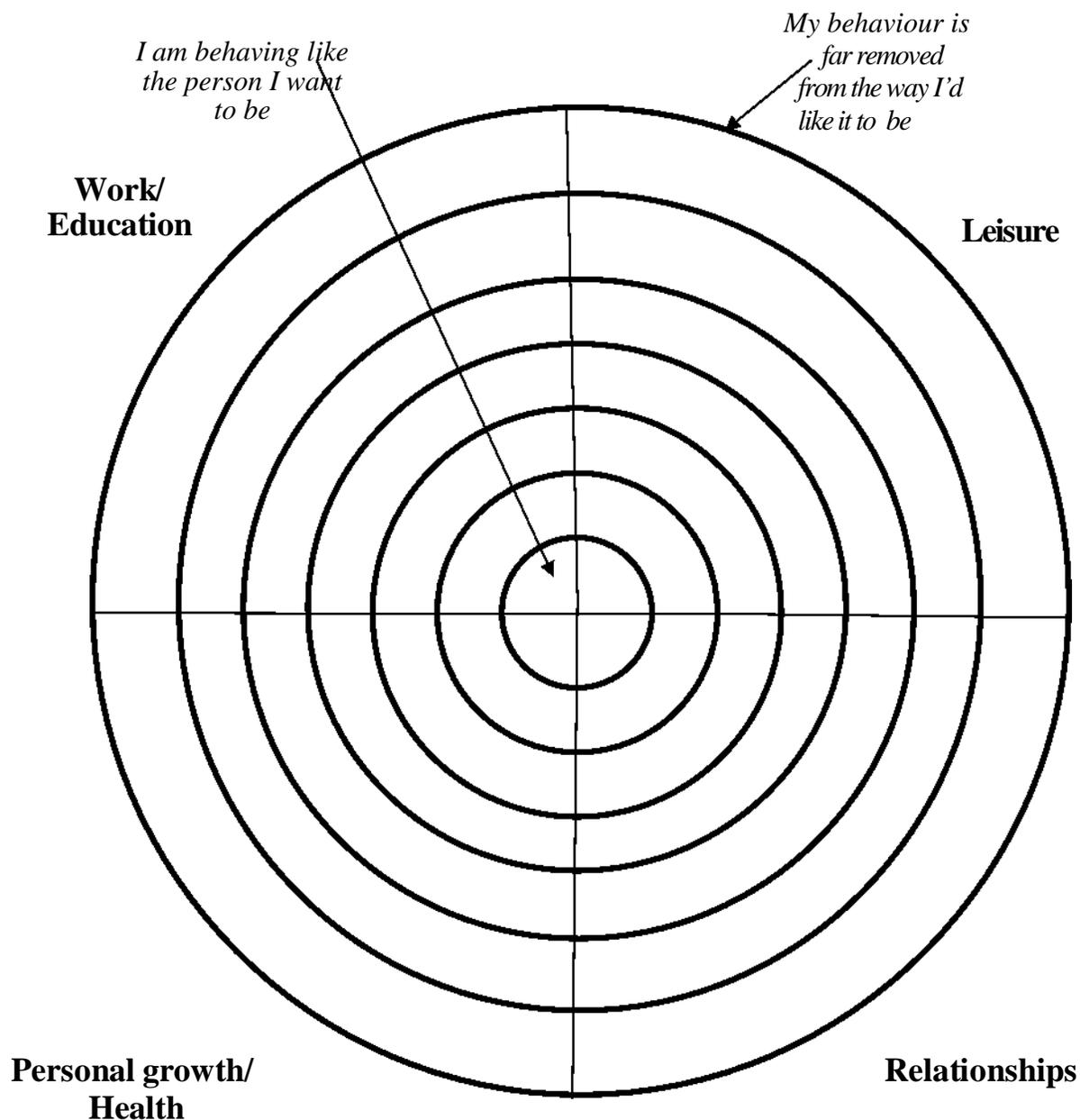
1. Work/Education: includes workplace, career, education, skills development, etc.

2. Relationships: includes your partner, children, parents, relatives, friends, co-workers, and other social contacts.

3. Personal Growth/Health: may include religion, spirituality, creativity, life skills, meditation, yoga, nature; exercise, nutrition, and/or addressing health risk factors like smoking, alcohol, drugs or overeating etc

4. Leisure: how you play, relax, stimulate, or enjoy yourself; activities for rest, recreation, fun and creativity.

THE BULL'S EYE: make an X in each area of the dart board, to represent where you stand today.



Acceptance & Commitment Therapy Workshop

I would greatly appreciate your feedback on this workshop

A brief personal reflection on the value of this workshop for you:

What was valuable to you?

What did you enjoy the most?

Was there anything you didn't like?

Would you recommend this workshop to others?

Place an X on the line to answer the following questions:

How would you rate the workshop overall?

Not very useful

Very useful to your work

1 _____ 10

How engaging was the workshop overall?

Not very

Highly engaging

1 _____ 10

Would you like to make any other comments?

Finally, we are always open to running new types of ACT workshops. Is there anything in particular you would like to see?

Thank you