

PARMA, ITALY July 2011



ACBS World Conference IX

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Welcome from the ACBS President



Welcome to the 9th annual World Conference of the Association for Contextual and Behavioral Sciences (ACBS). It is an exciting conference year with clinicians and researchers from around the world gathering to share their knowledge and expertise in ACT, RFT and Contextual Behavioral Science. The hope is that this 5-day event, including pre-conference workshops, morning meditation and yoga, daily workshops, symposium, and plenary plus evening cocktails, dinner and follies will provide you with the kind of experience that not only meets your needs for knowledge, but also connects you to a community of colleagues and friends. Set in the beautiful city of Parma, Italy, I can only imagine a week of learning, excitement and fun! On behalf of the conference committee and ACBS Board of Directors, I wish you a wonderful week and the warmest of welcomes.

*Sincerely and Behaviorally Yours,
Robyn D. Walser, Ph.D.*

ACBS Board

President

Robyn Walser, Palo Alto Veterans Administration

Past-President

Frank Bond, Goldsmiths College, University of London

President-Elect

Patty Bach, Illinois Institute of Technology

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Student Representative

Jennifer Villatte, University of Nevada, Reno

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Emily N. Rodrigues

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Members at Large

Jason Luoma, Private Practice
Akihiko Masuda, Georgia State University

Student Representative

Amie Langer, University of Iowa

Items of Note

Book Selling

ACT/ RFT related books will be for sale at the World Conference IX for a **10% discount** off of the retail price. Please be kind to our generous volunteers/staff selling books. We encourage Visa or MasterCard, but can accept cash as well (Euros) (the ability to make change may be limited). Quantities are limited. Bookselling will be during these times at the registration desk (the "store" is in the room behind the registration desk):

Wednesday, July 13	10:30am – 4:45pm
Thursday, July 14	8:00am – 4:30pm
Friday, July 15	8:30am – 2:45pm

CE Credits & Certificates (with hours)

- **You need to sign in for each session you attend** on the sheet provided at the door. If your name does not appear on the sign in sheet, please write it at the bottom of the page. You will need to complete an evaluation and post-test (APA only) for each session you attend. The evaluations will all be done **online**. You will be emailed the links to complete these forms at the end of each day of the conference. This email will come to you from "ACBS". These online evaluations/ post-test must be completed by August 2. **CE credits are only given for sessions delivered in English.** (The other sessions for which CEs can not be earned are: the opening session on Tuesday evening; and lunch time Chapter meetings.) We will email you a printable copy of your certificate by August 30. If you do not receive it, please email Emily at acbs@contextualpsychology.org

Approval: 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.

ACBS is an approved provider of continuing education for MFCCs and/or LCSWs by the California Board of Behavioral Sciences, provider #PCE 4653.

Refunds & Grievance Policies: Participants may direct any questions or complaints to ACBS Executive Director, Emily Rodrigues, acbs@contextualpsychology.org

- If you need just a **general certificate of attendance with hours** attended, **please sign in** for each session you attend. We will email you a certificate with the number of hours attended by August 30, 2011.

Evaluations

- The General Conference Evaluations will be emailed to you. You will click a link in an email coming to you from "ACBS", where you can then fill out your optional evaluation form. This will allow us to better analyze and use the data collected.

Videotaping & Audio recording

- Some sessions at the conference may be videotaped, and will eventually go up on the ACBS website, <http://contextualpsychology.org>. If you are doing an exercise and the videographer requests to film you, feel free to say yes or no, as you like. If you agree, you may appear in the video that appears on the website.

Italian Sessions

You may notice some sessions in the program with Italian titles/abstracts. Because of the large number of Italians expected at the conference we have some sessions that are being delivered in Italian. We regret to say that these sessions are not being translated into English.

Conference Building Services (Universita' Degli Studi Di Parma - Polo Didattico)

Lounge

Downstairs is a small lounge/break area where you can eat your lunch or just relax for a few minutes.

Vending Machines

There are snack, soda, and coffee vending machines on the lower level at the bottom of the stairs, just outside the break room.

Shops/Snacks

If you need an extra snack, there is a small shop close by. Go south (straight/slightly left) out of main entrance, and go down Via Del Prato, then turn left at the next block, Borgo delle Colonne, and you'll see a small shop ahead.

Sponsors

The ACBS World Conference IX is possible with the support of our generous sponsors.



<http://onelifellc.com>

Special Thanks...

Thank you to our program committee: Ole Taggaard Nielsen (co-chair), Giovambattista "Nanni" Presti (co-chair), Martin Brock, Lisa Coyne, Thomas Gustavsson, Rikke Kjelgaard, Louise McHugh, Giovanni Miselli, Jennifer Plumb Vilaradaga, Benjamin Schoendorff, Louise Shepherd, and Angela Stotts.

And thank you to our onsite conference organizers Ilaria Balasini, Katia Covati, Katia Manduchi, Giovanni Miselli, Paolo Moderato, Giovambattista "Nanni" Presti, Massimo Ronchei, Francesca Scaglia, Giovanni Zucchi, and others.

Logo developer: Tom Hardy

Nanni Presti... we can't say enough about him. He was amazing and did so much to make this conference happen... you just have no idea. If you see him, please be sure to thank him.

To all of our fabulous presenters and all of you who continue to contribute year after year and make these conferences a joy to attend.

TUESDAY - July 12 - Evening

Registration

5:30pm-9:00pm (if you are unable to make it this evening, you may also collect your registration materials onsite at the Polo Didattico Building, beginning at 8:00am Wednesday, July 13)

**Palazzo Centrale Building, University of Parma
Main Foyer**

Opening Session, ACBS World Conference IX

6:30pm-7:30pm

Palazzo Centrale Building, University of Parma

Room: Aula Magna (overflow video conference in Aula Filosofi)

Welcome & Awards

ROBYN WALSER, National Center for PTSD, USA; ACBS President

NANNI PRESTI, IULM University, Milan; conference co-chair

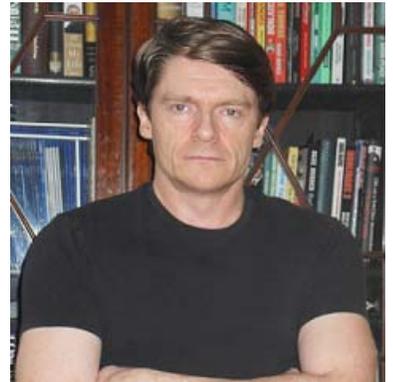
OLE TAGGAARD NIELSEN, Certified Psychologist & Specialist in Psychotherapy, Denmark; conference co-chair

EMILY RODRIGUES, ACBS, Executive Director

RFT (and ACT) -- So Far, So Good -- But What Next?

DERMOT BARNES-HOLMES, National University of Ireland Maynooth

Acceptance and Commitment Therapy has made a major impact in the field of clinical psychology, but the progress of RFT, for many good reasons, has been much slower. In this presentation I will review briefly where I think RFT is relatively strong and where it is relatively weak, identifying what I consider to be the most important future directions and challenges for the theory. As such, the first half of the presentation will focus largely on strategic and political issues around the future development of RFT. The second half, however, will turn to nerdy or geeky issues that in my view also have strategic or political implications: (i) the distinction between verbal and non-verbal behaviour and between derived and non-derived relational responding; (ii) the relationship between "traditional" A1-B1-C1 RFT research and "mainstream" group-design methods and analytic techniques, and (iii) the functional contextualist view of traditional mechanistic cognitive theorising. In particular, I will argue that the successful future of RFT requires that researchers hold traditional behavioural thinking lightly and engage more fully and completely with mainstream psychology than hitherto.



Poster Session/ Cocktail Social

7:30pm-9:30pm (posters may be removed as early as 9:00pm at the discretion of the author)

Palazzo Centrale Building, University of Parma

Room: Main Foyer, Courtyard, and West Hallway

ACT - Clinical

**1. Paying attention to values instead of pain:
Chronic pain and neuropsychological
functioning, as potentially mediated by
acceptance of pain**

ALANA VERNON, M.A., The Wright Institute

Rochelle I Frank, Ph.D., Gateway Psychiatric Services &
University of California at Berkeley

PATRICIA E ZURITA ONA, Psy.D., The Wright Institute
Eric J. Freitag, Psy.D., Mt. Diablo Memory Center

**2. Application of ACT and FAP in a child
diagnosed with disocial behavior**

DIEGO PADILLA-TORRES, Hospital Universitario 12 de
Octubre. Madrid. Universidad de Almería
Marisa Paez-Blarrina, Instituto ACT

**3. Taming the Adolescent Mind - A pilot study
of Mindfulness-based group program for
adolescents with mixed mental health
presentations**

LUCY TAN, Royal Children's Hospital, Brisbane, Australia
and The University of Queensland

Graham Martin, Royal Children's Hospital, Brisbane,
Australia and The University of Queensland

**4. ACT workshop for the parents of children
with PDD**

SHINJI TANI, PH.D., Ritsumeikan University

Etsuko Kawai, Hyougo Developmental disorders Support
Center Ashiya Branch (Sanday curative Institute)
Sandaya Gakuen

Kotomi Kitamura, Ph.D., Osaka Univ. of Human Sciences

Poster Session ...

5. ACT in Sierra Leone

BEATE EBERT, DIPL.-PSYCH., Private Practice
Joanne Dahl, University of Uppsala, Sweden
Daniel J. Moran, Ph.D., BCBA, Pickslyde Consulting

6. Medication use in children with chronic pain - a matter of psychological flexibility?

RIKARD K. WICKSELL, Ph.D, psychologist, Behavioral Medicine Pain Treatment Service, Astrid Lindgren's Hospital for Children
Matilde Hellberg, MD, doctoral student, Behavioral Medicine Pain Treatment Service, Astrid Lindgren's Hospital for Children

7. Identifying meaningful subgroups of patients with chronic pain on the basis of the CPAQ scores

OLIVIA BERNINI, Ph.D. Candidate, University of Pisa
Carmen Berrocal, Ph.D., University of Pisa

8. The self and psychotherapy: are the predictions ACT makes about the conceptualised self accurate?

ROHAN JAMES NAIDOO, MSC, MA., University of Nottingham

9. Validity of the Acceptance and Action Questionnaire to identify patients with cancer at risk of emotional distress

VALENTINA CUTRUPI, University of Pisa
Olivia Bernini, Ph.D. Candidate, University of Pisa
Carmen Berrocal, Ph.D., University of Pisa

10. Validation of the Acceptance and Action Questionnaire (AAQ-II) for the Portuguese population

José Pinto-Gouveia, MSc, Ph.D., CINEICC, University of Coimbra
Sónia Gregório, Ph.D. student, CINEICC, University of Coimbra
ALEXANDRA DINIS, Ph.D. student, CINEICC, University of Coimbra

11. The preliminary psychometric properties of the Portuguese version of Cognitive Fusion Questionnaire (CFQ)

José Pinto-Gouveia, MSc, Ph.D., CINEICC, University of Coimbra
ALEXANDRA DINIS, Ph.D. student, CINEICC, University of Coimbra
Sónia Gregório, PhD student, CINEICC, University of Coimbra

12. A Preliminary Study on Constructing an Assessment Method of Creative Hopelessness

MIE SAKAI, Graduate School of Psychology, Doshisha University
Takashi Muto, Department of Psychology, Doshisha University
Akihiko Masuda, Department of Psychology, Georgia State University
Naoko Kishita, Graduate School of Psychology, Doshisha University

13. Application of ACT to Chronic Obstructive Pulmonary Disease

Kevin A. Duckworth, M.Ed., psychologist, Mount Sinai Hospital, Montreal
FRÉDÉRIK DIONNE, Ph.D, Centre hospitalier universitaire de Québec (CHUQ)

14. The implementation of ACT in Dutch chronic pain rehabilitation

KARLEIN M.G. SCHREURS, Ph.D., Roessingh Research and Development / Institute of Behavioural Research, University of Twente
Hester R. Trompetter, Roessingh Research and Development / Institute of Behavioural Research, University of Twente
Peter H.T.G. Heuts

15. Acceptance and commitment therapy in the treatment of academic procrastination: A perfect fit

FREDERICK DIONNE, Ph.D., psychologist, Centre universitaire de Québec (CHUQ)
Kevin A. Duckworth, M.Ed., psychologist, Mount Sinai Hospital, Montreal

16. Portuguese version of the Acceptance and Action Questionnaire-Specific Trauma (AAQ-TS): a preliminary study.

TERESA CARVALHO, MASTER, CINEICC–Faculty of Psychology and Education Sciences, University of Coimbra; Instituto Superior Miguel Torga–Private Higher Institute, Portugal
MARINA CUNHA, PH.D, CINEICC–Faculty of Psychology and Education Sciences, University of Coimbra, Portugal; Instituto Superior Miguel Torga–Private Higher Institute
JOSÉ PINTO-GOUVEIA, PH.D., CINEICC–Faculty of Psychology and Education Sciences, University of Coimbra, Portugal

17. ACT and Caregiving: Therapeutic Tools and Challenges for Dementia Caregivers

ROSA ROMERO-MORENO, Ph.D., Universidad Rey Juan Carlos de Madrid
MARÍA MÁRQUEZ-GONZÁLEZ, Ph.D., Universidad Autónoma de Madrid
Andrés Losada Baltar, Ph.D., Universidad Rey Juan Carlos, Madrid
Javier López, Ph.D., Universidad San Pablo CEU, Madrid
Miguel Costa, Universidad Autónoma de Madrid
Virginia Fernández-Fernández, Universidad Rey Juan Carlos de Madrid
Celia Nogales-González, Universidad Rey Juan Carlos de Madrid

18. Results from a group-based stress management ACT-intervention programme for people on full-time sick leave – a pilot study

GRETA LASSEN LUND, MSc.psych., Department of Occupational Medicine, Aarhus University Hospital, Denmark

Hanne Knudsen, MSc.psych., Department of Occupational Medicine, Aarhus University Hospital, Denmark

19. Relationships between kinesiophobia and psychological inflexibility in youths suffering from longstanding pain

LINDA HOLMSTRÖM, Ph.D student, physiotherapist, Karolinska Institutet and Karolinska Univ. Hospital
Marie Klinga, Ph.D student, psychologist, Karolinska Institutet and Karolinska University Hospital

20. Relationship between Quality of Life and Psychological Acceptance in Elderly People

MARISA PAEZ BLARRINA, PH.D., Instituto ACT
Carmen Luciano, Ph.D., Instituto ACT
Francisco Marquez Lopera

21. Spanish adaptation of AAQ for domestic violence victims

Rosario Villegas, Instituto ACT
DIEGO PADILLA TORRES, Instituto ACT

22. Experimental study on direct and derived effects from the suppressed pain

MARISA PAEZ BLARRINA, PH.D., Instituto ACT
Enrique Gil, Universidad de Almería
Olga Gutiérrez Martínez, Universidad de Zaragoza
Sonsoles Valdivia Salas, Ph.D., Universidad de Barcelona

23. ACT in A Group Setting to Treat Reduced Function in Patients with Chronic Pain

PAMELA BRAUN, LCSW, Mid Valley Pain Clinic

24. A Comparison of Self-Report and Behavioral Measures of Anxiety and Performance in a Socially Phobic Sample

LISA HAYLEY GLASSMAN, Drexel University
JENA SHAW, Drexel University
Erica England, Drexel University
Erica Yuen, Drexel University
Evan Forman, Drexel University
James Herbert, Drexel University
Jena Shaw, Drexel University

25. Examining Experiential Avoidance in an Adult Clinical Sample from a Community Based Private Practice

WANDA L. SMITH, PH.D., Private Practice & McMaster University

26. An Exploration of the Effects and Experiences of Participating in an Acceptance and Commitment Therapy (ACT) Group on Psychological Flexibility, Valued Living & General Well-being

YASMIN WARD, M.SC. CANDIDATE, ACT Now Ireland
AISLING CURTIN, M.SC., ACT Now Ireland
CHRIS MC CONNELL, M.SC., ACT Now Ireland
AILISH HAND, H.DIP., ACT Now Ireland

27. Experiential avoidance as a predictor of symptomatology and distress in a traumatised population

ANGELA COOPER, BSc, MSc, Trent Doctoral Programme in Clinical Psychology, University of Nottingham, UK
Aidan Hart, Ph.D., Trent Doctoral Programme in Clinical Psychology, University of Lincoln, UK
Rachel Sabin-Farrell, DClInPsy, Trent Doctoral Programme in Clinical Psychology, University of Nottingham, UK & Nottinghamshire Healthcare NHS Trust
Neil Roberts, DClInPsy, Traumatic Stress Service, Cardiff and Vale University Health Board

28. Using Acceptance and Commitment therapy in the rehabilitation of women on long-term sick leave due to mental ill-health and/or pain: A preliminary randomized trial

Ingrid Andrerzen, Uppsala University
Joanne Dahl, Uppsala University
LINNEA MOLIN, Social Medicine at the University Hospital in Uppsala, Uppsala University, Sweden

EMMA WALLIN, Social Medicine at the University Hospital in Uppsala, Uppsala University, Sweden
CARINA WENNMAN, Social Medicine at the University Hospital in Uppsala, Uppsala University, Sweden

29. Examining the Invariance of the Factor Structure of the Acceptance and Action Questionnaire-II Across Seven Languages and Between Clinical and Nonclinical Samples

MARIA KAREKLA, University of Cyprus
Michalis P. Michaelides, University of Cyprus
Jean-Louis Monestès, Centre Hospitalier Ph. Pinel, France
Nele Jacobs, Hasselt University, Belgium
Nic Hooper, University of Kent, UK
Marco Kleen, University of Groningen, Netherlands
Carmen Luciano, Universidad de Almería, Spain
Giovanni Miselli, IULM University, Italy
Giovambattista Presti, IULM University, Italy
Francisco José Ruiz Jiménez, Universidad de Almería, Spain;
Matthieu Villatte, University of Nevada, Reno
Frank Bond, University of London, U. K.

30. ACTivating "Clean Language": Developing and utilizing client generated metaphors

MAARTEN AALBERSE, Private Practice, France

31. Further Validation of the Acceptance & Action Questionnaire for Depression (AAQD)

JOHN T. BLACKLEDGE, Morehead State University
Aaron Ellis, Morehead State University
Cassie Watkins, Morehead State University
Jeff Dobson, Morehead State University

32. Toward behavioral flexibility: an integrated approach of ACT-FAP and behavior analysis in the context of an Italian learning centre

ROBERTO CATTIVELLI, University of Parma - Learning Centre TICE
Gianluca Amato, Learning Centre TICE
Federica Berardo, University of Parma - Learning Centre TICE

33. Can exposure to "forbidden" food help cognitive flexibility and acceptance? Clinical experiences with a disordered eating client

KATIA MANDUCHI, Psy, Iescum Parma, ACT Italia Chapter
Giovambattista Presti, IULM Milano, Iescum Parma
Giovanni Miselli, IULM Milano, Iescum Parma, ACT Italian Chapter
Elisa Rabitti, IULM Milano, Iescum Parma, ACT Italian Chapter

Paolo Moderato, IULM Milano, Iescum Parma, ACT Italian Chapter

34. Psychological flexibility a mediator of change in Internet delivered ACT therapy for bariatric surgery patients

SANDRA WEINELAND M.S, University of Uppsala, Sweden
Dag Arvidsson, University of Uppsala, Sweden
Thanos Kakoulidis, University of Uppsala, Sweden
Steven Hayes, University of Nevada
JoAnne Dahl Ph.D, University of Uppsala, Sweden

Poster Session ...

35. Psychological Flexibility and Criminal Recidivism: A Conceptual Analysis and Proposed Research Agenda

MICHELLE N. JEANIS, University of Louisiana at Lafayette
EMILY K. SANDOZ, University of Louisiana at Lafayette

36. Meeting on the contextual wave: Ericksonian psychotherapy and Focusing in ACTION

KRISZTINA-GABRIELLA SZABO, Ph.D., Babes-Bolyai University, Cluj, Romania

37. ACT-based workshop for promoting psychological flexibility in a heterogeneous inpatient clinical-sample of a mental health unit at a public hospital in Peru

SILVIA MELGAR BRAVO, Major National University of San Marcos

ACT - Other

38. Chronic pain and substance use disorders: What's the connection?

JENNIFER SHARPE POTTER, Ph.D., MPH, University of Texas Health Science Center at San Antonio

39. Psychological flexibility predicts opioid misuse risk in low back pain patients receiving opioid therapy

JENNIFER SHARPE POTTER, Ph.D., MPH, University of Texas Health Science Center at San Antonio

40. Validation study of the Portuguese version of the Avoidance and Fusion Questionnaire for Youth (AFQ-Y)

MARINA CUNHA, Ph.D., ISMT AND CINEICC (Coimbra University, Portugal)

Ana Marta Santos, MA, ISMT (Instituto Superior Miguel Torga)

41. The impact of brief exposure and defusion interventions on implicit verbal relations in spider-fear

NIMA G MOGHADDAM, PH.D., Trent Doctorate in Clinical Psychology

Aidan Hart, DClinPsy, Trent Doctorate in Clinical Psychology

42. Examining the Unique Role of Experiential Avoidance in Non-suicidal Self-Injury

BRIANNA TURNER, M.A., Simon Fraser University
Alexander L. Chapman, Ph.D., Simon Fraser University

43. Body Image Acceptance: The Portuguese version of the Body Image - Acceptance and Action Questionnaire

CLÁUDIA FERREIRA, M. A., CINEICC – Cognitive-Behavioural Research Centre – University of Coimbra, Portugal

José Pinto-Gouveia, Ph.D., CINEICC – Cognitive-Behavioural Research Centre – University of Coimbra, Portugal

Cristiana Duarte, M. A., CINEICC – Cognitive-Behavioural Research Centre – University of Coimbra, Portugal

44. Measuring ACT-processes in chronic pain patients: Validation of Dutch-Language

questionnaires & Daily measurements in a single case design

HESTER R. TROMPETTER, MSC., Roessingh Research and Development/Institute for Behavioural Research, University of Twente

KARLEIN M. G. SCHREURS, Roessingh Research and Development/Institute for Behavioural Research, University of Twente

Miriam M. R. Vollenbroek-Hutten, Roessingh Research and Development

Ernst. T. Bohlmeijer, Institute for Behavioural Research, University of Twente University of Twente

45. Progetto Che Piacere: implementazione di strategie ACT-oriented per la prevenzione del consumo eccessivo di alcol da parte degli adolescenti

ROBERTO CATTIVELLI, University of Parma - Learning Centre TICE

Fabiana Forni

Marco Degli Esposti

Silvia Cignolini

46. Examining the Unique Role of Experiential Avoidance in Non-suicidal Self-Injury

BRIANNA TURNER, M.A., Simon Fraser University
Alexander L. Chapman, Ph.D., Simon Fraser University

47. Experiential avoidance in family caregivers: preliminary analysis of a new measure

MARÍA MÁRQUEZ-GONZÁLEZ, PH.D., Universidad Autónoma de Madrid

ROSA ROMERO-MORENO, Universidad Rey Juan Carlos, Madrid

Andrés Losada Baltar, Ph.D., Universidad Rey Juan Carlos de Madrid

Virginia Fernández-Fernández, Universidad Rey Juan Carlos, Madrid

48. Experiential Avoidance, Anxiety Sensitivity and Social Anxiety

MARGARITA PANAYIOTOU, University of Cyprus

Dora Georgiou, B.A., University of Cyprus

GEORGIA PANAYIOTOU, Ph.D., University of Cyprus

Maria Karekla, Ph.D., University of Cyprus

49. Self-report of Mindfulness in Clients with Asperger's Disorder

CANDICE BAUGH, M.A., New York University Langone Medical Center

ALEXIS LLEWELLYN, Ph.D., Katy Center for Psychology and Counseling Services

50. Relations among Change Processes and Outcomes in Veterans receiving ACT within Residential PTSD Treatment.

MEGAN OSER, PH.D., Center for Health Care Evaluation, VA Palo Alto Health Care System, Menlo Park, CA; Department of Psychiatry & Behavioral Sciences, Stanford University, Palo Alto,

Katharine Sears, Ph.D., National Center for PTSD, VA Palo Alto Health Care System, Menlo Park, CA

Christi Ulmer, Veterans Affairs Durham Medical Center, Durham, NC

Darrah Westrup, National Center for PTSD, VA Palo Alto Health Care System, Menlo Park, CA

Jennifer Gregg, Department of Psychology, San Jose State University, San Jose, CA

Robyn Walser, National Center for PTSD, VA Palo Alto Health Care System, Menlo Park, CA

51. Correlates of experiential avoidance in older adults

MARIA MARQUEZ-GONZALEZ, Ph.D., Autonomous University of Madrid
VIRGINIA FERNANDEZ, University Rey Juan Carlos, Madrid
ROSA ROMERO-MORENO, University Rey Juan Carlos, Madrid
Andres Losada, University Rey Juan Carlos, Madrid

52. Mindfulness Based Program for Infertility (MBPI)

ANA GALHARDO, MA, CINEICC - University of Coimbra
Marina Cunha, Ph.D., Instituto Superior Miguel Torga, CINEICC - University of Coimbra
José Pinto-Gouveia, Ph.D., MD, CINEICC - University of Coimbra

53. Introducing contextual behavioral science approach in Peru through ACT-based workshops, ACT-based coaching and a scientific dissemination blog

MANUEL GARAYAR, BPsych, Major National University of San Marcos

54. Jordan ABA and ACT

BELAL MUSTAFA, MSN, Jordan University of Science and Technology ABA

ACT - Skills

55. Poetry of ACT - Science meets Art - Using poetry to support ACT processes with individuals and groups

NELI MARTIN, Private practice, Brisbane, Australia

56. The values piece of ACT in smoking cessation

KATERINA KONIKKOU, BSc, University of Cyprus
Maria Karekla, University of Cyprus
Vasilis Pavli

Behavior Analysis

57. Electrodermal activity and anxiety: comparison between Transcendental Meditation and Hypnosis

SERENA GUERZONI, Psy. D, Accademia di Scienze Comportamentali e Cognitive
STEFANO STEFANINI, Psy. D., Fondazione Europea di Ricerca Biomedica
ROBERTO ANCHISI, Università degli Studi di Parma, Istituto Europeo per lo Studio del Comportamento Umano

58. The Development and Validity of a Behavioral Measure of Eating Psychopathology

JENA SHAW, B.A., Drexel University
Adrienne Juarascio, M.A., Drexel University
Lauren Bradley, B.A., Drexel University
Evan Forman, Ph.D., Drexel University

59. Human Flourishing in Teams through Congruence in Mindfulness

M.E. (MAUREEN) VAN ALTHIUS, MSc, Tilburg University

60. Precision Teaching and Multiple Exemplars Training: strategies to improve reading in children with learning disabilities

FRANCESCA CAVALLINI, University of Parma - Learning Centre TICE

FEDERICA BERARDO, University of Parma - Learning Centre TICE

Martina Nani, University of Parma - Learning Centre TICE
Silvia Perini Ph.D., University of Parma

Other

61. The influence of acceptance in coping with anxiety in sportive competition

JOSE PINTO-GOUBEIA, MSc, Ph.D., University of Coimbra
Ana Maria de Jesus Xavier, MSc., University of Coimbra

62. Finding Common Ground in Acceptance and Relationship: Using Compatibility with Clinician Treatment Goals to Enhance Implementation

ELIZABETH GIFFORD, PH.D., VA Palo Alto Health Care System
MEGAN OSER, PH.D., VA Palo Alto Health Care System
Kenneth Weingardt, Ph.D., VA Palo Alto Health Care System
Sara Tavakoli, B.A., VA Palo Alto Health Care System

63. The positive nature of negative emotions: Using emotion information to increase well being

ILIOS KOTSOU, Louvain University, Belgium
Moira Mikolajczak, Louvain University, Belgium

64. Binge Drinking and the Effectiveness of Anti Binge Drinking Advertisements

SONJA JANKOVIC Master Clinical Psychology Candidate, University of Adelaide
Paul Delfabbro, Assoc. Professor, University of Adelaide

65. An Effort About Cognitive and Behavior Psychotherapies from Turkey

K. FATIH YAVUZ, MD., Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul, TURKEY

66. Dissemination and training in empirically-supported therapies in Argentina

FABIAN MAERO, Argentina

67. Field Coordinator for Informal Education

MICHAEL GBORIE, Social Worker, Sierra Leone

68. Restoring Dignity and Integrity to the hopeless

HANNAH BOCKAIRE, Sierra Leone

69. Priestly and Social Work in Sierra Leone

Fr. SYLVESTRE KICHE, Sierra Leone

RFT - Clinical

70. IRAP as a measure of change in self-esteem in children with ADHD

DANIEL ANIORTE MARTÍNEZ, University of Almeria (Spain)
Maria del Mar Montoya Rodriguez, University of Almeria (Spain)
Francisco Javier Molina Cobos, University of Almeria (Spain)
Maria del Carmen Amador Castro, University of Almeria (Spain)

71. A review of security priming and its utility as a therapeutic tool

GERY KARANTZAS, Ph.D., Deak University
Kellie Karantzias, DPsych, Private Practice

Poster Session ...

72. Basic Frame Protocol: a training for higher order verbal operants

ROBERTO CATTIVELLI, University of Parma - Learning Centre TICE

SARA ANDOLFI, Learning Centre TICE

Silvia Perini, Learning Centre TICE

Valentina Tirelli, University of Parma

RFT - Research

73. Relational Frame Theory and Executive Functioning

DANIEL STARK, University of Nottingham

DAVID DAWSON, University of Lincoln

74. Discrimination of Emotions with Young People with Down's Syndrome

Maria del Carmen Amador Castro., University of Almeria (Spain)

DANIEL ANIORTE MARTÍNEZ, University of Almeria (Spain)

Francisco Javier Molina Cobos, University of Almeria (Spain)

Maria del Mar Montoya Rodríguez, University of Almeria (Spain)

75. Transfer of aversive functions in children

Maria del Mar Montoya Rodríguez, University of Almeria (Spain)

DANIEL ANIORTE MARTÍNEZ, University of Almeria (Spain)

Francisco Javier Molina Cobos, University of Almeria (Spain)

Maria del Carmen Amador Castro, University of Almeria (Spain)

76. Transformation of functions through the relational frame of coordination: mutual and combinatorial entailment

JOSE FENOY CASTILLA, Universidad de Almería

Carmen Luciano Soriano, Universidad de Almería

Francisco J. Ruiz, Universidad de Almería

77. The formation of functional classes by derived means

JOSE FENOY CASTILLA, Universidad de Almería

Carmen Luciano Soriano, Universidad de Almería

Francisco J. Ruiz, Universidad de Almería

78. A Visual Representation Measure of Diffusion

PATRISIA NIKOLAOU, University of Cyprus

MARIA KAREKLA, University of Cyprus

79. An exploratory experimental analysis of the role of relational processes in the expansion of attentional bias for threat

SONSOLES VALDIVIA-SALAS, Ph.D., University of Saragossa

Marisa Páez-Blarrina, Ph.D., Instituto ACT. Complutense University of Madrid

Sebastián Lombas-Fouletier, University of Saragossa

Olga Gutiérrez-Martínez, Ph.D., University of Barcelona

80. Measuring explicit and implicit responses towards suffering in the developed and developing world: a pilot study

Miles Thompson, University of Worcester

LOUISE MCHUGH, Swansea University

81. IRAP alone: An implicit measure of loneliness

ANDREAS LARSSON, Swansea University

Louise McHugh, Swansea University

82. Contextual control of transformation of function in three-member equivalence classes

William Perez, Ph.D. student at University of São Paulo - Brazil, University of São Paulo; Núcleo Paradigma de Análise do Comportamento, São Paulo - Brazil

YARA NICO, master in Experimental Behavior Analysis, Núcleo Paradigma de Análise do Comportamento, São Paulo - Brazil

ROBERTA KOVAC, master in Experimental Behavior Analysis, Núcleo Paradigma de Análise do Comportamento, São Paulo - Brazil

Adriana Fidalgo, master student in Experimental Behavior Analysis, Núcleo Paradigma de Análise do Comportamento, São Paulo - Brazil; PUC de São Paulo

83. Implicit Attitudes Toward Homosexuality in Mental Health Professionals

DESIRÉE DA CRUZ CASSADO, M.A., Instituto ACT, Spain

Marisa Paez, Ph.D, Instituto ACT, Spain

Carmen Luciano, Ph.D., Universidad de Almería

84. Deictic Relations and Youth Health Attitudes and Behaviour.

LIDIA BUDZISZEWSKA, Instituto ACT Madrid Espana

THURSDAY - July 14 - Evening

Social Dinner & Follies

7:30pm - 11:15pm

Porca L'Oca Restaurant

(**busing** will be available to and from the restaurant, starting from the west side of La Pilotta, along the river, at **7:00pm & 7:30pm**; Busing is on a first come, first served basis, but there are enough seats for every ticketed person. However, if the entire conference population arrives only for the 7:30 bus, only half can be accommodated. Please plan accordingly. Return busing will be at 11:15pm & 11:45pm.)

Tickets are required to attend this event, and they will be checked before you board the bus. Please don't leave them at your hotel!

This is an outdoor event. Please bring a sweater or long pants if you will need them.

The Follies began as a manifestation of one of our CBS values -- remembering to hold ourselves and the work lightly -- and what better way to do so than through humor? Today it consists of songs, skits, and funny powerpoint presentations related to the conference, ACT, RFT, and psychology, put together by conference attendees, and coordinated by our own lovely Sonja Batten. (When you get to Parma, if you have an event to add to the follies let Sonja know so that she can help you and get you on the schedule.)

This event is open to conference attendees and spouses/partners (even though they may not understand all of the psychology humor!); *we request that children are not brought to this event*, as the content is sometimes not kid friendly. (Please remember, **you must pre-purchase tickets for all guests.**)

Dinner will begin at approximately 8:00/8:30pm.

The **likely start time for the follies themselves is 9:00pm.**

A cash bar will be available in addition to the wine available with dinner.

Need to leave sooner? You can call a taxi to Porca L'Oca, via Emilio Lepido, 237/a loc. S. Prospero 43122

The telephone number of the restaurant is: 0521.645672

The telephone number for a Parma taxi is: 0521.252562 (calling from a USA phone? add 0039 to the beginning)

Wednesday, July 13 (Morning)

	8:00am-8:50am	9:00am-10:30am	10:30am-10:45am	10:45am-Noon
ROOM	SESSIONS			
Aula Magna		ACT as a Brief Intervention (1)- Strosahl (Workshop)		
Aula F		Treating Addiction with Co-Occurring Anxiety and Depression (2)- K. Wilson, Flynn, Schnetzer, Bordieri, Nassar, & Whiteman (Workshop)		
Aula B		Un, due, tre: Generazioni di psicoterapie cognitive-comportamentali a confronto (3)- Moderato, Sanavio, Sassaroli & DiDonna (Panel Discussion)	B R E A K	E' ora!!! Mindfulness and Acceptance e Commitment Therapy come un approccio innovativo ed efficace per i disturbi d'ansia in bambini e adolescenti (11)- Pergolizzi & Presti (Symposium)
Aula G	Peer Reviewed ACT Trainers - by invitation only	"My Client and I Just Seem to Get Stuck...": How to Foster Creative Hopelessness Creatively (4)- Sawyer & Brock (Workshop)		
Aula C		Translating Research to Practice: Exploring ACT Constructs in Youth and Families, and Informing Interventions (5)- Coyne, L. Hayes, Maher, A. Thompson, Livheim, & Theodore-Oklota (Symposium)	B R E A K	ACT in the Workplace (12)- Lloyd, Flaxman, & Bond (Symposium)
Aula A		ACT research in Health Contexts (6)- Costa, Pilipenko, Klinga, Ferreira, Vowles, & Karekla (Symposium)		Thank you, mind: Recent studies on components of mindfulness and defusion from Swansea University (13)- McHugh, Hassoulas, & Larsson (Symposium)
Aula D		ACT for Psychosis: Research and developments (7)- Morris, Johns, Oliver, Mitchell, McArthur, Pearson, & Tingey (Symposium)		Explorations in Philosophy (14)- Worrell & Sonntag (Symposium)
Aula E		Morning Mindfulness Training Group (A)- Martz (Workshop)		Innovations in the Assessment and Application of Values (8)- Smout, Sears, Oser, Tansey, Gillanders, & Sonntag (Symposium)
San Francesco Aula A2		Empowering your ACT practice with RFT (9)- M. Villatte, J. Villatte, & Monestes (Workshop)		
San Francesco Aula C2		Acceptance and Commitment Therapy (ACT): Finding Life Beyond Trauma for the Survivor and the Therapist(10)- Walsler & Pistorello (Workshop)		
Park (south of conf. bldg)	Yoga and ACT unite in Parma! (B)- Lawrence (Workshop)	Don't forget to sign into all sessions (except for lunch meetings) if you need CE credits or a certificate with the number of hours attended!		

Wednesday, July 13 (Afternoon)

	12:15pm-1:30pm	1:30pm-2:45pm	2:45pm-4:30pm	4:30pm-4:45pm	4:45pm-5:45pm	
ROOM	PLENARY		SESSIONS			
Aula Magna	Acceptance and the Treatment of Trauma (16)- <i>Walser</i> (Presidential Address)	L U N C H	ACT-Based Contextual Behavioral Supervision (17)- <i>Walser & Batten</i> (Workshop)			
Aula F			Taking your first steps in ACT by mastering the 'ACT Classics' (18)- <i>Gillanders & Ferreira</i> (Workshop)	B R E A K	ACT on Campus: Facilitating Psychological Flexibility for College Adjustment (27)- <i>Sandoz, Hebert, Kennison, & Quebedeaux</i> (Workshop)	
Aula B			Branche francophone de l'ACBS Meeting		Evolution for everyone, including contextual psychology: Interplay between evolution and contextual behavior science (19)- <i>Monestes, Biglan, D. S. Wilson, & S. Hayes</i> (Panel Discussion)	ACT for kids, adolescents and families: State of the art and future directions (28)- <i>Coyne, L. Hayes, Moderato, Livheim, & Pergolizzi</i> (Panel Discussion)
Aula G			ACBS Children, Adolescents and Families (SIG) Meeting		Self-as-Context, Acceptance, and Defusion in Self-Compassion and Human Liberation (20)- <i>Yadavaia & Jeffcoat</i> (Workshop)	The Role of the Self and Metaphors in Acceptance and Commitment Therapy: ACT Methods for the treatment of Bruxism, Social Anhedonia and Schizophrenia (29)- <i>Foody, Quirosa-Moreno, Luciano, & Alvarez Bejarano</i> (Symposium)
Aula C			ACT in Sierra Leone, West Africa Meeting		ACT for the Masses: How to create an ACT-based protocol for pretty much anything and everyone!(21)- <i>Curtin</i> (Workshop)	
Aula A	Via Video Conference (16)- <i>Walser</i> (Presidential Address)	L U N C H	Studies in Relational Frame Theory I (22)- <i>Hughes, Eisenbeck, Gil, Ruiz, & Viscaino</i> (Symposium)	B R E A K	HometownScience.org: Building Contextual Science for Everyone, I Hear the Sound of the Mississippi Delta (30)- <i>K. Wilson</i> (Invited Lecture)	
Aula D			A Hitchhikers Guide to the Matrix (23)- <i>Polk & Webster</i> (Workshop)		Developing an ACT-based group intervention for DBT graduates with personality disorder(31)- <i>Clarke & Bolderston</i> (Workshop)	
Aula E			Via Video Conference (16)- <i>Walser</i> (Presidential Address)		Implementing ACT: Observations from the field (24)- <i>Westrup</i> (Workshop)	Can ACT remedy work-related stress and burn out in various settings? (32)- <i>Karekla, Stabrinaki, Chianese, Sogge, & Montesinos</i> (Symposium)
San Francisco Aula A2					A New ACT Protocol for the Treatment of Interpersonal Disorders (25)- <i>McKay & Lev</i> (Workshop)	New developments in perspective taking research and theory: From acquisition patterns in children to self-as-context at work (33)- <i>Weil, Atkins, Newsome, Yadavaia, & Jeffcoat</i> (Symposium)
San Francisco Aula C2					A Holarchical analysis of the constituent parts of an ACT session: From ACT micro-skills to ACT micro protocols (26)- <i>Whitfield</i> (Workshop)	Walking the grid: Compassionate and flexible perspective taking on the lifeline (34)- <i>Franck</i> (Workshop)

Stop by the Conference Bookstore by the registration desk to purchase some discounted books, quantities are limited!
(Wednesday Bookstore hours: 10:30am - 4:45pm)

Thursday, July 14 (Morning)

	8:00am-8:50am	9:00am-11:00am	11:00am-11:15am	11:15am-Noon
ROOM	SESSIONS			
Aula Magna		ACT with Love (35)- Harris (Workshop)		
Aula F		Mindfulness & Meditation ACT Workshop (36)- Dahl & Livheim (Workshop)		
Aula B		IRAP: Do You Rap? Innovations in Translational and Applied Research on Complex Human Behavior (37)- Bordieri, Szabo, Kishita, & Ohtsuki (Symposium)	The Self, Dermot's Musings on the field, and the Future of RFT (46)- D. Barnes-Holmes, Foody, & Hughes (Symposium)	4 Ps: A Templative Framework for Describing/Explaining Human Experience (52)- Moderato (Invited Lecture)
Aula G		Research for Clinicians: Evaluating the Client-Therapist interaction with ... FAP (38)- Kanter (Invited Lecture)	ACT with Parents & Caregivers (47)- Cohen, Masuda, Miselli, & Stefanini (Symposium)	Owning your science values: Using philosophy as your compass (53)- Long & Szabo (Symposium)
Aula C		The Importance of Self in ACT (39)- Y. Barnes-Holmes, Luciano, Strosahl, & Blackledge (Panel Discussion)	Working with ACT: How using ACT in the workplace could transform... well, almost everything! (48)- Collis & Archer (Workshop)	Basal Exposure Therapy (BET): A new treatment model – or a cybernetic version of ACT? (54)- Heggdal & Jacobsen (Lecture)
Aula A	ACBS Board & Chapter Meeting - by invitation only	ACT with mothers and infants (40)- Hanieh (Workshop)	ACT for PTSD (49)- Dickson, Polk, & Adcock (Symposium)	"No offense dude, but what are you talking about?": Running ACT group programs with adolescents (55)- Curley (Workshop)
Aula D		Experiential avoidance as an emotion regulation process in different psychopathological symptoms (41)- Pinto-Gouveia, Matos, Dinis, Galhardo, & Gregório (Symposium)	Taking it to the Streets: Applying ACT Outside the Clinic (50)- Harvey, Malthus, & Pennato (Symposium)	New Findings in Randomized Trial Outcomes (56)- Paez, Gloster, & White (Symposium)
Aula E	Morning Mindfulness Training Group (A)- Martz (Workshop)	Increasing Academic Performance and Engagement (42)- Prevedini, N. J. Rodrigues, & Dumka (Symposium)	ACT in Groups (51)- Wright (Workshop)	Why should clinicians bother to learn RFT? (57)- Torneke (Invited Lecture)
San Francesco Aula A2		ACT in Practice 2.011: Case conceptualization in Acceptance and Commitment Therapy(43)- Bach & Moran (Workshop)		
San Francesco Aula C2		A Process-Focused Approach to Treating Disordered Eating from an ACT Perspective(44)- Sandoz, Manduchi, & Presti (Workshop)		
Park (south of conf. bldg)	Yoga and ACT unite in Parma! - Lawrence (Workshop)	Embodied ACT: Exploring Principles & Movement Practices from Martial Arts (45) Kleen & Koerner (Workshop)	Don't forget to sign into all sessions (except for lunch meetings) if you need CE credits or a certificate with the number of hours attended!	

10:00am -10:10am change sessions - NOT a coffee/tea break

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Thursday, July 14 (Afternoon)

	12:15pm-1:30pm	1:30pm-2:45pm	2:45pm-4:15pm	4:15pm-4:30pm	4:30pm-5:45pm	
ROOM	PLENARY		SESSIONS			
Aula Magna	Evolving the Future: Toward a Science of Intentional Change (58)- D. S. Wilson (Plenary)	L U N C H	Interdisciplinary ACT for Chronic Pain: A Primer and Skills-Based Workshop (59)- Vowles, M. Thompson, Sowden, S. Wilson, & Ashworth (Workshop)			
Aula F			ACT with Challenging Patients (60)- Strosahl (Workshop)			
Aula B		ACT Italia Meeting	Ask not what Exposure can do for ACT - Ask what ACT can do for Exposure (61)- B. Thompson, Wicksell, Luciano, Batten, & Ramnerö (Panel Discussion)	B R E A K	New directions in value assessment and intervention (69)- Nassar, Veage, Williams, & Flynn (Symposium)	
Aula G		ACBS UK Chapter Meeting	Supervising the ACT Therapist: Willingness, Responsibility, and Engaging the Challenges (62)- Oser, Sears, Walsler, & Westrup (Panel Discussion)		The importance of Teacher Wellbeing: An Experimental Evaluation of an ACT intervention for Middle School Teachers (70)- Hinds, Backen Jones, & Biglan (Symposium)	
Aula C		ACBS Sweden Chapter (Forming) Meeting	Acceptance and Commitment Therapy (ACT) for Psychotic Spectrum Disorders (63)- Pearson, Tingey, Bach, Mitchell, Morris, Oliver, & White (Panel Discussion)		The utility of ACT: Behavior regulation in parents, adolescents, and inpatient populations (71)- Reyes Ortega, Ramirez Cardenas, Ascencio Guirado, Páez-Blarrina, Padilla-Torres, & Lecomte (Symposium)	
Aula A		Via Video Conference (58)- D. S. Wilson (Plenary)	SIG German Speaking ACTivists (Forming) Meeting		ACTing Sport: A values-based protocol for training in sport (64)- Enea Filimberti & Maffini (Workshop)	Alternative approaches to delivering brief ACT treatments (72)- R. Lappalainen, P. Lappalainen, Hassinen, & Pots (Symposium)
Aula D			L U N C H		ACT in Italia - Simposio sulla ricerca clinica (65)- Rabitti, Oppo, Miselli, Zucchi, Leoni, & Anchisi (Symposium)	Exploring the Utility of the IRAP as a Measure of Depression, Disgust, and attitudes towards Mental Disorders: Examining the Relationship Between Experiential Avoidance, Self-Efficacy, and Anxiety Symptoms (73)- Nicholson, Hussey, & Odriozola (Symposium)
Aula E					Via Video Conference (58)- D. S. Wilson (Plenary)	Research in Derived Stimulus Relations (66)- Dack & Weil (Symposium)
San Francesco Aula A2			Improving your immediate ACT responses to clients using Functional Analytic Psychotherapy (FAP)(67)- Kanter (Workshop)			
San Francesco Aula C2			Experiential lab (68)- Torneke, M. Villatte, & J. Villatte (Workshop)			

Busing to Social Dinner & Follies is at 7:00 & 7:30pm - DON'T FORGET YOUR TICKET to get on the bus! (see map on back of program to see where to get on the bus)

7:00 & 7:30pm

Stop by the Conference Bookstore by the registration desk to purchase some discounted books, quantities are limited!
(Thursday Bookstore hours: 8:00am - 4:30pm)

Friday, July 15 (Morning)

	8:00am-8:50am	9:00am-10:30am	10:45am-11:00am	10:45am-Noon	
Room	SESSIONS				
Aula Magna		<p>What do people really value? Distinguishing between what people say they want and what they seem to unconsciously want (75)- <i>Ciarrochi, Bilich, & Williams (Workshop)</i></p>			
Aula F		<p>Overcoming Resistance and Motivating the Unmotivated (76)- <i>Harris (Workshop)</i></p>			
Aula B		<p>Using the Life Line and physical metaphors in conceptualization and treatment of chronic problems like pain and obesity(77)- <i>Dahl, Weineland, Wallin, Finnes, Thorsell, & Molin (Workshop)</i></p>			
Aula G		<p>ACT with Self-Compassion: Acceptance and compassion at the heart of ACT(78)- <i>Tirch & Schoendorff (Workshop)</i></p>			
Aula C		<p>Behavioral Activation (BA) and ACT (79)- <i>Kanter (Workshop)</i></p>			
Aula A		<p>ACT for Psychosis Skills Workshop: Recovery through psychological flexibility(80)- <i>Morris, Oliver, McArthur, White, & Mitchell (Workshop)</i></p>			
Aula D		<p>When it Gets Really Intrusive: The experience of OCD and Interventions from an ACT perspective(81)- <i>Brock & A-Tjak (Workshop)</i></p>			
Aula E		<p>Morning Mindfulness Training Group (A) <i>Martz (Workshop)</i></p>	<p>Improving your therapeutic skills through the better understanding of RFT (82)- <i>Luciano, Ruiz, & Paez (Workshop)</i></p>		
San Francesco Aula A2		<p>Using ACT in Health Contexts (83)- <i>Gregg, Ferreira, & Gillanders (Workshop)</i></p>			
San Francesco Aula C2		<p>Parent Training e ACT: Genitorialità come valore in situazioni difficili (84)- <i>Miselli & Pergolizzi (Workshop)</i></p>		<p>B R E A K</p>	<p>ACT e le dipendenze da sostanze: Dall'evitamento esperienziale ai valori (85)- <i>G. Zucchi & S. Zucchi (Workshop)</i></p>
Park (south of conf. bldg)	<p>Yoga and ACT unite in Parma! - <i>Lawrence (Workshop)</i></p>	<p>Don't forget to sign into all sessions (except for lunch meetings) if you need CE credits or a certificate with the number of hours attended!</p>			

Friday, July 15 (Afternoon)

	12:15pm-1:30pm	1:30pm-2:45pm	2:45pm-4:15pm	4:15pm-4:30pm	4:30pm-5:45pm
ROOM	PLENARY		SESSIONS		
Aula Magna	The role of experiential avoidance in paranoid thinking (86)- <i>Bentall (Plenary)</i>	L U N C H	Using Appreciation in the Psychological Flexibility Model (87)- <i>K.Wilson & Flynn (Workshop)</i>		
Aula F	Cultivating healing therapeutic relationships by combining ACT and FAP (88)- <i>Schoendorff, Manduchi, & Bolduc (Workshop)</i>				
Aula B	Mastering the Metaphor: An Experiential Workshop to learn and practice the art of using metaphors in psychotherapy (89)- <i>Ehrnstrom (Workshop)</i>				
Aula G		ACBS Board Meeting - by invitation only	Mode Deactivation Therapy (MDT): A Mindfulness Contextual Treatment Approach for Adolescents (90)- <i>Apsche & DiMeo (Workshop)</i>	B R E A K	ACT for Body Image concerns (97)- <i>Pearson, Cheval, Sandoz, & Jeanis (Symposium)</i>
Aula C			ACT: To take care of Yourself (91)- <i>Ebert (Workshop)</i>		Studies in Relational Frame Theory II (98)- <i>Hughes, Lopez, & Suarez-Aguirre (Symposium)</i>
Aula A	Via Video Conference (86)- <i>Bentall (Plenary)</i>	L U N C H	Challenge the simple cause and effect medical paradigm with ACT/RFT: Conceptualization and treatment planning for chronic illnesses from an ACT/RFT perspective (92)- <i>Lundgren & Pahnke (Workshop)</i>	B R E A K	Outcomes and Processes in Acceptance and Commit Therapy (ACT) for chronic pain: Does it work and is it different from traditional CBT? (99)- <i>Kemani, Vowles, & Wicksell (Symposium)</i>
Aula D			Body and Mindfulness Metaphors in Practice: ACT Consistent Experiential Exercises (93)- <i>O'Connell (Workshop)</i>		Increasing Adolescent Well-Being (100)- <i>Renner & Giardini Murta (Symposium)</i>
Aula E	Via Video Conference (86)- <i>Bentall (Plenary)</i>		La Fap nella pratica clinica: Fare la "differenza " nella relazione terapeutica (94)- <i>Manduchi, Pezzola, & Oppo (Workshop)</i>		ACT in Italia: Simposio ACT e bambini (101)- <i>Cattivelli, Berardo, Tirelli, & Ferroni (Symposium)</i>
San Francesco Aula A2			ACT for Parenting Groups: Methods, Measures, and Activities (95)- <i>Backen Jones & Hinds (Workshop)</i>		
San Francesco Aula C2		Train the trainers workshop: A step to support you in becoming an ACT trainer (96)- <i>Sonntag (Workshop)</i>			

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(Friday Bookstore hours: 8:00am - 2:45pm)

A. Morning Mindfulness Training Group

WORKSHOP (8:00-8:50am)

ACT - Skills / Mindfulness

Target Audience: All

Location: Aula E

JAN MARTZ, M.D., Dr. med, Psychiatrist & Psychotherapist, Winterthur, Switzerland

In this daily early morning mindfulness group, I will be offering a guided meditation (sitting on chairs or on the floor), followed by a short walking meditation and a period of sitting in silence. The function will be to foster present moment awareness, self as context

experience, acceptance and defusion processes as well as contacting personal values and preparing ourselves mindfully for a full conference day. CEs available each day.

Educational Objectives:

1. Use awareness of body sensations to become more present, open and focused.
2. Demonstrate thought recognition as thoughts happen and come back to present moment awareness.
3. Demonstrate sitting in silence before a busy day.

B. Yoga and ACT unite in Parma!

WORKSHOP (8:00-8:50am)

ACT - Skills / Yoga

Target Audience: All

Location: Park (outside)

GALI LAWRENCE, DClinPsych and registered yoga teacher, Private Practice Newcastle NSW Australia

-Bring a Yoga Mat or Towel with you-

Welcome to relaxing and restorative yoga. Each class will have a theme related to ACT concepts, including some ideas on how we can utilise yoga-the breath and movement-with our clients.

The word yoga means "union" in Sanskrit, the language of ancient India where yoga originated. We can think of the union occurring between the mind, body, and spirit. Yoga is typically thought of as a series of postures called asana, and yoga focuses on the dance between the breath and movement.

The first yoga session of this 3-part series of yoga classes will focus on using the combination of movement and the breath to facilitate mindfulness. The second yoga session will focus on facilitating acceptance. The third session will focus on facilitating self compassion with yoga.

You don't have to be flexible or fit, all you need is a willing attitude!

Educational Objectives:

1. Demonstrate how to get out of our minds and feel relaxed and connected to our body and spirit.
2. List some ideas on how yoga can be used for our own self care.

3. Demonstrate new yoga positions to potentially use with clients.

1. ACT as a Brief Intervention

WORKSHOP (9:00-Noon)

ACT - Clinical / Rapid Therapy Response, Strategic Interventions, Brief Therapy

Target Audience: Intermediate, Advanced, Clinical

Location: Aula Magna

KIRK STROSAHL, Ph.D., Central Washington Family Medicine

There are many settings in which time and access to the client is limited, such as schools, crisis services, hospitals and general practice clinics ACT has a number of clinical qualities that make it ideal for brief, powerful interventions. In this workshop, participants will be exposed to the underlying principles of brief strategic therapy. We will also examine how ACT interventions can be tailored to fit the demands of one or two session treatments. While there will be some lecture material presented, the majority of the workshop will be "hands on" role playing to demonstrate how to set up brief interventions using acceptance, mindfulness and values based actions.

Educational Objectives:

1. List the basic principles of brief strategic change theory.
2. Discuss the application of ACT principles to brief intervention.
3. Assess clinical strategies for identifying behavior change targets when applying brief interventions.

2. Treating Addiction with Co-Occurring Anxiety and Depression

WORKSHOP (9:00-Noon)

ACT - Clinical / Addiction

Target Audience: All

Location: Aula F

KELLY WILSON, Ph.D., University of Mississippi
 MAUREEN FLYNN, M.A., University of Mississippi
 LINDSAY SCHNETZER, University of Mississippi
 MICHAEL BORDIERI, M.S., University of Mississippi
 STEPHANIE NASSAR, B.A., University of Mississippi
 KERRY WHITEMAN, M.A., University of Mississippi

Substance use disorders remain among the most difficult to treat psychological problems. Psychologists often avoid this area. They frequently have minimal training in the treatment of substance abuse and relapse rates remain high even using our best-developed treatments. Avoiding the treatment of substance abusers is, however, nearly impossible due to the high rates of the difficulty, especially among those with co-occurring psychological problems, such as anxiety and depression. Multi-problem substance abusers often find themselves in systems of care that do not know quite what to do with them. The substance abuse professionals want the anxiety and depression treated first. The anxiety and depression providers want the substance abuse treated first. From an ACT perspective, these are not distinct disorders, they are simply different faces of the same

functional problems. In this workshop, we will examine, through the lens of the psychological flexibility model, what is known about the treatment of anxiety and depression and link that with the treatment of addictions. We will examine both mainstream behavioral technologies with more ACT specific approaches. Through experiential exercises, we will examine ways to understand the continuity between dramatic substance use problems and the problems experienced by the rest of the non-substance abusing population. By understanding how these processes operate in all of us, we will be better prepared to meet clients where they are and to provide more compassionate and effective care. Because of the continuity with other psychological problems, we will also be able to show the elements of established effective treatments that have been underused among individuals with substance use disorders.

Educational Objectives:

1. List reasons why ACT is a good fit for addictions treatment.
2. Describe the relevance of behavioral treatments for anxiety and depression to addiction treatment.
3. Utilize experiential exercises to come in contact with the difficulty of letting go of substances.

3. Un, due, tre: Generazioni di psicoterapie cognitivo-comportamentali a confronto

PANEL DISCUSSION (9:00-10:30am)

ACT – Clinical / Research and practice

Target Audience: Beginner, Intermediate, Advanced

Location: Aula B

PAOLO MODERATO, Ph.D., IULM MILANO, IESUM PARMA, ACT Italia

EZIO SANAVIO, Ph.D., University of Padova

SANDRA SASSAROLI, Studi Cognitivi, Milan

FABRIZIO DIDONNA, Italian Institute for Mindfulness, Vicenza, Italy

Le terapie cognitive-comportamentali di terza generazione si stanno diffondendo anche in Italia. Questa tavola rotonda mira a identificare e discutere i vantaggi e i limiti che al momento queste terapie presentano nel nostro Paese e come esse si inquadrano nella tradizione evidence-based delle terapie di seconda generazione che si è sviluppata negli ultimi decenni del secolo scorso. Verranno anche discussi le sfide che esse pongono sul piano applicativo e della ricerca e il milieu culturale italiano nel quale vanno inquadrare.

4. "My Client and I Just Seem To Get Stuck...": How To Foster Creative Hopelessness Creatively

WORKSHOP (9:00-Noon)

ACT - Skills / Skills Development

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula G

MARY SAWYER, Private Practice, Sydney, Australia

MARTIN BROCK, Sheffield Hallam University, Sheffield, UK

You may have done some ACT training and you are still not sure how to get the first couple of sessions

happening in real time. Some of the struggles therapists have with doing ACT are sometimes about what core processes to do, when and how to. Clients often enter therapy after struggling with "the problem" for a long time, sometimes, after seeing other therapists and attempting to use creative ways of getting rid of the problem. Language based social convention dictates that if we have unpleasant inner experiences, there is something wrong and must be changed. These culturally sanctioned problem solving rules teach us that in order to have healthy successful living, we have to control our private experiences and "the problem" will go away. Informed consent and Creative Hopelessness are considered to be the fundamental cornerstones for the practice of ACT. This workshop will give you the skills for how to get through the first couple of sessions focusing on Informed Consent, Creative Hopelessness and your client's rigid rules can be the source of the problem not the solution. Treatment involves having to face previously avoided experiences, and as ACT processes can be intense, the client has to be prepared for this by giving informed consent. With a mixture of presentation and experiential opportunities during the workshop, you will be guided by two experienced ACT therapists who will role-play demonstrations of these techniques, as well as conducting rounds, giving you close supervision during your practice.

Educational Objectives:

1. Describe how to prepare your clients for beginning ACT therapy by reviewing informed consent with them.
2. Design a guide for taking your client through Creative Hopelessness by drawing out examples from the client's history of unsuccessful attempts to fix their problem and gently questioning their workability.
3. Identify your client's favourite rigid rule/s about how they are meant to be in their lives.

5. Translating Research to Practice: Exploring ACT Constructs in Youth and Families, and Informing Interventions

SYMPOSIUM (9:00-10:30am)

ACT - Other / research, children, ACT, parenting

Target Audience: All

Location: Aula C

Co-Chair: LISA W. COYNE, Ph.D., Suffolk University

Co-Chair: LOUISE HAYES Ph.D., University of Melbourne

- Stop That, or I'll Lose My Temper: Relationships between Experiential Avoidance and Aggression in Youths
EDWARD MAHER, M.A., Suffolk University/Medical University of South Carolina
Lisa Coyne, Ph.D., Suffolk University
- Implications of Experiential Avoidance in Parenting: Child internalizing problems and maternal emotion regulatory strategy predict maternal stress
ALYSHA D. THOMPSON, M.A., Suffolk University
Kirstin L. Brown, Suffolk University
Lisa W. Coyne, Ph.D., Suffolk University

- ACT group treatment to improve youth psychosocial health – more specifically drug abuse, externalizing- and internalizing problems
FREDRIK LIVHEIM, Karolinska Institutet -Medical University, Stockholm, Sweden
- Linking ACT Constructs with Developmental Psychopathology: Maternal Emotion Suppression in a Diverse, At-Risk Population – Interrelations with Emotion Socializing Behaviors
Angela M. Burke Currie, M.A., Suffolk University
LISA W. COYNE, Ph.D., Suffolk University
- A Mindfulness-Based Program Aimed at Reducing the Impact of Relational Aggression
CHRISTINA THEODORE-OKLOTA, Ph.D., Bradley Hasbro Children's Research Center, Rhode Island Hospital and The Warren Alpert Medical School of Brown University
Susan Orsillo, Ph.D., Suffolk University

Though constructs of acceptance and mindfulness have been well-studied in adult populations, and these have underpinned important advances in intervention for a broad spectrum of psychological problems, research in children is still emergent. This symposium will present basic research on acceptance and mindfulness in youth and families. First, Thompson et al. will present data on the role of experiential avoidance on maternal stress and preschooler internalizing problems. Next, Currie, Coyne & Marks will discuss the relationship between maternal experiential avoidance and emotion socialization in mothers and preschoolers. In the third presentation, Maher, Coyne & Swenson will discuss the relationship between experiential avoidance and aggression in a middle school sample. In the fourth presentation Livheim will present results from a pilot-study using an ACT group protocol in Sweden for 15-18 year old teenagers sentenced to care within The National Board of Institutional Care (SiS). Data from three groups (n=10) suggests that this ACT treatment is of help regarding both externalizing and internalizing problems. Finally, Theodore-Okkota and Orsillo will present data on a mindfulness-based treatment aimed at reducing distress among those middle-school children targeted for relational aggression. Methodological issues, clinical implications, and potential areas of future research will be discussed.

Educational Objectives:

1. Describe how ACT principles come to influence children and adolescents in a variety of ways.
2. Compare how experiential avoidance influences aggression and relational aggression.
3. Assess the impact of experiential avoidance on parenting.

6. ACT research in Health contexts

SYMPOSIUM (9:00-10:30am)

ACT - Clinical / Health

Target Audience: All

Location: Aula A

Chair: NUNO FERREIRA, University of Edinburgh, UK

- The Mediation effect of Experiential Avoidance between Coping and Psychopathology in Chronic Pain
JOANA COSTA, Univesity of Coimbra, Portugal
Jose Pinto-Gouveia, University of Coimbra, Portugal
- What is the link between asthma patients' psychological acceptance and their illness control?
Maria Karekla, University of Cyprus, Cyprus
NATALYA PILIPENKO, Yeshiva University, New York
- Improving function and quality of life in adolescents with longstanding, debilitating pain – targeting psychological inflexibility and pain related worrying/distress
MARIE KLINGA, Karolinska University Hospital
Camilla Wiwe, Karolinska University Hospital
Matilde Hellberg, Karolinska University Hospital
Linda Holmström, Karolinska University Hospital
Gunnar L. Olsson, Karolinska University Hospital
Rikard K. Wicksell, Karolinska University Hospital
- ACT intervention for Irritable Bowel Syndrome – Preliminary data from a pilot study
NUNO FERREIRA, University of Edinburgh, UK
- Towards a more comprehensive understanding of effective psychological treatments for those with chronic pain
KEVIN VOWLES, The Haywood Hospital & Keele University
- Acceptance and Commitment Therapy for smoking cessation with high-risk adolescents: Lessons learned from a randomized clinical control trial
MARIA KAREKLA, University of Cyprus, Cyprus
Andria Christodoulou, University of Cyprus

In this symposium we will explore the role that ACT relevant concepts of Acceptance and Experiential Avoidance might have in several health conditions. We will also focus on the usefulness of ACT based interventions in several health-related conditions. Papers using diverse methodologies and analytical approaches will outline original clinical research in the fields of Chronic Pain, Irritable Bowel Syndrome, Asthma and Smoking cessation.

Educational Objectives:

1. Describe the state of current research regarding ACT interventions in health contexts.
2. Discuss the mechanisms of action of ACT in health contexts.
3. Compare different ACT approaches to resolving problems in health contexts.

7. ACT for psychosis: Research and developments

SYMPOSIUM (9:00-10:30am)

ACT - Clinical / Psychosis

Target Audience: Intermediate, Advanced, Clinical, Research

Location: Aula D

Chair: ERIC MORRIS, South London & Maudsley NHS Foundation Trust/ Institute of Psychiatry, King's College London, UK

- ACT for distressed voice hearers: a multiple-baseline study
ERIC MORRIS, South London & Maudsley NHS Foundation Trust/ Institute of Psychiatry, King's College London, UK
Emmanuelle Peters, Institute of Psychiatry, King's College London UK

Philippa Garety, Institute of Psychiatry, King's College London UK

- Group Acceptance and Commitment Therapy (ACT) for Psychosis.

LOUISE C JOHNS, South London & Maudsley NHS Foundation Trust/ Institute of Psychiatry, King's College London, UK

ERIC MORRIS, South London & Maudsley NHS Foundation Trust/ Institute of Psychiatry, King's College London, UK

JOSEPH OLIVER, South London & Maudsley NHS Foundation Trust/ Institute of Psychiatry, King's College London, UK

Majella Byrne, South London & Maudsley NHS Foundation Trust/ Institute of Psychiatry, King's College London, UK

Candice Joseph, South London & Maudsley NHS Foundation Trust/ Institute of Psychiatry, King's College London, UK

- Integrating an Act Approach within a Psychiatric Rehabilitation Service.

GORDON MITCHELL, NHS Fife, UK

AMY MCARTHUR, NHS Fife, UK

- Acceptance and Commitment Therapy for Psychotic Spectrum Disorders: An 18-Session Group Protocol.

ADRIA N. PEARSON, VA Long Beach Medical Centre, California USA

RICHARD TINGEY, VA Long Beach Medical Centre, California USA

This symposium will have presentations of research into the efficacy and effectiveness of ACT for psychosis, as well as descriptions of developments for ACT in psychiatric rehabilitation, acute inpatient and community mental health settings.

Educational Objectives:

1. Discuss the state of current research on the application of ACT in helping people recover from psychosis.
2. Compare approaches to developing traditional ACT protocols for the needs of people with psychosis to developing ACT protocols in various other treatment settings.
3. Describe challenges in researching ACT processes with a population with psychosis.

8. Innovations in the Assessment and Application of Values

SYMPOSIUM (9:00-10:30am)

ACT - Other / Values, Measures, Assessment, Theory

Target Audience: Intermediate, Clinical, Research

Location: Aula E

Chair: MATTHEW SMOUT, Ph.D., Centre for Treatment of Anxiety and Depression

- Development of the Valuing Questionnaire
MATTHEW SMOUT, Ph.D., Centre for Treatment of Anxiety and Depression
Matthew Davies, Ph.D., University of Adelaide
- New directions for values assessment: Theory and the demands of clinical and research agendas
KATIE SEARS, Ph.D., National Center for PTSD, VA Palo Alto Health Care System
MEGAN OSER, Ph.D., Center for Health Care Evaluation, VA Palo Alto Health Care System & Stanford University School of Medicine
Robyn Walsler, Ph.D., National Center for PTSD, VA Palo Alto Health Care System

- Exploring the relevance of values to clinical interventions, especially those with Mentally Disordered Offenders

LOUISE TANSEY, D.CLIN.PSYCHOL, NHS Lothian

DAVID GILLANDERS, DCLINPSY, The University of Edinburgh

- Value-directed living and the selection of behavioural groups

RAINER F. SONNTAG, Private Practice

This symposium will discuss the development and validation of the Valuing Questionnaire and review measures that stem from hypothesized mechanisms of change in ACT with the aim of identifying potentially important assessment domains for both clinical and research use. Using values-focused measures in forensic settings can be associated with several challenges. Data and a discussion of those challenges will be addressed. This talk will weave together different lines of thought connecting valued behavior and gene selection with the traditional and emerging areas of behavior analysis.

Educational Objectives:

1. Identify central values assessment domains for clinical and research needs.
2. Explain the connection between values assessment domains and hypothesized mechanisms of change in ACT.
3. Identify specific challenges for values assessment and analyze potential solutions.

9. Empowering your ACT practice with RFT WORKSHOP (9:00-Noon)

RFT - Clinical / ACT-clinical

Target Audience: Beginner, Intermediate, Advanced

Location: San Francisco-Aula A2

MATTHIEU VILLATTE, Ph.D., University of Nevada, Reno

JENNIFER L. VILLATTE, M.A., University of Nevada, Reno

JEAN-LOUIS MONESTES, Hopital Ph. Pinel, Amiens, France

This workshop is an invitation to take a journey through the main ACT processes with RFT as your guide. Although the relationships shared by research and application are relatively close in ACT-RFT, it is not always easy for clinicians to see what RFT brings to their understanding of ACT and to what extent learning about RFT is relevant to their daily practice. While this is partly due to the complexity of RFT and its experimental procedures, it is possible to quickly learn how the fundamental principles apply to clinical issues and techniques. This way, clinicians can understand RFT, not simply to satisfy their intellectual curiosity, but to gain more flexibility in their practice (i.e. applying and creating functional methods without having to follow a rigid protocol).

Each axis of the Hexaflex model will be discussed in relation to basic principles with both experimental studies and concrete clinical examples. This will help clinicians who have difficulties or have never read about RFT to use this theoretical background in their practice. It will also help trainers who want to infuse RFT in their ACT workshops to

find simple and useful ways of enhancing their presentation.

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Educational Objectives:

1. List the basic RFT principles operating at the core of ACT processes.
2. Analyse a clinical interaction using RFT principles.
3. Utilize RFT to create and implement novel ACT techniques.

10. Acceptance and Commitment Therapy (ACT): Finding Life Beyond Trauma for the Survivor and the Therapist

WORKSHOP (9:00-Noon)

ACT - Clinical / PTSD

Target Audience: Intermediate, Clinical

Location: San Francesco-Aula C2

ROBYN D. WALSER, TL Consultation Services/NCPTSD

JACQUE PISTORELLO, University of Nevada, Reno

Many individuals who have been diagnosed with PTSD or have experienced trauma are struggling with difficult memories, painful feelings and unwanted thoughts and they take great efforts to avoid these private experiences. Trauma can have a powerful negative impact in individual's lives. Therapists, too, can come to feel overwhelmed, burnt-out and discouraged by the repeated and often horrific stories of trauma. Avoidance can begin to play a role in therapist's life. Acceptance, an alternative to avoidance, can create a new context from which the trauma survivor and therapist may view the world and the self. This workshop will focus on use of acceptance and mindfulness techniques and on re-committing to values following trauma. We will also explore the clinician's experience of working with traumatized individuals and personal impact and how ACT applies to the therapist when working in the field of PTSD.

Educational Objectives:

1. Describe the process of experiential avoidance as it relates to trauma.
2. Describe the application of ACT with trauma survivors with a particular focus on values lost as a result of the trauma.
3. Utilize experiential exercises to demonstrate the implementation of ACT to reduce burn-out in working with trauma survivors.

Wednesday Morning 10:45am

11. E' ora!!! Mindfulness and Acceptance e Commitment Therapy come un approccio innovativo ed efficace per i disturbi d'ansia in bambini e adolescenti

(IT'S TIME!!! Mindfulness and acceptance commitment therapy as new effective innovative approach to anxiety disorders in the children and adolescents)

SYMPOSIUM (10:45-Noon)

ACT – Clinical / Kids and Adolescent

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula B

Chair: FRANCESCA PERGOLIZZI, Ph.D., HUMANITAS Milano

- Incrementare la disponibilità verso l'esperienza delle ossessioni: Acceptance and Commitment Therapy (ACT) come componente di un trattamento per il disturbo ossessivo-compulsivo di una giovane (Increasing willingness to experience obsessions: acceptance and commitment therapy (ACT) as a part of treatment for obsessive-compulsive disorder in a young girl)
Elena Campanini, HUMANITAS Milano
- "Non sono capace di: ACT e depressione nell'età dello sviluppo" ("I'm not able to": ACT and depression during the age of development)
FRANCESCA PERGOLIZZI, Ph.D., HUMANITAS Milano
- Acceptance and commitment therapy nel protocollo del trattamento cognitivo-comportamentale dell'OCD in età evolutiva: un caso clinico (Acceptance and commitment therapy in the cognitive-behavioral treatment protocol of evolutive age OCD: a case study)
Margherita Torrini, Psy.D., IESCUM; ASCCO; Neuropsichiatria Infantile e Centro per l'autismo in La Spezia
FRANCESCA PERGOLIZZI, Ph.D., IESCUM, ASCCO, HUMANITAS
- Fobia sociale infantile: applicazione dell'ACT in un caso clinico (Childhood social phobia: application of ACT to a single case)
Valentina Cazzoli, HUMANITAS Milano
- Integrare ACT e altre strategie comportamentali per trattare il fallimento scolastico (Combining ACT and other behavioral strategies to treat school failure)
Gaia Oldani, IESCUM; Humanitas
GIOVAMBATTISTA PRESTI, M.D., Ph.D., IULM Milano, IESCUM Parma

L'ACT (Acceptance and Commitment Therapy) agisce sulla sfera cognitive umana creando spazi per espandere il repertorio comportamentale umano oltre i confini che ne restringono il funzionamento individuale. In aggiunta aiuta a ridurre le barriere all'implementazione di strategie comportamentali aggiuntive mirate ad indirizzare in maniera focalizzata i pattern comportamentali disfunzionali dell'individuo. Presenteremo un numero di casi clinici in cui nel lavoro su clienti pre-adolescenti e adolescenti è stato utilizzato un quadro di riferimento più ampio offerto dall'ACT e nel cui contesto sono state inserite tecniche comportamentali più tradizionali. Sessioni ACT su emozioni, meccanismi di funzionamento della mente e valori hanno aiutati i clienti a focalizzarsi sul momento presente e ad elaborare diverse strategie d'azione e implementarle alla luce dei propri valori, abbassando così le barriere al cambiamento. Per fare in modo che i clienti beneficiassero delle opportune contingenze nel momento presente a scuola e a casa un certo numero di tecniche comportamentali sono state anche utilizzate. L'ACT ha aiutato a ridurre le barriere al cambiamento e a innescare un circolo virtuoso rapidamente e a mantenere i positivi risultati nell'ambiente scolastico e in quello familiare.

ACT (Acceptance and Commitment Therapy) works on human cognition, by creating spaces for expanding behavioural repertoires beyond the

boundaries that restrict individual functioning. In addition it helps lowering barriers to implementing additional behavioural strategies that might directly address individual dysfunctional behavioural patterns.

In clinical work with children it's important to integrate acceptance commitment methods with traditional existing child treatments. There are few innovative programs combining acceptance, mindfulness working with games, drawings, song, drama, stories, video, playtherapy in developmentally appropriate and effective ways. We present a number of clinical cases with children pre-adolescents and adolescents where ACT strategies were framed in a larger context and other behavioural techniques were used.

ACT sessions on emotions, mechanisms of mind functioning and values helped the clients in focusing on the present moment and on elaborating different strategies to work in the light of their values., thus lowering barriers to change. To let patients benefit from the proper contingencies in the present moment a functional analysis of contingencies at home and at school a number of additional behavioural techniques were used. ACT helped lowering barriers to change and a virtuous circle was rapidly generated and maintained also by positive results at school and in the family environment.

12. ACT in the Workplace

SYMPOSIUM (10:45-Noon)

ACT - Other / Working populations

Target Audience: Beginner, Intermediate, Advanced, Research

Location: Aula C

Chair: JO LLOYD, Ph.D., Goldsmiths, University of London

- ACT for Emotional Burnout in Human Services Workers
JO LLOYD, Ph.D., Goldsmiths, University of London
FRANK BOND, Ph.D., Goldsmiths, University of London
- Acceptance and Commitment Training at Work: An Overview of a Three-Session Protocol
PAUL FLAXMAN, Ph.D., City University, London
- The Work-Related Acceptance and Action Questionnaire (WAAQ); preliminary psychometric properties
FRANK BOND, Ph.D., Goldsmiths, University of London
JO LLOYD, Ph.D., Goldsmiths, University of London
Nigle Guenole, Goldsmiths, University of London

This symposium includes three papers illustrating recent and innovative developments in the field of Acceptance and Commitment Therapy (ACT) as applied to the workplace. The first paper will present a study examining the effectiveness of an ACT workplace intervention for improving health and wellbeing in human service employees. Findings will be discussed in terms of their immediate implications, as well as their broader significance within the ACT research arena. The second paper will describe a new ACT protocol designed specifically for training within working populations. The presentation will provide an overview of the content of this ACT worksite program, the style of delivery, and some of the common challenges that have been faced when

implementing ACT in the workplace. The final paper will describe the initial development of the work-related acceptance and action questionnaire (WAAQ). The design process for the measure will be described, followed by the final measure's factor structure and psychometric properties.

Educational Objectives:

1. Discuss research findings relating to ACT as applied to the workplace.
2. Design and apply ACT clinical procedures for use within working populations.
3. Analyze maladaptive workplace behaviors in ACT-specific terms.

13. Thank you, mind: Recent studies on components of mindfulness and defusion from Swansea University

SYMPOSIUM (10:45-Noon)

ACT - Other / Mindfulness, Defusion

Target Audience: Intermediate, Clinical, Research

Location: Aula A

Chair: ANDREAS LARSSON, Swansea University

- The effect of mindfulness on extinction and behavioural resurgence
LOUISE MCHUGH, Ph.D., Swansea University
Jonathan Procter, Swansea University
Michaela Herzog, Swansea University
Anne-Kathrin Schock, Swansea University
Phil Reed, Swansea University
- Rule-Governed Behaviour and Instructional Control in relation to Obsessive-Compulsive Behavioural Traits
ATHANASIOS HASSOULAS, Swansea University
Louise McHugh, Swansea University
Phil Reed, Swansea University
- "I'm having the thought that this is an irrational thought" - defusion vs. cognitive restructuring as coping strategies for negative thoughts.
ANDREAS LARSSON, Swansea University
Emily Broadbridge, Swansea University
Charlotte Swithenbank, Swansea University
Caitlin Harker, Swansea University
Louise McHugh, Swansea University

The current symposium consists of three papers from Louise McHugh's lab at Swansea University, UK within the unifying field of concern which is the empirical testing of core processes in acceptance and commitment therapy. The first paper investigated the effects of mindfulness on behavioural extinction and resurgence. The second paper investigates contingency and rule governed behaviour were among individuals exhibiting varying Obsessive-Compulsive behavioural traits. The final paper examines the effect of three different IT-aided strategies of dealing with distressing cognitions: suppression, examining the thought in a cognitive restructuring fashion and defusion as mediated by willingness. The findings from all studies show the effects of mindfulness components -the left side of the psychological flexibility model on both overt and covert behaviour.

Educational Objectives:

1. Describe the effect of mindfulness on resurgence.

2. Compare second and third wave interventions when using a novel mode of service delivery.
3. Discuss further investigation of the effects of mindfulness on rule-following and compulsive behaviours in OCD.

14. Explorations in Philosophy

SYMPOSIUM (10:45-Noon)

ACT - Other / Existential-Phenomenology & ACT, Functional Contextualism, Philosophy

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula D

Chair: MICHAEL WORRELL, Ph.D., Royal Holloway University of London CNWL NHS Trust

- Existential Dimensions of ACT: Valuing

Existential Tensions

MICHAEL WORRELL, Ph.D., Royal Holloway University of London CNWL NHS Trust

- ACT and existentialism
RAINER F. SONNTAG, Private Practice

This presentation will discuss the role of existentialism in ACT, functional contextualism, and behavior therapies, especially with the focus of "valuing." A presentation of theorists regarding existentialism and ACT will be discussed: the pure self, self-determination, and commitment – for good and for bad.

Educational Objectives:

1. Analyze some of the possible roots of ACT-consistent thinking in European philosophy and thereby provide an example that illustrates the depth of ACT.
2. Discuss values work, and how this might be enriched through an understanding of the existentially derived concept of existence tensions.
3. List areas of convergence and divergence between ACT and existential-phenomenology as this is expressed in contemporary existential analysis.

15. Prevention and Treatment of Perinatal Depression (PND)

SYMPOSIUM (10:45-Noon)

ACT - Clinical / postpartum depression

Target Audience: Intermediate, Clinical, Research

Location: Aula E

Chair: MAURO MAURI, M.D., Department of Psychiatry, University of Pisa, Italy

- Prevalence, incidence, recurrence and new onset of perinatal depression. The Italian Experience.
MAURO MAURI, M.D., Department of Psychiatry, University of Pisa, Italy
SUSANNA BANTI, M.D., Department of Psychiatry, University of Pisa, Italy
ANNALISA OPPO, D.PSYCH., Department of Psychiatry, University of Pisa, Italy; Department of Psychology, University of Parma, Italy
CHIARA BORRI, M.D., Department of Psychiatry, University of Pisa, Italy;
- Risk factors for postpartum depression
ANNALISA OPPO, D. PSYCH, Department of Psychiatry, University of Pisa, Italy; Department of Psychology, University of Parma, Italy

MAURO MAURI, M.D., Department of Psychiatry, University of Pisa, Italy

CHIARA BORRI, M.D., Department of Psychiatry, University of Pisa, Italy

SUSANNA BANTI, M.D., Department of Psychiatry, University of Pisa, Italy

- Treating Perinatal Depression: from Interpersonal Psychotherapy to ACT

SARA PEZZOLA, D.PSYCH., ASCCO, Parma

ANNALISA OPPO, D.PSYCH., Department of Psychiatry, University of Pisa, Italy, Department of Psychology, University of Parma, Italy

GIOVAMBATTISTA PRESTI, M.D., IULM, Milano, Italy

FRANCESCA PERGOLIZZI, IESCUM, Parma, Italy

- Acceptance and commitment therapy and case treatment: a case report

CHIARA MANDELLI, D. PSYCH., HUMANITAS, MILANO

PAMELA CORTINOVIS, D. PSYCH., HUMANITAS, MILANO

SIMONA GIOVANDITTI, D.PSYCH, HUMANITAS, MILANO

SARA PEZZOLA, ASCCO, Parma

Giovambattista Presti, M.D., IULM, Milano, Italy

Perinatal depression (PND) is a particular challenge to clinicians. Poorly defined and with uncertain aetiology, it frequently goes unrecognised because of the overlap with pregnancy and depression symptoms. Recent literature suggests that perinatal mood disorders are not culturally bound: they affect women in every society and from every socioeconomic background (O'Hara & Swain, 1996). These disorders represent risks for the whole family, inhibiting the woman's ability to perform daily activities, to bond with her infant and to relate to the infant's father (Beck, 1995).

This symposium aims to discuss prevalence rates of PND, to describe the risk factors associated with PND, to describe evidence based non-pharmacological treatment for PND and finally to describe an ACT consistent treatment for PND.

Educational Objectives:

1. Discuss the prevalence rates of PND and their causes.
2. List the risk factors associated with PND.
3. Describe an ACT consistent treatment for PND.

Wednesday Afternoon 12:15pm

16. Acceptance and the Treatment of Trauma: Vitality, Compassion, and Presence in the Midst of a Disorderly World

PRESIDENTIAL ADDRESS (12:15-1:30pm)

ACT - Clinical / Trauma

Target Audience: All

Location: Aula Magna

ROBYN D. WALSER, Ph.D., National Center for PTSD

Introduction by FRANK BOND, Ph.D., Univ. of London

Many individuals who have experienced a trauma have lost something valuable, the orderliness of their life. The fallout from this loss of orderliness includes long standing problems and struggles with traumatic memories, painful feelings and unwanted thoughts.



Lives are sacrificed in efforts to eliminate this painful fallout. The pain of the trauma lives on long after it has ended and a sense of self that is whole and acceptable is lost. It seems, there are only a few things that can be found inside of this dilemma that can bring wholeness back: the case for acceptance and compassion.

Educational Objectives:

1. Participants will be able to describe how acceptance may be useful in the treatment of trauma.
2. Participants will be able to describe how language processes that are involved in creating orderliness can actually be problematic.
3. Participants will be able to assess the utility of using ACT to treat trauma.

Wednesday Lunch 1:30-2:45pm

Feel free to eat outside, at hallway tables, in the Downstairs Lounge, in Aula Magna, Aula F, Aula E, or Aula D. Or, of course, you can attend one of the lunch meetings below. Please just clean up when you're finished.

Wednesday Lunch Events 1:45-2:30pm

**ASSOCIATION FRANCOPHONE POUR UNE SCIENCE
COMPORTEMENTALE CONTEXTUELLE – BRANCHE
FRANCOPHONE DE L'ACBS**

Meet & Greet Planning Meeting

Target Audience: All interested in the French-Speaking Chapter.

Location: Aula B

JEAN-LOUIS MONESTES, Ph.D., University Psychiatry Unit, Amiens

La branche francophone de l'ACBS vient d'être créée ! Cette réunion sera l'occasion de faire connaissance pour tous les membres parlant français. Si vous comprenez ces lignes, joignez-vous à nous! Bring your lunch!

**ACBS CHILDREN, ADOLESCENTS AND FAMILIES SPECIAL
INTEREST GROUP (CAF SIG)**

Meet & Greet Planning Meeting

Target Audience: All interested in the CAF SIG.

Location: Aula G

LISA COYNE, Suffolk University; LOUISE HAYES, University of Melbourne

Our new SIG is up and running. How can we serve you? The purpose of this first meeting is to briefly describe our SIG and to initiate a discussion of what might be accomplished by such development. Bring your lunch!

SIG Mission/ Objectives: To promote rigorous empirical investigation of both basic processes and applications of ACT- and RFT-based work to children, adolescents, and their families and teachers; To encourage collaboration and mutual support of work with children, adolescents, and families through the development of an international community of researchers and clinicians in the ACT community; To foster communication between researchers and clinicians who are interested in working with youths and families through an active listserv and therapy consultation

groups; To link this work to public health initiatives to foster nurturing communities for children, teens, and families.

ACT in Sierra Leone, West Africa

Informational and Planning Meeting

Target Audience: All people interested in the ACT project in Sierra Leone.

Location: Aula C

BEATE EBERT, Private Practice, JOANNE DAHL, University of Uppsala

People can asking questions about the project, see what it would involve to participate yourself as a trainer or supporting the project in any other way. Those interested in projects in other developing countries also welcome to attend and share ideas/experiences. Bring your lunch!

Wednesday Afternoon 2:45pm

**17. ACT-Based Contextual Behavioral
Supervision**

WORKSHOP (2:45-5:45pm)

ACT - Clinical / Supervision / Training

Target Audience: Intermediate, Advanced, Clinical

Location: Aula Magna

ROBYN D. WALSER, Ph.D., National Center for PTSD; Palo Alto, CA, USA

SONJA V. BATTEN, Ph.D., VA Central Office; Washington, DC, USA

Supervision in Acceptance and Commitment Therapy is vital to learning to competently use this treatment model. In order to be an effective supervisor in this model, 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. Thus, working with the supervisee on personal acceptance and commitment, while also pointing to the parallel processes for the client can be a powerful training tool. Strategies for providing quality supervision that is ACT-consistent and compassionate will be presented. This workshop will begin with a discussion of the relevance of the experience of emotion in ACT-based supervision. Suggestions will be made for shaping the ability of therapists in training to willingly experience and express emotion, with clarification of appropriate supervisory boundaries. This didactic discussion will be followed by multiple role plays and experiential exercises in which attendees will practice different ways of responding to challenging content in a supervisory setting.

Educational Objectives:

1. Discuss the theoretical basis for including emotions in the psychotherapy supervision process.
2. Describe how to focus on acceptance of emotion and thoughts, both within the supervisee's experience and the client's experience.
3. Describe how to help supervisees assess the cost of avoidance as it relates to their own and to their clients' lives, as well as the process of psychotherapy.

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18. Taking your first steps in ACT by mastering the 'ACT Classics'

WORKSHOP (2:45-4:30pm)

W ACT - Skills / ACT skill development

E *Target Audience: Beginner*

D *Location: Aula F*

N DAVID GILLANDERS, University of Edinburgh
S NUNO FERREIRA, University of Edinburgh

A So; you have read some ACT books and papers, you've attended an experiential introduction to ACT. You have a sense of the model from the inside as well as knowing it conceptually....and then you are sat with a client and are unsure how to use what you have learned. If this sounds familiar to you, welcome! My experience of my initial learning in ACT was of a powerful personal learning experience and yet I found there was an 'application gap'. Something that really helped me was to see on DVD some of the 'ACT Classics' being delivered, such as "The Passengers on the Bus", 'The Man in the Hole', 'Joe the Bum', as well as the use of 'physicalizing gestures' to embody and experientially describe key processes such as defusion and willingness. ACT is not a technical approach that can be taught at the level of technique. It's important for therapists to understand the function(s) of the moves they make in therapy. I do believe however, that there is a useful developmental step in learning how to deliver the ACT classics in a relatively technique focussed manner. In this workshop you will observe and practice using some ACT classic moves. You will learn why we use them and when (their function), and you will experience how it feels to participate in these 'moves' from a client perspective. You will get coaching and feedback on your use of these intervention strategies and a chance to discuss with other learners what has worked well for you and for them in taking your first steps in ACT.

Educational Objectives:

1. Describe a developmentally stepped approach to learning ACT.
2. Assess the delivery of ACT interventions using ACT-related concepts.
3. Discuss the functional properties of ACT classic moves.

19. Evolution for everyone, including contextual psychology: Interplay between evolution and contextual behavior science

PANEL DISCUSSION (2:45-4:30pm)

Other / Theory of Evolution

Target Audience: Beginner, Intermediate, Advanced, Research

Location: Aula B

JEAN-LOUIS MONESTES, Ph.D., University Psychiatry Unit, Amiens

ANTHONY BIGLAN, Ph.D., Oregon Research Institute

DAVID SLOAN WILSON, Ph.D., University of Nevada, Reno

STEVEN HAYES, Ph.D., Binghamton University (State University of New York)

Evolution has much to offer to the study of complex systems, from species to groups and cultural

practices, among which the organisation of human behaviors. Selectionism stands among the roots of contextual psychology and has been foreseen as central to understand human behavior since Skinner (1981).

Through adaptation, variation and selection, the theory of evolution represents a powerful theoretical framework for a contextual approach of psychology. Conversely, Relational Frame Theory and Acceptance and Commitment Therapy can find their place in a multilevel selection theory, and jointly help to understand how behaviors reproduce and vary, what select them, and how to influence them to solve human problems.

From theoretical avenues to applications on individual and cultural levels, this panel will set the occasion for researchers of both traditions to discuss the crossroads of evolutionary thinking and contextual study of human behavior.

Educational Objectives:

1. List the principal mechanisms in evolutionary theory.
2. List the concepts common to evolutionary theory and contextual psychology.
3. Discuss the concepts of evolution that can be useful in psychology.

20. Self-as-Context, Acceptance, and Defusion in Self-Compassion and Human Liberation

WORKSHOP (2:45-4:30pm)

ACT - Clinical / self-compassion

Target Audience: Beginner, Intermediate, Clinical

Location: Aula G

JAMIE YADAVAIA, University of Nevada, Reno

TAMI JEFFCOAT, University of Nevada, Reno

Most generally, the ACT approach may be regarded as a model of psychological flexibility, and therefore ACT embraces conceptual tools and techniques that enhance flexibility, for example around self-conceptualizations and difficult emotional experiences. Such tools may, then, be useful in liberating individuals from maladaptive processes (such as self-objectification, as manifested in fusion with harsh self-criticism and in self-punishment), thus freeing them to explore and pursue valued directions. This combination didactic/experiential workshop will explore the ways in which self-compassion supports and is supported by ACT processes. We will explore the role acceptance of emotions may play in self-kindness and self-soothing and how self-compassion may engender acceptance. We will also address how defusion may be useful in freeing oneself from self-criticism and maladaptive perfectionism. In emphasizing the role of self-as-context and perspective-taking, we will explore how a sense of self as experiencer (i.e., the place from which pain is felt and from which meaning is discovered and beheld) may support self-compassion.

Educational Objectives:

1. List ways of using acceptance of difficult emotions and defusion from self-criticisms to foster self-compassion in clients.

2. Describe how perspective-taking and self-as-context may be used clinically to enhance self-compassion.
3. Describe how to empower clients to contact and pursue values through self-compassion work.

21. ACT for the Masses: How to create an ACT group-based protocol for pretty much anything and everyone!

WORKSHOP (2:45-5:45pm)

ACT - Clinical / Groups

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula C

AISLING CURTIN, M.Sc., St. Patrick's University Hospital & ACT Eire

Group-based ACT programs are an important means of bringing ACT to as many people as possible ensuring optimal service delivery. Aisling has designed and/or delivered ACT and Mindfulness-based groups in multiple settings including hospital, education, community, private, public, cancer-care, transitional, weight-loss, addictions and professional settings. This workshop serves as a guide to creating and maintaining flexible and workable groups for anyone and everyone. A number of protocols, MP3s and "group packs" will be made available to attendees.

Educational Objectives:

1. Describe factors involved in the creation of flexible and workable groups.
2. Describe how to establish ACT group protocols.
3. Assess how and when to deviate from protocols in order to ensure optimum flexibility and workability in the service of your target audience.

22. Studies in Relational Frame Theory I

SYMPOSIUM (2:45-4:30pm)

RFT - Research / Suppression, Hierarchy, Analogies, Defusion

Target Audience: Intermediate

Location: Aula A

Chair: SEAN HUGHES, National University of Ireland, Maynooth

- Transference of suppression functions through equivalence relations
NIKOLETT EISENBECK, Universidad de Almería
- Analysis of the processes involved in the transformation of functions in accordance with the relational frame of hierarchy
ENRIQUE GIL, Universidad de Almería
- Analysis of the conditions that facilitate the derivation of analogies and metaphors
FRANCISCO RUIZ, Universidad de Almería
- A RFT analysis of the transformations of functions involved in defusion exercises
ROSA M. VIZCAINO, Universidad de Almería

The current symposium contains four papers, which focus on the topics of thought suppression, hierarchical relational responding, analogical reasoning and defusion. All of the research is conducted and discussed within the conceptual framework of RFT.

Educational Objectives:

1. Discuss cutting-edge RFT work on the direct and derived transfer and transformation of stimulus function.
2. Analyze the basic RFT research relation to applied real-world issues particularly relevant to Acceptance and Commitment Therapy (e.g. thought suppression/ hierarchical relating/ Defusion).
3. List the negative effects of thought suppression.

23. A Hitchhikers Guide to the Matrix

WORKSHOP (2:45-4:30pm)

Other / Sorting

Target Audience: All

Location: Aula D

KEVIN POLK, The Psychological Flexibility Group
MARK WEBSTER, Flexible Minds

The Matrix boils down to two sorting tasks. In this workshop we will review how to engage others in these sorting tasks, including how to start with simply the Away and Toward sort, and how to blend in the Sensory and Mental Experiencing sort. After the introduction we will have the audience participate in creating sorting tasks that would fit the contexts in which they work. As always, the aim is to increase psychological flexibility and increase the probability of useful behaviors for valued living.

Educational Objectives:

1. Describe how Sorting is a valuable exercise in promoting psychological flexibility.
2. Discuss how facilitators can do their own sorting for remaining psychologically flexible.
3. List some of the basic relations between sorting and RFT.

24. Implementing ACT: Observations from the field

WORKSHOP (2:45-4:30pm)

ACT - Clinical / Training

Target Audience: Intermediate, Advanced

Location: Aula E

DARRAH WESTRUP, Ph.D., Private Practitioner, VA PAHCS Consultant

This advanced workshop is for those interested in enhancing their ability to conduct ACT and for those who are training and/or supervising others. The fact that ACT is a well-formulated and coherent therapy does not mean it is easy to learn or teach. Therapists new to ACT can expect discomfort to come along for the ride, with confusion and uncertainty tsk, tsking over one's shoulder. However, there are common pitfalls and mistakes that can be avoided (or at least rectified), and ways to work with the inherent challenges that actually enhance ACT sessions. Additionally, it seems the more experience one gains in ACT, the more nuanced it becomes. This workshop will thoughtfully address both the common sticking points that can occur and the subtleties that arise as one moves further into this rich and complex therapy.

Educational Objectives:

1. Describe how to anticipate and address common barriers to effective implementation of ACT.
2. Demonstrate the use of the learning curve as a source of therapeutic strength.
3. Discuss subtle yet significant issues that often arise in the course of providing ACT, and assess ways to address them in session and with supervisees/trainees.

25. A New ACT Protocol for the Treatment of Interpersonal Disorders

WORKSHOP (2: 45-4: 30pm)

ACT - Clinical / Interpersonal behavior problems

Target Audience: Intermediate, Advanced, Clinical, Research

Location: San Francisco-Aula A2

MATTHEW MCKAY, Ph.D., The Wright Institute
 ABBY LEV, M.A., The Wright Institute

Interpersonal Disorders are defined as inflexible behavioral coping responses that provide short-term relief for interpersonal stress, but result in long-term relationship damage. The workshop will begin with a report on research outcomes from an RCT indicating that ACT can be a viable treatment for Interpersonal Disorders. The bulk of the workshop will focus on a special ACT protocol designed to identify 10 core schemas (clean pain) that trigger key schema avoidance strategies (experiential avoidance) and result on interpersonal dysfunction and lost and damaged relationships (dirty pain). Treatment process drawn from the hexaflex and adapted for problematic interpersonal behaviors will be covered, including a conceptual framework and experiential exercises.

Educational Objectives:

1. Describe the role of maladaptive schemas in creating "clean pain" and interpersonal stress.
2. List the 10 experiential (schema) avoidance strategies that drive Interpersonal Disorders.
3. Discuss how to adapt the hexaflex for treating Interpersonal Disorders.

26. A Holarchical analysis of the constituent parts of an ACT session: From ACT micro-skills to ACT micro protocols. How might such an approach facilitate clinical skills training in ACT

WORKSHOP (2: 45-4: 30pm)

ACT - Skills / Education

Target Audience: Beginner, Intermediate, Research

Location: San Francisco-Aula C2

HENRY WHITFIELD, MSc, Mindfulness Training Ltd.

A new approach to ACT skills training. This workshop will consider a range of intervention types displayed by ACT therapists. These include: gestures, phrases, phrasal templates, metaphors, micro-strategies and broader protocols; all applied in particular therapeutic micro-contexts, as well as broader contexts such as the ACT therapeutic relationship (See Chap 10 , Hayes et al. (1999)). The purpose of this learning approach is to 1) discern ACT interventions of varying form, function, context and component size that will be easy to apply in workshop dyads and formal client

work and 2) increase the fluency, flexibility and elegance with which ACT students can apply ACT processes to specific client issues, in the moment, with less reliance on canned ACT interventions. An assumption we are making is that an active vocabulary of smaller components will facilitate greater versatility on the part of the ACT therapist.

Educational Objectives:

1. Discuss a new spectral framework for learning to practice ACT and compare it to previous ACT learning methods.
2. Demonstrate some of the ACT 'micro-skills' and 'micro-protocols' taught in the workshop, after having practised some specific ones during the workshop.
3. Analyse your own ACT practice from within this new frame work.

Wednesday Afternoon 4:45pm

27. ACT on Campus: Facilitating Psychological Flexibility for College Adjustment

WORKSHOP (4: 45-5: 45pm)

ACT - Clinical / Adjustment, Students, Education,

Psychological well-being, ACT for the Public

Target Audience: All

Location: Aula F

EMILY K. SANDOZ, Ph.D., University of Louisiana at Lafayette

JACQUELINE HEBERT, University of Louisiana at Lafayette

AMBER KENNISON, University of Louisiana at Lafayette

GINA QUEBEDEAU, University of Louisiana at Lafayette

Michelle Jeanis, University of Louisiana at Lafayette

Brandi L. Brady, University of Louisiana at Lafayette

Being in college is hard. College students are faced with a number of transitions across important domains of life. For many students, academic demands, living conditions, financial status, primary relationships and social activities undergo repeated changes during the course of their college education. In other words, college is a period of life during which psychological adjustment is particularly important, not only for academic success, but for long-term psychological health. One aspect of psychological health that may be particularly applicable to college adjustment is psychological flexibility. This workshop will examine the theoretical foundations, feasibility, and preliminary effectiveness of an ACT-based intervention to facilitate the psychological adjustment of college students.

Educational Objectives:

1. Describe the conceptualization of college adjustment from ACT perspective.
2. Describe the components of an ACT-based intervention for college adjustment.
3. Discuss preliminary findings with respect to feasibility and effectiveness of ACT-based intervention for college adjustment.

28. ACT for kids, adolescents and families: State of the art and future directions

PANEL DISCUSSION (4:45-5:45pm)

ACT - Clinical / ACT for kids

Target Audience: Clinical, Research

Location: Aula B

LISA COYNE, Suffolk University
 LOUISE HAYES, University of Melbourne
 PAOLO MODERATO, Ph.D., Karolinska Institutet
 FREDRIK LIVHEIM, IULM University, Milan
 FRANCESCA PERGOLIZZI, ASSCO Parma and IESCUM, Italy

Acceptance and Commitment Therapy is known as a 3rd wave mindfulness based CBT therapy and has a solid root in a theory of language functioning known as Relational Frame Theory. Developed along a period of more than 20 years (its roots being in the behavior analytic work of the late 80's) its applications have mainly been developed with clinical and non-clinical adult population, when language is in place and has affected the life of individual for the greatest part of it. Little is known if and under what conditions ACT may work in kids, when language and its related processes (as per RFT model and data) are in development, and if it is necessary to develop more specific intervention tools and the range of problems that can be faced. In addition ACT might help at various level adolescent and families to face non-clinical condition and/or prevent the occurrence of clinical ones. In this area a number of researches have been recently done and many paths are followed and new ones are opened. We propose to create a space to offer an overview of what is going on in the field, and openly and collaboratively discuss the covered and uncovered areas, and draft path of actions in clinical and basic research and application for the future.

Educational Objectives:

1. Describe the state of the art of applying ACT interventions with kids, adolescents and families.
2. List the differences between ACT in adult vs kids and adolescent settings.
3. Discuss how ACT can be useful in improving relationships within families.

29. The Role of the Self and Metaphors in Acceptance and Commitment Therapy: ACT Methods for the treatment of Bruxism, Social Anhedonia and Schizophrenia

SYMPOSIUM (4:45-5:45pm)

ACT - Clinical / The Self, Bruxism, Metaphors, deictic relational responding

Target Audience: Intermediate, Research

Location: Aula G

Chair: MAIREAD FOODY, National University of Ireland Maynooth

- An Empirical Investigation of the Relationship between Acceptance and Self as Context

MAIREAD FOODY, National University of Ireland Maynooth
 Yvonne Barnes-Holmes, Ph.D., National University of Ireland Maynooth
 Professor Dermot Barnes-Holmes, National University of Ireland Maynooth

- Acceptance and Commitment Therapy Plus Habit Reversal Technique in the Treatment of Bruxism
 TOMAS QUIROSA-MORENO, Universidad de Almería
 Luciano, C., Universidad de Almería
 Gomez-Moreno, G., Universidad de Almería
 Guardia, J., Universidad de Almería
 Gutierrez, O., Universidad de Almería
- A RFT analysis of metaphor aptness in creative hopelessness
 CARMEN LUCIANO, Universidad de Almería
 Francisco J. Ruiz, Universidad de Almería
 Nikolett Eisenbeck, Universidad de Almería
- The role of deictic relational responding on social anhedonia and schizophrenia
 ABRAHAM ÁLVAREZ BEJARANO, Universidad Autónoma de Madrid
 Sara De Rivas-Hermosilla, Universidad Autónoma de Madrid
 José Luis Arroyo, Universidad Autónoma de Madrid
 Elena Soteras, Universidad Autónoma de Madrid
 Carmen Luciano, Universidad Autónoma de Madrid
 Francisco J. Ruiz, Universidad Autónoma de Madrid

Research comparing the outcomes of a brief acceptance-based intervention, with or without the addition of a self as context exercise during a distress induction procedure is discussed. The efficacy of a brief ACT-based protocol of 5 sessions applied to two young women diagnosed of bruxism measured by psychological measures as well as a portable electromyographer (EMG) to assess the masseters during sleep is addressed. A study aimed at advancing the analysis of such conditions by adopting the Relational Frame Theory model of metaphor as relating derived relations among separate relational networks specifically was designed to analyze the role of two types of causal relations in the participants' judgments of metaphor aptness: non-arbitrary and arbitrary causal relations. Further, a study collecting more evidence supporting conceptualizing perspective-taking abilities in terms of deictic relational responding, and disentangling the role of social interaction in relation to the abilities referred to in people with schizophrenia that show a deficit in the ability to adopt the perspective of others is discussed.

Educational Objectives:

1. Demonstrate the use ACT to treat patients suffering from bruxism.
2. Explain how deictic relational responding is involved in social anhedonia.
3. Design an RFT analysis of metaphor aptness in creative hopelessness.

30. HometownScience.org: Building Contextual Science for Everyone, I Hear the Sound of the Mississippi Delta

INVITED LECTURE (4:45-5:45pm)

Other / Psychological Flexibility and Public Health

Target Audience: All

Location: Aula A

KELLY G. WILSON, Ph.D., University of Mississippi, HometownScience.org

Hometown Science was formed to improve the conditions of people who live in marginalized communities. Our first target is the Mississippi Delta. The Delta is an extraordinary place. It is the source,

the wellspring, of a sound that changed the world. There is hardly a human being alive today who has not heard music that was influenced by the sound that rolled up out of the rich soil and rich souls of the Mississippi Delta. The Delta is a little island in space and time that changed the way the world sounds.

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For more than a hundred years, the Delta has languished in the margins. The Delta lies in the westernmost margin of the state of Mississippi. The Delta lies on the margin of the US economy. The Delta lies in the margin of our country's awareness and compassion. The Delta lies on the margin of our healthcare system. And, the Delta lies in the very barest margins of behavioral science.

Medical and Behavioral science in the margins is almost nonexistent. For example, searching in the PubMed database "treatment" produces nearly 5.3 million records. Adding "rural" reduces that number by 99.5%. This is true even though 20% of the US population lives in US Census defined rural areas. Adding "African American" reduces the number of records by 99.8%, even though 10% of the US population is African American. And adding both "rural" and "African American" to the search reduces the number by a staggering 99.99%. Just 303 of those 5.3 million records refer significantly enough to the treatment of rural African Americans to be revealed in this search—fewer than one one-hundredth of a percent.

The same search in PsychInfo does no better. Searching "treatment" we find 469,731 records. Adding "rural" reduces that number by 99.2%. Adding "African American" reduces it by 99%. And, adding both reduces the number by 99.99%, returning just 109 total records from 469,731. This is a failure of epic proportion. It simply cannot be overstated. Science, both medical and behavioral, has failed our rural poor.

The failure has not been intentional. There are far too many thoughtful and committed behavioral and medical scientists to chalk this up to something that could be solved by "trying just a little harder." Our conclusion is that our methods are fundamentally unworkable when applied among dispersed, rural poor populations. Our data for this conclusion is the near complete absence of evidence in our treasure trove of behavioral and medical data.

Our methods were developed in contexts where as many subjects as needed could fairly readily be assembled, intervened upon, and tested. Attempts to execute this model of doing science among the marginalized rural poor have produced stacks of articles on the difficulties and proposed solutions, but precious little in the way of actual evidence.

Our conclusion is that we need fundamentally different models for doing science in the margins. In this address, we will examine fundamental flaws in our understanding of behavioral health problems and interventions. We will examine fundamental flaws in

our research designs. And, finally, we will propose a direction for contextual science and a call to action.

We aim to do science in the Delta by building a permanent, hometown-centered, human bridge between the University of Mississippi and hometowns in the Delta. Beyond this proximal intention, we believe that there are lessons to be learned in the Delta that could be meaningful to other marginalized populations. We believe that together we begin to form a template that could inform similar work worldwide.

Maybe, just maybe, the Mississippi Delta could change the way the world sounds...Again.

Educational Objectives:

1. Describe the epic failure of medical and behavioral science in the development of behavioral treatment models that can be executed among rural marginalized populations.
2. Describe alternative strategies for doing research among marginalized populations.
3. Describe alternate strategies for treatment delivery among marginalized populations.

31. Developing an ACT-based group intervention for DBT graduates with personality disorder: Moving from 'quiet desperation' to 'a life worth living'

WORKSHOP (4:45-5:45pm)

ACT - Clinical / Personality Disorder

Target Audience: All

Location: Aula D

SUE CLARKE, Bournemouth University in collaboration with Dorset Healthcare Foundation University Trust
HELEN BOLDERSTON, The University of Southampton
Prof Bob Remington, The University of Southampton

It has been argued (Lynch, Trost, Salsman and Linehan, 2007) that Dialectical Behaviour Therapy (DBT; Linehan, 1993) is the only psychotherapy for personality disorders that currently meets the Division 12 Task Force criteria for a well-established psychotherapy (Chambless and Hollon, 1998). Although DBT produces reliable reductions in parasuicidal acts, hospital admissions and other important variables, treated individuals frequently continue to present with Axis I disorders. Additionally, many DBT graduates report living restricted lives, with low engagement in social or occupational activities, and with little in their lives that has personal meaning. ACT, with its emphasis on engagement in a valued life, suggests itself as a possible intervention for people with personality disorders who continue to experience adjustment problems, post-DBT. This workshop will outline an ongoing treatment development process, designed to create an effective form of ACT for this complex client group. Issues such as the theoretical and clinical integration of DBT and ACT will be addressed, as will the question of how to offer ACT safely and effectively to highly avoidant clients with high risk histories. The authors will draw on their extensive clinical experience with this client group, using case material to illustrate clinical issues. Preliminary data

from an uncontrolled trial of an ACT-based group intervention for DBT graduates will also be presented.

Educational Objectives:

1. Summarize the evidence base for DBT as an intervention for people with personality disorders.
2. List the main clinical issues to consider when developing a post-DBT intervention for people with personality disorders.
3. Discuss rationales for the inclusion and exclusion of various ACT exercises in relation to such an intervention.

32. Can ACT remedy work-related stress and burn out in various settings?

SYMPOSIUM (4:45-5:45pm)

ACT - Clinical / Work related stress and burnout

Target Audience: All

Location: Aula E

Chair: MARIA KAREKLA, University of Cyprus

- Does ACT increase commitment to valued activity in relation to work related stress?
MARIA STAVRINAKI, University of Cyprus
Elena Charalambous, University of Cyprus
Maria Karekla, University of Cyprus
Eleni Karayianni, University of Cyprus and Center for Cognitive Behavioral Psychology
- Working on psychological flexibility to reduce stress and increase corporate wellbeing in correction officers of a prison in Italy
ALESSANDRA CHIANESE, Third University of Rome
Giovambattista Presti, Jordan University of Science and Technology
- Minding the Healers: Mindfulness, Burnout, and Self Compassion in Mental Health Care
KIMBERLY SOGGE, Royal Ottawa Health Care Group
Kelley Raab, Royal Ottawa Health Care Group
- Improving University teachers' skills and psychological health through ACT
FRANCISCO MONTESINOS, Ph.D., Instituto ACT/Universidad Europea de Madrid
Agustin Martinez, Universidad Europea de Madrid

This symposium addressed the role of contextual psychology on work related stress, encouraging employees to expand wellbeing at work, mindfulness skills for mental health professionals, and burnout in university teachers. Data are currently being collected on a self-selected sample of 30 university administrative staff randomly assigned to either an ACT-based group or a control group (general psychoeducation) for work related stress. Measures on psychological flexibility, stress reduction, in session behaviors, and absences demonstrate the efficacy of an ACT-based intervention programs aimed to increase psychological flexibility and adaptation in correction officers in three different prisons. A practice-based study gathered self-report data on psychological measures of burnout and self-compassion, as well as narrative data from mental health professionals, with the intention of examining the effect of mindfulness strategies on mental health professionals' vitality and capacity for compassion, self-compassion, and negotiating the many demands of mental health clinical practice. Up-to-date results from a preliminary study of the efficacy of an ACT

based intervention with University teachers are presented.

Educational Objectives:

1. Compare the effectiveness of an ACT program to general psychoeducation for work related stress.
2. Assess whether ACT is efficacious for reducing stress and increasing corporate wellbeing among correction officers.
3. Assess the implications for integrating mindfulness into professional training, supervision, and ongoing professional practice, and remediation of impaired health professionals working in mental health care.

33. New developments in perspective taking research and theory: From acquisition patterns in children to self-as-context at work

SYMPOSIUM (4:45-5:45pm)

RFT - Research / RFT Clinical and Applied

Target Audience: Advanced, Clinical, Research

Location: San Francesco-Aula A2

Chair/Discussant: TIMOTHY WEIL, University of South Florida

- Self-as-context at work - A behavioral perspective on learning to trust oneself in the face of disapproval
PAUL ATKINS, Ph.D., Australian National University
Darin Cairns, M.A., Private Practice, Australia
Roger Vilaradaga, M.A., University of Nevada
- A Modified Protocol for the Establishment of Fluent Deictic Responding: Exploring Links to Academic Achievement
WILLIAM NEWSOME, M.A., University of Nevada
Kendra Rickard, Ph.D., University of Nevada
- Perspective-Taking, Self, and Self-Compassion: Bridging RFT and Evolutionary Psychology
JAMES YADAVAIA, M.A., University of Nevada
Dennis D. Tirsch, Ph.D., New York Center For Mindfulness, Acceptance and Compassion Focused Therapies
- Developing a new protocol to measure deictic framing repertoires in adults
TAMI JEFFCOAT, University of Nevada
Roger Vilaradaga, M.A., University of Nevada
Michael Levin, M.A., University of Nevada
Steven C. Hayes, Ph.D., University of Nevada

This symposium will offer four talks that represent the breath of application and theoretical development that is being currently generated by researchers and clinicians around the world dedicated to a contextual behavioral analysis of perspective taking. These talks will address how to promote acquisition strategies for academic achievement among the youngster, the theoretical implications of perspective taking for self-compassion in clinical settings, a qualitative study of self-as-context at work and its implications for groups of individuals, and finally, the development of a protocol to measure deictic framing repertoires among adults. Finally, Tim Weil, Ph.D., will comment about the current state of the research and will discuss the theoretical and applied implications this

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line of work in the larger context of contextual behavioral science.

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Educational Objectives:

1. Discuss the role of deictic framing in psychological flexibility.
2. Describe new developments in deictic framing research.
3. Discuss the future research directions in deictic framing and the application to new areas.

34. Walking the grid: Compassionate and flexible perspective taking on the lifeline
WORKSHOP (4:45-5:45pm)

ACT - Clinical / Lifeline

Target Audience: Intermediate, Clinical

Location: San Francisco-Aula C2

GIDEON FRANCK, Private Practice

In this workshop a very flexible model to work with the lifeline and different perspectives will be presented. This model can be used throughout most of the therapy and all kinds of known ACT techniques can be incorporated into it quite easily. Actually three parallel lifelines with different perspectives are set up. So you get a grid with nine spaces to walk on, containing I/You, Here/There, Now/Then. In all these the client can learn to deal with his/her life story and even with others in a compassionate way. This process has originally been developed by Robert Dilts and fits ACT in a wonderful way. Especially when used with values and committed action it can be very encouraging and resourceful for the patient, helping him or her to get a better start for their journey. The model will be explained and tried out in the first steps.

Educational Objectives:

1. Use lifelines to foster flexible perspective taking in the client.
2. Describe how to deepen resources to move more easily in a valued direction.
3. Discuss the role of this model as an organizing principle in therapy.

A. Morning Mindfulness Training Group

WORKSHOP (8:00-8:50am)

ACT - Skills / Mindfulness*Target Audience: All***Location: Aula E**

JAN MARTZ, M.D., Dr. med, Psychiatrist & Psychotherapist, Winterthur, Switzerland

In this daily early morning mindfulness group, I will be offering a guided meditation (sitting on chairs or on the floor), followed by a short walking meditation and a period of sitting in silence. The function will be to foster present moment awareness, self as context experience, acceptance and defusion processes as well as contacting personal values and preparing ourselves mindfully for a full conference day. CEs available each day.

Educational Objectives:

1. Use awareness of body sensations to become more present, open and focused.
2. Demonstrate thought recognition as thoughts happen and come back to present moment awareness.
3. Demonstrate sitting in silence before a busy day.

B. Yoga and ACT unite in Parma!

WORKSHOP (8:00-8:50am)

ACT - Skills / Yoga*Target Audience: All***Location: Park (outside)**

GALI LAWRENCE, DClinPsych and registered yoga teacher, Private Practice Newcastle NSW Australia

-Bring a Yoga Mat or Towel with you-

Welcome to relaxing and restorative yoga. Each class will have a theme related to ACT concepts, including some ideas on how we can utilise yoga-the breath and movement-with our clients.

The word yoga means "union" in Sanskrit, the language of ancient India where yoga originated. We can think of the union occurring between the mind, body, and spirit. Yoga is typically thought of as a series of postures called asana, and yoga focuses on the dance between the breath and movement.

The first yoga session of this 3-part series of yoga classes will focus on using the combination of movement and the breath to facilitate mindfulness. The second yoga session will focus on facilitating acceptance. The third session will focus on facilitating self compassion with yoga.

You don't have to be flexible or fit, all you need is a willing attitude!

Educational Objectives:

1. Demonstrate how to get out of our minds and feel relaxed and connected to our body and spirit.
2. List some ideas on how yoga can be used for our own self care.
3. Demonstrate new yoga positions to potentially use with clients.

35. ACT with Love

WORKSHOP (9:00-Noon)

ACT - Clinical / Relationships*Target Audience: Intermediate, Advanced, Clinical***Location: Aula Magna**

RUSS HARRIS, M.D., Private Practice, Melbourne, Australia

This workshop is loosely based on my self-help book for relationship issues, ACT With Love. ACT is very effective with relationship issues. (I base this statement not just on my own clinical experience, but on that of anecdotal evidence from numerous other therapists I have trained). This workshop looks at how we can simply and effectively apply the ACT model in relationship issues – whether one or both partners attend sessions! The workshop is both didactic and experiential. Experiential components focus on compassion, acceptance and forgiveness of a partner. Attendees will also get the opportunity to practise some simple exercises in pairs, to learn some useful defusion techniques for couples.

Educational Objectives:

1. Describe a simple model for applying ACT to relationship issues.
2. Design and adapt classic ACT exercises to couples.
3. Describe a simple technique for developing compassion for your partner.

36. Mindfulness & Meditation ACT Workshop

WORKSHOP (9:00-Noon)

ACT - Other / Mindfulness, Meditation, ACT, own practice*Target Audience: Beginner, Intermediate, Advanced, Clinical***Location: Aula F**

JOANNE DAHL, Ph.D., University of Uppsala, Sweden
FREDRIK LIVHEIM, Clinical Psychologist, Karolinska Institutet, Stockholm medical university

Meditation practice provides the context for deepening all of the core processes of ACT. Learning how to strengthen your own experience of these processes will help you in your personal life and will help you help your client. Learning how to focus in the present moment, take the perspective of the observer self, defuse from thoughts, impulses and feelings, accept experiences, and identify and persist in valued directions, are all practiced in meditation training. The aim of this meditation ACT workshop is to help you to deepen your own experience in these core processes by means of your own meditation practice and learn how meditation practice translates to being present in your relationships. More specifically, participants will learn to: focus attention in the present moment using breathing techniques, defusion from impulses by means of sitting still and observing and sitting still, training in self-as-context by means of body scan technique, and training in acceptance of experiences as thoughts, feelings and or physical sensations. Meditation practice will be

combined with and tailored to ACT core processes throughout the workshop.

Educational Objectives:

1. Describe how you can strengthen your own experience of the ACT core processes through meditation practice.
2. Demonstrate how to focus your attention, act rather than react, and see impulses for what they are.
3. Demonstrate self as context with a body scan technique.

ACT
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37. IRAP - Do You Rap? Innovations in Translational and Applied Research on Complex Human Behavior

SYMPOSIUM (9:00-10:00am)

RFT - Clinical / IRAP

Target Audience: Intermediate

Location: Aula B

Chair: THOMAS G. SZABO, MA, BCBA, University of Nevada, Reno

- Generalization of Relational Stimulus Control Beyond the Lab: A Preliminary Investigation
MICHAEL J. BORDIERI, M.S., University of Mississippi
Kerry C. Whiteman, M.A., University of Mississippi
Karen Kate Kellum, Ph.D., University of Mississippi
Kelly G. Wilson, Ph.D., University of Mississippi
- The Mixed Trials Implicit Relational Assessment Procedure (MT-IRAP) in an Organizational Context: An Initial Field Study
THOMAS G. SZABO, MA, BCBA, University of Nevada, Reno
W. Larry Williams, Ph.D., BCBA-D, University of Nevada, Reno
- Experimental Analyses of Processes of Change in Therapies Using IRAP
NAOKO KISHITA, M.A., Doshisha University
Tomu Ohtsuki, Ph.D., WASEDA University
Takashi Muto, Ph. D., Doshisha University
- Testing the Validity of IRAP: What does the IRAP assess?
TOMU OHTSUKI, PH. D., Waseda University
Naoko Kishita, M.A., Doshisha University
Takashi Muto, Ph. D., Doshisha University

Over the last two decades, behavioral research on language and cognition has expanded upon Skinner's definitions of verbal behavior and the verbal stimulus. The result has been an expansive empirical foundation of basic studies on arbitrarily applicable relational responding. The clinical side of this research program has to date been focused largely on Acceptance and Commitment Therapy, but the ACT model may be only one approach to evaluating and treating human behavior from a relational frame perspective. Recent advances in the assessment of implicit cognitions indicate novel methods in the analysis of covert behavior that are leading to new directions in treatment. Translational research on relational responding points to novel ways by which verbal conditioned reinforcers can moderate the generalization of a derived stimulus function to new contexts. In this symposium, three studies rooted in relational frame theory and employing newly developed approaches to the study of complex human behavior will be presented and reviewed.

Educational Objectives:

1. List 2 reasons why the MT-IRAP can be a useful research tool.
2. Describe the behavioral account of IRAP effect and analyze the application of such behavioral methods for assessing the processes of change in ACT.
3. Describe relational stimulus control and discuss factors that moderate the generalization of this control beyond the laboratory.

38. Research for Clinicians: Evaluating the Client-Therapist Interaction in Successful and Unsuccessful Cases of Functional Analytic Psychotherapy (FAP)

INVITED LECTURE (9:00-10:00am)

Behavior Analysis / FAP

Target Audience: All

Location: Aula G

JONATHAN KANTER, Ph.D., University of Wisconsin-Milwaukee

Often, clinicians do not find the results of clinical research useful to their work, because the research does not tell them what to do with this client, with this problem, at this time. Because FAP, however, is based on a behavioral analysis of the therapy relationship, research on FAP process offers direct suggestions to clinicians about what to do and what not to do. This presentation will review new micro-process data on FAP that incorporated observation of the turn-by-turn interaction between the client and therapist in session, with an emphasis on what this data suggests clinicians should do when in session with clients. Implications for researching and understanding ACT in terms of this methodology will be discussed.

Educational Objectives:

1. Describe the relevance of the results of FAP micro-process research to your own clinical work.
2. List FAP's five rules and describe what they look like in clinical interactions.
3. Discuss how ACT researchers may employ process research to better inform clinical work.

39. The Importance of Self in ACT

PANEL DISCUSSION (9:00-10:00am)

ACT - Other / Self

Target Audience: Intermediate

Location: Aula C

YVONNE BARNES-HOLMES, Ph.D., National University of Ireland Maynooth

CARMEN LUCIANO, Ph.D., University of Almeria

KIRK STROSAHL, Ph.D., Mountainview Consulting Group

J.T. BLACKLEDGE, Morehead State University

The self has traditionally held a central role in ACT. The concepts of the three selves emerged during the earliest writings on ACT, but have received relatively little attention. This panel will discuss the centrality of the self in ACT theory and practice.

Educational Objectives:

1. Describe the three selves from an ACT/RFT perspective.

2. Explain the theoretical importance of work on the self in ACT.
3. Demonstrate example exercises to engage the three selves in ACT practice.

40. ACT with mothers and infants

WORKSHOP (9:00-10:00am)

ACT - Clinical / pregnant and postnatal mental health

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula A

EMMA HANIEH, Psy.D., Women's and Children's Hospital, Adelaide, Australia.

It may seem difficult to imagine the application of defusion and mindfulness strategies when working with an infant in the room. However, in this workshop participants will have the opportunity to experience how ACT fits with ease into mother-infant therapy. This will be achieved by exploring how ACT techniques can be clinically applied to promote secure attachment and valued living for parents. Exercises that can be utilised with mother and baby will be demonstrated, along with an exploration of how the therapist's experience in the room is incorporated into this work. This workshop will be both experiential and didactic, and is designed to give therapists clinical exercises to utilise immediately.

Educational Objectives:

1. Describe how ACT can be applied to working with mothers and infants.
2. Demonstrate ACT techniques that can be utilised with mothers and infants in therapy.
3. Discuss how ACT strategies may promote secure attachment and valued living in parents.

41. Experiential avoidance as an emotion regulation process in different psychopathological symptoms

SYMPOSIUM (9:00-10:00am)

ACT - Other / Emotion regulation

Target Audience: Research

Location: Aula D

Chair: JOSÉ PINTO-GOUVEIA, CINEICC, University of Coimbra

- The mediation effect of experiential avoidance between shame memories and psychopathology
MARCELA MATOS, MSc., CINEICC, University of Coimbra
José Pinto-Gouveia, Ph.D., CINEICC, University of Coimbra
- The Mediation Effect of Experiential Avoidance between External Shame and Social Anxiety Symptoms
ALEXANDRA DINIS, Ph.D. STUDENT, CINEICC, University of Coimbra
José Pinto-Gouveia, Ph.D., CINEICC, University of Coimbra
- Emotional Regulation Processes in Infertile Patients
Marina Cunha, Ph.D., CINEICC, University of Coimbra, Instituto Superior Miguel Torga
ANA GALHARDO, MSc., CINEICC, University of Coimbra, Instituto Superior Miguel Torga
José Pinto-Gouveia, Ph.D., CINEICC, University of Coimbra
Marcela Matos, MSc., CINEICC, University of Coimbra

- The role of rumination as an experiential avoidance process for negative affect
SÓNIA GREGÓRIO, Ph.D. STUDENT, CINEICC, University of Coimbra
José Pinto-Gouveia, Ph.D., CINEICC, University of Coimbra

A growing body of research has suggested the importance of experiential avoidance and psychological acceptance in mental health and well-being (Hayes et al., 2006) and across a wide range of clinical disorders, such as depression and anxiety disorders (Hayes et al., 1996; Kashdan et al., 2006; Marx & Sloan, 2005). Therefore this symposium sets out to explore the role of acceptance/experiential avoidance as an emotion regulation process in distinct psychopathological facets.

Educational Objectives:

1. Discuss the role of experiential avoidance as a mediator on the association between shameful traumatic memory and psychopathological symptoms.
2. Explain the role of experiential avoidance in the relationship between external shame and social anxiety symptoms.
3. Discuss the role of acceptance in depression in infertile couples.

42. Increasing Academic Performance and Engagement

SYMPOSIUM (9:00-10:00am)

ACT - Other / Student engagement, university counseling, community improvement

Target Audience: All

Location: Aula E

Chair: ANNA BIANCA PREVEDINI, MA, IULM University Milan; IESCUM Italy

- Effects of ACT-based and CBT-based podcasts on students' academic behavior: the experience of a university counseling project.
ANNA BIANCA PREVEDINI, MA, IULM University Milan; IESCUM Italy
Francesco Pozzi, MA, IULM University Milan; IESCUM Italy
Elisa Rabitti, MA,, IULM University Milan; IESCUM Italy
Giovanni Miselli, Ph.D., IULM University Milan; IESCUM Italy
Vincenzo Russo Ph.D., IULM University Milan
- ACT-based and psychoeducational classes on academic skills in a university counseling project: strategies and outcomes.
ANNA BIANCA PREVEDINI, MA, IULM University Milan; IESCUM Italy
Francesco Pozzi, MA, IULM University Milan; IESCUM Italy
Anna Missaglia, PsyD, IULM University Milan; IESCUM Italy
Vincenzo Russo, Ph.D., IULM University Milan
Paolo Moderato, Ph.D., IULM University Milan; IESCUM Italy
- Increasing Student Engagement
N. JOSEPH RODRIGUES, Southeastern Louisiana University
- ACT to Build Leadership for Community Improvement

Results from an ACT-based versus CBT-based trial of audio lessons designed to improve university students' academic behavior is shown. Self report measures and behavioral variables will be discussed when comparing psycho-education of studying habits versus psycho-education with ACT with university students' who are struggling with academic performance. Data on the relationship between brief values and mindfulness workshops on measures of student engagement will be presented. Information on the Community Action Research Experiences (CARE) program on increasing the engagement of university students within their communities through psychological flexibility and valued goals will be given.

ACT
UNIVERSITY

Educational Objectives:

1. Describe the application of the ACT model to train university students to use research to enact change in community human service organizations.
2. Describe the core components of a program (Community Action Research Experiences) to increase students' psychological flexibility in collaborating with community organizations to lead change.
3. Analyse how the core components can be adapted to different settings and different community leadership initiatives.

43. ACT in Practice 2.011: Case conceptualization in Acceptance and Commitment Therapy

WORKSHOP (9:00-Noon)

ACT - Clinical / case conceptualization

Target Audience: Beginner, Intermediate, Clinical

Location: San Francesco-Aula A2

PATRICIA BACH, Ph.D., Illinois Institute of Technology
DANIEL J. MORAN, Ph.D., Pickslyde Consulting

This workshop is based on ACT in Practice: Case Conceptualization in Acceptance and Commitment Therapy (Bach & Moran, 2008). This workshop will provide a step-by-step framework for functionally conceptualizing client behavior problems in terms of the six core ACT processes and will discuss selection and application of specific ACT interventions. The workshop will also help attendees develop their own ACT consistent interventions, exercises, and metaphors. Attendees will learn to select ACT interventions appropriate for addressing specific core principles and will learn how to apply specific ACT interventions based on the case formulation. Participants will learn methods of assessing effectiveness of interventions. There will be a short didactic presentation and the majority of time will be spent on demonstrations, large group exercises and case-based practice. Participants will be provided with handouts to use with their clients for assessment and homework assignments to augment in session interventions. Worksheets will also be distributed for

the participants to use to facilitate ACT case formulation.

Educational Objectives:

1. Analyze experiential avoidance as a clinically relevant behavior and describe how to use acceptance and mindfulness as an approach to intervention.
2. Assess value directed behavior as a clinical aim, describe its relationship to psychological flexibility, and analyze clinical approaches to engender such behavior.
3. Utilize the ACT Case Conceptualization model to assist in assessing clinically relevant behaviors and developing an individualized treatment plan.

44. A Process-Focused Approach to Treating Disordered Eating from an ACT Perspective

WORKSHOP (9:00-Noon)

ACT - Clinical / eating disorders, psychological flexibility, treatment, conceptualization

Target Audience: Beginner, Intermediate, Clinical

Location: San Francesco-Aula C2

EMILY K. SANDOZ, Ph.D., University of Louisiana at Lafayette

KATIA MANDUCHI, Private Practice; Rimini, Italy

NANNI PRESTI, IULM University Milan

Disordered eating is a class of behaviors associated with devastating disruptions of life, frightening medical consequences, and traditionally unsuccessful interventions, especially in terms of long-term results. Acceptance and Commitment Therapy (ACT) is an emerging behavior therapy that may offer a unique approach to changing an individual's relationship with food, the body, the self and others in service of a life that he or she values. Participants in this workshop will 1) explore the conceptual role psychological inflexibility plays in disordered eating, 2) practice recognizing psychological inflexibility in different behavioral repertoires and integrating them into a coherent conceptualization, and 3) practice generating unique interventions based on this conceptual approach.

Educational Objectives:

1. Explain the conceptualization of disordered eating from an ACT perspective.
2. Assess components of psychological flexibility in different disordered eating repertoires.
3. Describe how to intervene on components of psychological flexibility in different disordered eating repertoires.

45. Embodied ACT: Exploring Principles & Movement Practices from Martial Arts

WORKSHOP (9:00-10:00am)

ACT - Other / Experiential workshop, mindfulness

Target Audience: All

Location: Park (outside)

MARCO KLEEN, MSc, BrainDynamics Groningen, University of Groningen

KELLY KOERNER, Evidence-Based Practice Institute, Seattle

Come explore how the movement practices and principles of the martial arts (aikido, jiu jitsu, kickboxing) can help you respond beneficially to

challenging moments in therapy. Enthusiastic, experienced instructors will lead movement practices that let you examine all aspects of the Hexaflex in an embodied, practical manner. Gentle, easy exercises will help you focus in the present moment while being in close contact with others, expose yourself to gradually increasing (friendly) pressure and explore conditioned tendencies that arise as you take steps in valued directions. You don't need to be athletic (or even coordinated!) Our intent is that you leave the session with embodied, practical steps you will try in your next tough encounter.

Educational Objectives:

1. Describe how one can create an active and mindful start of the day.
2. Explain how one can raise awareness on the practical applicability of the body itself as therapeutic instrument.
3. Discuss the relation between the various motions in martial arts and the components of the hexaflex.

Thursday Morning 10:10am

46. The Self, Dermot's Musings on the field, and the Future of RFT

SYMPOSIUM (10:10-11:00am)

Other / RFT, Self & ACT

Target Audience: Intermediate

Location: Aula B

Chair: MAIREAD FOODY, National University of Ireland, Maynooth

- Some Stuff I've Been Thinking About (An Old F__t's Perspective on RFT, ACT, and Functional Contextualism)
DERMOT BARNES-HOLMES B.Sc., Cert. Ed., D. Phil., C. Psychol, National University of Ireland, Maynooth
- How much do we know about the self in ACT?
MAIREAD FOODY, National University of Ireland, Maynooth
Yvonne Barnes-Holmes, National University of Ireland, Maynooth
Dermot Barnes-Holmes, National University of Ireland, Maynooth
- In Five Years' Time I Might Not Know You: Looking to the Past and Present to Predict the Future for RFT (A Student's Perspective)
SEAN HUGHES, National University of Ireland, Maynooth
Dermot Barnes-Holmes, National University of Ireland, Maynooth

The overlap among ACT processes including self has received less theoretical and empirical attention in ACT than is possibly warranted. This talk aims to provide a brief overview of the past and present state of the field of RFT, (potential) criticisms and consider profitable avenues for potential empirical and theoretical progression. This presentation will focus on the need to keep our thinking open, flexible and self-critical particularly when it comes to core concepts of RFT. There will be reflection on some additional issues that seem worth considering as we move forward in ACBS, including (i) the distinction between verbal and non-verbal behavior and between derived and non-derived relational responding; (ii)

the relationship between "traditional" A1-B1-C1 RFT research and "mainstream" group-design methods and analytic techniques, and (iii) the functional contextualist view of traditional mechanistic cognitive theorizing. The presentation will be designed specifically to stimulate debate and further discussion both during and after the session rather than to present the view of its author.

Educational Objectives:

1. Explain past, current and future developments in RFT, ACT and Functional contextualism.
2. Discuss potential avenues for future conceptual and empirical development in RFT.
3. Demonstrate the role of the traditional three selves in past and present ACT terminology.

47. ACT With Parents & Caregivers

SYMPOSIUM (10:10-11:00am)

ACT - Clinical / Behavioral medicine, parent training, autism

Target Audience: All

Location: Aula G

Chair: LINDSEY L. COHEN, Ph.D., Georgia State University

- Acceptance and Commitment Therapy for Adolescents with Sickle Cell Disease and their Parents
LINDSEY L. COHEN, Ph.D., Georgia State University
AKI MASUDA, Ph.D., Georgia State University
Mike Kemani, Karolinska University Hospital
Rikard Wicksell, Ph.D., Karolinska University Hospital
Alcuin Johnson, Ph.D., Children's Healthcare of Atlanta
- ACT and AMA Intervention for Caregiving in Dementia
GIOVANNI MISELLI, Ph.D., ACT-Italia; IESCUM; AUSL, Reggio Emilia
STEFANO STEFANINI, PSY.D., Centro Alzheimer Gazzaniga (BG)
- ACT and Parent Training for Autism and PDD in Italy
GIOVANNI MISELLI, Ph.D., ACT-Italia; IESCUM; AUSL, Reggio Emilia

Data from a case study of use of an ACT intervention with a 16-year-old patient with sickle cell disease (SCD) and his parents to help both him and his parents live a more vital life will be presented. An ACT intervention is compared to an Association for Alzheimer Patients (AMA) protocol for caregivers of people with dementia. Experiences of group and individual ACT training with parents of children with Autism in private and public health care services in Italy will be explored and discussed.

Educational Objectives:

1. Describe how to conceptualize medical and psychological issues from an ACT framework.
2. Demonstrate the application of ACT to an adolescent with a chronic medical condition.
3. Assess psychological flexibility in caregivers of those with dementia and design potential solutions.

48. Working with ACT: How using ACT in the workplace could transform....well, almost everything!

WORKSHOP (10:10-11:00am)

ACT - Skills / ACT in Organisations

Target Audience: Beginner, Intermediate, Advanced

Location: Aula C

RACHEL COLLIS, Queensland University of Technology, Brisbane
ROB ARCHER, The Career Psychologist

ACT is showing promise as an intervention in organisations but using ACT in this context poses particular problems, for example:

- Making 'values' work in organisational settings. Many organisations have been doing a version of values work for some time. This can mean that people assume that they know about working with values. However, few organisations understand values in the ACT sense and this can cause problems. For example, having situations in which values are adopted by organisations in name but not in spirit; dealing with pliance when exploring shared values. By identifying more ACT-consistent definitions of values and using these in organisations, we have the potential to transform the way values work is traditionally done in organisations.

- Combining ACT with problem solving. ACT often has to be integrated with other interventions that have a primarily problem-solving focus e.g. decision sciences, business process redesign, job design. Both problem solving and acceptance-based interventions should be explained with care so as not to contradict each other.

- Working flexibly without creative hopelessness. Creative hopelessness is often difficult to introduce to participants who do not believe that they have experienced any unworkability in their responses to life. Many of the traditional assumptions and language of therapeutic ACT can be unworkable in this setting and can easily 'turn people off' ACT.

- Modelling vulnerability. At work, competence and strength is highly prized but this can also equate to rigidity and avoidance of distress and the suppression of difficult material. Dealing with this successfully is a key component of this work.

- The common 'hooks' of stress, politics, status, groupthink etc. An organisation is a complex system – politics, group dynamics, issues of power and influence – all need to be managed effectively. When using ACT in an organisational setting it isn't enough to be good at ACT, there is also a need for skills and knowledge in understanding organisations, management and team dynamics.

- Normalising ACT. Many techniques commonly used in ACT can appear highly unusual – and strange - and often need to be adjusted to better fit with the context.

This session will give practical strategies for how to handle these difficulties effectively, in order to create more effective ACT-informed workplace interventions.

Educational Objectives:

1. Analyze how ACT can fit with the 'problem solving' mode of mind inherent in coaching, training and organisational development approaches.
2. Describe how ACT can contribute to more effective organisational culture and outcomes.
3. Demonstrate practical tips and suggestions for communicating ACT principles to non-clinical populations, for example showing how ACT can best be explained to leaders within organisations.

49. ACT for PTSD

SYMPOSIUM (10:10-11:00am)

ACT - Clinical / PTSD

Target Audience: Beginner, Intermediate, Research

Location: Aula A

Chair: JAN DICKSON, Massey University, Palmerston North, New Zealand

- ACT for PTSD: A Case study of a 34 year old woman with Complex Post-traumatic Stress Disorder
JAN DICKSON, Massey University, Palmerston North, New Zealand
- Togus Veteran's Affairs Medical Center Intensive Outpatient Program for Posttraumatic Stress Disorder: Acceptance and Commitment Therapy in 5 Days
KEVIN POLK, Ph.D., Togus VAMC
Jerold Hambright, Ph.D., Togus VAMC
AMANDA ADCOCK, MS, Togus VAMC & University of North Texas

A case study of a 34 year-old woman who was referred to the Psychology Clinic suffering from PTSD began the treatment process with supportive counseling, then was followed by an ACT approach, which was introduced gently and titrated allowed the client to eventually tolerate a more exposure based approach. The treatment protocol and the quality assurance data specific to the Togus Veteran's Affairs Medical Center PTSD intensive outpatient program (5-day) will also be described.

Educational Objectives:

1. Design an ACT therapy approach for a client with Complex Post-traumatic Stress Disorder, tailored to the specific needs of the client.
2. Describe how the core concepts of ACT apply to Complex PTSD at different stages of therapy.
3. Describe the way the Togus PTSD IOP presents the ACT model.

50. Taking it to the Streets: Applying ACT Outside the Clinic

SYMPOSIUM (10:10-11:00am)

ACT - Other / Health, anxiety, depression, indigenous peoples

Target Audience: Beginner, Intermediate, Research

Location: Aula D

Chair: SHANE HARVEY, Ph.D., Massey University, New Zealand

- Getting our ACT together in Aotearoa New Zealand: Applications of ACT with indigenous people affected by long term health conditions
SHANE HARVEY, Ph.D., Massey University, New Zealand
SARAH MALTHUS, Massey University, New Zealand
- Further evidence for the role of Psychological Flexibility in predicting negative affectivity and quality of life: A one-year longitudinal study
TIZIANA PENNATO, Ph.D., University of Pisa
Carmen Berrocal, Ph.D., University of Pisa

This presentation looks at the compatibility of ACT principles with Maori mental health treatment models (Maori are the indigenous people of New Zealand). A case study approach will be used to demonstrate how these models can be integrated in practice, and potential issues that can arise when working with indigenous clients. Findings from a longitudinal design with one-year follow-up performed in a general population sample, the predictive role of Psychological Flexibility on various outcome measures, namely Depression, Anxiety, Social Anxiety, Role Functioning Skills, and Relations to Self and Others will also be discussed.

Educational Objectives:

1. Compare cross-sectional and longitudinal study designs in the area of Psychological Flexibility.
2. Describe studies of vulnerability and their general conclusions.
3. Describe the role of Psychological Flexibility in predicting negative affectivity and quality of life .

51. ACT in Groups

WORKSHOP (10:10-11:00am)

ACT - Clinical / Group Therapy

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula E

M. JOANN WRIGHT, Ph.D., Linden Oaks at Edward

The proposed 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. The workshop will both broaden the appeal of and support the practical applications of the ACT model to include group work. The proposed workshop will give clinicians detailed group activities, setting considerations and 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, I 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 veteran consumers of the model.

Educational Objectives:

1. Describe activities related to the six core principles plus creative hopelessness and increasing willingness to participate.
2. Describe the practical aspects of setting up group therapy with respect to setting,

populations, size, length and type (e.g. open versus closed) and identifying clinically-relevant behaviors.

3. Demonstrate an experiential exercise to get a first-hand feel for being in an ACT group.

Thursday Morning 11:15am

52. 4 Ps: A Templative Framework for Describing/Explaining Human Experience

INVITED LECTURE (11:15-Noon)

ACT - Clinical /

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula B

PAOLO MODERATO, Ph.D., IESCUM President

Behavior, the subject matter of psychology - of which behavior analysis is a branch - can be only described and understood in an evolutionary vision, that is by referring to the species that is acting it. Human behavior can be only understood in terms of human interactions that include cognitive, social, and emotional experience. The language used in BA during the 20th century is apparently very clear as far it is very technical. But this is true only for the experimental realm, which is important but it is not all. The 4 P's analysis tries to address and hopefully clarify some of the ambiguities in the field. 4 P's stands for Processes, Paradigms, Principles and Procedures. Some technical words are used in all 4 levels of analysis but with different meanings, some words are wrongly used to address different levels. These are barriers to a full comprehensions of what BA really is and enhance some caricatured misrepresentations of BA. The problem is particularly significant for the development of a contextualistic behavioral science and ACT, since one of the core businesses of the latter is going beyond the unnatural features of clinical techniques.

Educational Objectives:

1. Describe diverse human behavior phenomena using appropriate ABA terminology.
2. Compare natural events and artificial procedures.
3. Assess how the language of BA helps the clinician working with the client within the ACT model.

53. Owing your science values: Using philosophy as your compass

SYMPOSIUM (11:15-Noon)

Other / Philosophy

Target Audience: Intermediate

Location: Aula G

Chair: DOUGLAS LONG, University of Nevada, Reno

- Philosophy across the battle-lines
THOMAS G. SZABO, MA, BCBA, University of Nevada, Reno
W. Larry Williams, Ph.D., BCBA-D, University of Nevada, Reno
- The practical implications of pragmatism: Why philosophy matters
DOUGLAS LONG, University of Nevada, Reno

THURSDAY

The ACBS community prides itself on having an appreciation for philosophical assumptions which inform our work. But, what exactly are these assumptions? How do they relate to other views? And, what difference does any of this actually make? Thomas Szabo, a behavior analysis researcher, will begin this discussion in the lighthearted tradition of functional contextualism -- the larger worldview in

which behavior analysis lives. By reexamining the works of several competing philosophers for their commonalities and points of departure, his aim is to build bridges where once there had been barricades. Douglas Long, a clinical psychology researcher, will then ask: does philosophy really serve to inform our practices, or is it merely an intellectual distraction? In his answer, he will delineate pragmatism from antirealism and realism, and explore the practical implications of these differing views. Following the presentations, there will be an open discussion with the audience.

Educational Objectives:

1. Describe a pragmatic philosophy of science that can inform your work.
2. Describe functional contextualism, and its relationship to other schools of thought.
3. Assess the importance of philosophy in doing therapeutic work.

54. Basal Exposure Therapy (BET): A new treatment model – or a cybernetic version of ACT?

LECTURE (11:15-Noon)

ACT - Other / ACT vs. Basal Exposure Therapy

Target Audience: Intermediate, Advanced, Clinical

Location: Aula C

DIDRICK HEGGDAL, Vestre Viken Hospital Trust - Asker, Norway

TRYM N. JACOBSEN, Dps Molde døgnenhhet - Molde, Norway

BET is developed for low functioning inpatients (GAF < 30) with excessive suicidal behaviours and fluctuating symptoms associated with both Axis I and Axis II disorders. While no method has yet proven to be effective for this group, BET pilot data show promising results: during mean 19 months of BET (n=7) average GAF scores increased from 24 to 53, whereas the use of regular medications was reduced from average 4,1 to 0,7. At follow up (min 8 months) average GAF scores had further increased. BET shares several key elements with ACT: both models consider experiential avoidance to be a major factor in psychological dysfunctioning, the experience of hopelessness as a therapeutic turning point, and acceptance/ exposure as a problem-solving counterpart to experiential avoidance. However, while ACT is based on functional contextualism, BET is theoretically founded in cybernetics. The presentation discusses whether BET with its cybernetic conceptual tools represents another version of ACT, or if BET may be seen as a distinct model which is particularly suitable for treating non-compliant treatment resistant inpatients.

Educational Objectives:

1. Describe the cybernetic mechanisms of a self regulating system.
2. Explain why and how the BET strategy complementary external regulation counteracts malignant regression and reverses marginalization processes.
3. Compare cybernetics and contextual science and evaluate similarities and differences.

55. "No offense dude, but what are you talking about?": Running ACT group programs with adolescents

WORKSHOP (11:15-Noon)

ACT - Clinical / Adolescents

Target Audience: Beginner, Intermediate

Location: Aula A

SHANE CURLEY, ANZACT

Standing in front of adolescents can strike fear into the most confident public speaker or group worker. Working with adolescents on something often perceived as esoteric, as ACT can be, has the mind throwing up images of a tsunami of bewildered looks and razor sharp comments. When do you try eyes closed exercises? How do you introduce values when the group is diverse? What do you do with difficult behaviour? This workshop will explore my experience of running two ACT groups for adolescents; one for young men with aggressive behaviour problems and the other for young people with issues broadly defined as anxiety and/or depression. 1 hour didactic workshop, with experiential exercises and an audio visual component.

Educational Objectives:

1. Describe strategies for engaging young people in a group setting.
2. Demonstrate creative alternatives for presenting ACT.
3. Demonstrate simple concrete ACT exercises to engage young people.

56. New Findings in Randomized Trial Outcomes

SYMPOSIUM (11:15-Noon)

ACT - Clinical / Addictions, anxiety, psychosis

Target Audience: All

Location: Aula D

Chair: MARISA PAEZ, CAID ESTE, Madrid

- A randomized clinical trial comparing effectiveness of CBT and ACT in the treatment of addictive behaviours.
 - Marcos López, CAID ESTE, Madrid
 - MARISA PAEZ, CAID ESTE, Madrid
 - Carmen Luciano, CAID ESTE, Madrid
 - Elena Losada, CAID ESTE, Madrid
- Psychological Flexibility as a Predictor of Relapse: Two-Year Follow-up Results from a Randomized Treatment Study of Panic Disorder with Agoraphobia
 - ANDREW GLOSTER, Technische Universität Dresden
 - Tina Hauke, Technische Universität Dresden
 - Katrin Humme, Technische Universität Dresden
 - Rainer Sonntag, Technische Universität Dresden
 - Michael Hoeffler, Technische Universität Dresden
 - Hans-Ulrich Wittchen, Technische Universität Dresden

- PACT: A blind randomised control trial of ACT for emotional adaptation following psychosis
ROSS WHITE, Ph.D., University of Glasgow

This presentation covers recent randomized controlled trials (RCT) that have been conducted. The first will be data from a RCT comparing effectiveness of CBT and ACT in the treatment of substance dependence are presented. The investigation is being carried on in a public service for comprehensive treatment of drug dependence in Madrid (Spain). The second will present results on an outcome study consisting of exposure-based CBT for Panic Disorder with Agoraphobia with 2-year follow-up data. Results will be discussed in the context of augmenting exposure-based CBT with ACT interventions. The third covers a blind randomized controlled trial of Acceptance and Commitment Therapy (ACT) for emotional adaptation following psychosis and discusses the findings.

Educational Objectives:

1. Describe the importance and specificity of ACT processes in determining relapse to exposure-based treatments.
2. Apply ACT to individuals experiencing emotional dysfunction following psychosis.
3. Describe the impression that psychosis patients have of ACT in therapy.

57. Why should clinicians bother to learn RFT?

INVITED LECTURE (11:15-Noon)

RFT - Clinical / Connecting RFT to clinical work

Target Audience: Beginner, Clinical

Location: Aula E

NIKLAS TORNEKE, M.D., Private Practice, NT Psykiatri

This is a clinician's talk to clinicians. Three reasons will be given, arguing that psychotherapists will benefit from an understanding of RFT concepts. The first is a basic scientific argument, the second an argument from practical therapeutic work and then there is a third reason...

Educational Objectives:

1. Describe two basic RFT concepts that are essential for understanding ACT.
2. List arguments for the relevance of RFT to therapy.
3. Discuss some of your own therapeutic work using an RFT concept.

Thursday Afternoon 12:15pm

58. Evolving the Future: Toward a Science of Intentional Change

PLENARY (12:15-1:30pm)

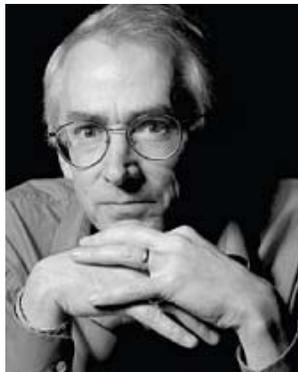
Other / Discussion of

fundamental issues from an
evolutionary perspective

Target Audience: Beginner

Location: Aula Magna

DAVID SLOAN WILSON,
Departments of Biology and
Anthropology, Binghamton
University (State University
of New York)



Introduction by STEVEN C. HAYES, University of Nevada

Change is the mantra of modern life. We embrace change as a virtue but we are also desperate to escape from changes that we don't want and appear beyond our control. Science should be an important agent of change, and so it is, but it is responsible for the unwanted changes as much as those we desire. In this talk I will show how evolutionary theory and contextual behavioral science can converge to provide a science of intentional change.

Educational Objectives:

1. Describe evolutionary theory and its application to the level of groups and cultural practices.
2. List how evolutionary theory and CBS are similar and how they differ.
3. Describe how contextual behavioral science can provide the tools to enact intentional change at both an individual and group level.

Thursday Lunch 1:30-2:45pm

Feel free to eat outside, at hallway tables, in the Downstairs Lounge, in Aula Magna, Aula F, Aula E, or Aula D. Or, of course, you can attend one of the lunch meetings below. Please just clean up when you're finished.

Thursday Lunch Events 1:45-2:30pm

ACT ITALIA: THE ITALIAN ASSOCIATION FOR CONTEXTUAL BEHAVIORAL SCIENCE CHAPTER

Organizational Meeting

Target Audience: All interested in the Italian chapter.

Location: Aula B

FRANCESCA SCAGLIA, Psy.D.; GIOVANNI ZUCCHI, Psy.D.;
GIOVANNI MISELLI, Ph.D.

Presentare il Capitolo Italiano dell'ACBS, raccogliere le iscrizioni, incontrare e dare il benvenuto ai nuovi membri, offrire l'opportunità di partecipare attivamente allo sviluppo dell'ACT in Italia.

We would like also to invite ACBS international members who are interested in collaboration on research projects, trainings and workshops in Italy, publish books in Italian to attend. Bring your lunch!

ACBS UK CHAPTER

Organizational Meeting

Target Audience: All interested in the UK chapter.

Location: Aula G

MARTIN BROCK, Sheffield Hallam University, Sheffield, UK
An opportunity to connect to the chapter, find out what's coming up and meet the members of the Chapter Committee. Discuss your ACT/RFT work in the UK and see how the Chapter can be of help. Bring your lunch!

ACBS SWEDEN CHAPTER (FORMING)

Planning Meeting

Target Audience: All interested in the Swedish chapter

Location: Aula C

THURSDAY

RIKARD WICKSELL, Karolinska Institut; NIKLAS TORNEKE, Private Practice; SANDRA BATES

We are currently in the process of forming an ACBS chapter in Sweden. The purpose of this first meeting is to briefly describe ACBS and to initiate a discussion of what might be accomplished by such development. Bring your lunch!

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SIG "German Speaking ACTivists" (forming)

Planning Meeting

Target Audience: All interested German speakers.

Location: Aula A

JAN MARTZ, Dr. med, Psychiatrist & Psychotherapist, Winterthur, Switzerland

Netzwerk-Treffen, austauschen über die Entwicklung von ACT im deutschen Sprachraum, Weiterbildungsmöglichkeiten, Tagungen, Intervisionstreffen, Koordination von Anlässen, Mitteilungen von den ACT Tagen, usw. Bring your lunch!

Thursday Afternoon 2:45pm

59. Interdisciplinary ACT for Chronic Pain: A Primer and Skills-Based Workshop

WORKSHOP (2:45-5:45pm)

ACT - Clinical / Pain

Target Audience: Intermediate

Location: Aula Magna

KEVIN E. VOWLES, Ph.D., The Haywood Hospital & Keele University

MILES THOMPSON, D.CLIN.PSY, Royal National Hospital for Rheumatic Diseases

GAIL SOWDEN, The Haywood Hospital & Keele University

SARAH WILSON, Royal National Hospital for Rheumatic Diseases

JULIE ASHWORTH, The Haywood Hospital & Keele University

For the past four decades, integrative biopsychosocial interdisciplinary group rehabilitation programmes have been a mainstay treatment for chronic pain. Within the past 10 years, Acceptance and Commitment Therapy (ACT) has been applied to these interdisciplinary settings and has established a fairly strong evidence base. Much of the training materials available in this area have focused on issues specifically relevant to psychology or behavior analysis, with less guidance available for other disciplines crucial to treatment provision. This workshop will focus on the application of ACT to interdisciplinary settings and will specifically include training from an interdisciplinary team with expertise in this area, consisting of physical/physio-therapists, psychologists, and a physician. Dr. Kevin Vowles (clinical psychologist) will begin the session with a brief overview of issues and clinical methods for use during the early stages of treatment. Ms. Gail Sowden (physiotherapist) will provide training on initially engaging patients in physical activities from a perspective that emphasizes moment-to-moment awareness and quality of movement. Ms. Sarah Wilson (physiotherapist) will expand upon this training through demonstration of exercises to enhance values clarity as they relate to physical

activity. Dr. Miles Thompson (clinical psychologist) will discuss values clarification and commitment to valued activity, which builds upon the work done in physiotherapy and also specifically generalizes it to a wider context. Finally, Dr. Julie Ashworth (physician) will provide an overview of "doing" ACT from a medical perspective, where a goal is often to help focus treatment on issues of workability as they pertain to effective functioning within a context of continuing pain. While this workshop will include some theoretical and data-based content to provide an adequate background to the subject material, the majority of time will be spent in experiential, skill building, and case conceptualization exercises with training modalities including a mix of didactic instruction, modeling, and practice/role play. Opportunities for consultation, instruction, and feedback will also be provided. At the conclusion of the workshop, participants will be able to more adequately conceptualize targets for treatment and directly apply interventions to augment acceptance, mindfulness, and values as they specifically apply to interdisciplinary treatment settings for those suffering from chronic pain.

Educational Objectives:

1. Describe the ACT theoretical model with regard to what exactly is being targeted for treatment.
2. Demonstrate clinical exercises designed to augment acceptance and mindfulness, as well as aid in values clarification and the promotion of values-based action for use in chronic pain settings.
3. Apply ACT principles within interdisciplinary chronic pain treatment settings.

60. ACT with Challenging Patients

WORKSHOP (2:45-5:45pm)

ACT - Clinical / Personality Disorders, Suicidal Behavior, High Risk Behaviors, Non-Adherence, Challenging Behaviors

Target Audience: Intermediate, Advanced, Clinical

Location: Aula F

KIRK STROSAHL, Ph.D., Central Washington Family Medicine

To date, ACT has shown great promise as a treatment approach for complex, therapy wise clients, in large part due to the ACT therapeutic stance of working in a defused, accepting, mindful and value oriented "space". In this heavily practice oriented workshop, we will examine what makes complex clients "difficult" using a new ACT case conceptualization approach called the "three arches". Experiential exercises will help attendees identify their "hot buttons" which, when pushed, draw the therapist out of this healing stance. Attendees will learn when & how to apply core ACT strategies (defusion, acceptance, getting present, valuing, committed action) with the complex client. Participants will be shown how the therapist can use the ACT "stance" to both humanize the client's difficulties and bring the client into the present moment and undermine emotional avoidance in session. Attendees will practice generating responses to selected "show stoppers", or comments that difficult patients make that stall out the therapeutic

interaction. Video tapes of live ACT therapy sessions and/or live role playing will be used to demonstrate key principles introduced in this workshop.

Educational Objectives:

1. Describe the ACT conceptualization of what makes complex clients "difficult".
2. Describe therapist "hot buttons" that, when triggered by the client, draw you out of an accepting, defused clinical stance.
3. Describe the three arches case conceptualization approach to direct ACT interventions with the complex client.

61. Ask not what Exposure can do for ACT—Ask what ACT can do for Exposure

PANEL DISCUSSION (2:45-4:15pm)

ACT - Clinical / Research

Target Audience: All

Location: Aula B

Chair/Discussant: BRIAN L. THOMPSON, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center
RIKARD WICKSELL, Ph.D., Behavioral Medicine Pain Treatment Service, Karolinska University; Department of Clinical Neuroscience, Karolinska Institutet
CARMEN LUCIANO, Ph.D., Universidad de Almería
SONJA V. BATTEN, Ph.D., VA Central Office, Washington, DC, USA
JONAS RAMNERÖ, Ph.D., Assistant Professor, Department of Psychology, Stockholm University, Sweden

Acceptance and Commitment Therapy has been called an exposure-based treatment. As ACT is rooted in contextual behavioral science and a radical behaviorist tradition, ACT-based exposure may be different from traditional cognitive behavioral models in theory and execution. Explanations for the mechanisms of exposure vary across treatments, and the contextual behavioral science underlying ACT may help to clarify and elucidate how exposure works. This panel brings together researchers and clinicians to talk about exposure in an ACT context. There will be some general discussion about different processes in exposure for verbal and non-verbal organisms, and on the role of verbal interventions in exposure treatment. Clinical discussion will touch upon the use of ACT-based exposure for particular problems. For example, how might exposure be used for persistent and treatment-resistant symptoms, such as chronic pain? Additionally, how can clinicians adapt traditional exposure therapy for posttraumatic stress disorder in an ACT-consistent manner?

Educational Objectives:

1. Describe how verbal processes may impact our understanding of exposure.
2. Explain how contextual behavioral science can guide the use of exposure in treatment.
3. Discuss how to use exposure in an ACT-consistent way.

62. Supervising the ACT Therapist: Willingness, Responsibility, and Engaging the Challenges

PANEL DISCUSSION (2:45-4:15pm)

ACT - Clinical / Supervision and Training

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula G

MEGAN OSER, Ph.D., Center for Health Care Evaluation, VA Palo Alto & Stanford University School of Medicine
KATIE SEARS, Ph.D., National Center for PTSD, VA Palo Alto Health Care System
ROBYN WALSER, Ph.D., National Center for PTSD, VA Palo Alto Health Care System
DARRAH WESTRUP, Ph.D., Private Practitioner, VA PAHCS Consultant

A key tenet of doing ACT competently is applying it in one's own life. That is, the therapist must be willing to experience their own difficult emotions, sensations, etc. in order to work in the ACT frame with effectiveness. In our supervision group, led by Drs. Walser & Oser, we are often tasked with providing ACT supervision within a brief period of time with challenging clients under systems conditions that present roadblocks. We will present our multi-method approach for ACT group supervision, including decision-making processes for training key components when faced with such constraints. Panelists will provide unique perspectives on ACT supervision processes covering both the supervisee and supervisor perspective. Katie Sears will discuss her process of learning ACT, Megan Oser will discuss her experience as a beginning ACT supervisor, Robyn Walser will discuss supervising the supervisor, and Darrah Westrup & Robyn Walser will cover ACT supervision issues from seasoned ACT trainers' perspectives. We will highlight the importance of understanding ACT theory and research and how to approach new ACT therapists with different theoretical orientations. Panelists will provide case examples of "workability" in supervision and will discuss common difficulties encountered from both the supervisees' and supervisors' perspective (e.g., therapist overestimation of their ACT competence and skills). Program evaluation data from interns completing the ACT rotation will be presented to describe trainee experiences and suggestions for improvement.

Educational Objectives:

1. List strategies for providing time-limited ACT training and supervision.
2. Describe common challenges encountered by supervisors and trainees.
3. List strategies to enhance flexibility of trainees' and supervisors' repertoire while adhering to a contextual behavioral conceptual framework.

THURSDAY

63. Acceptance and Commitment Therapy (ACT) for Psychotic Spectrum Disorders: A Panel Discussion

PANEL DISCUSSION (2: 45-4: 15pm)

ACT - Clinical / Psychosis

Target Audience: Clinical

Location: Aula C

ADRIA N. PEARSON, Ph.D., Private Consultant and ACT

Trainer

RICHARD TINGEY, Ph.D., VA Long Beach Healthcare System

PATRICIA BACH, Ph.D., Illinois Institute of Technology

GORDON D. MITCHELL, MSC, Stratheden Hospital

ERIC MORRIS, South London and Maudsley NHS Foundation Trust

JOSEPH OLIVER, Ph.D., South London and Maudsley NHS Trust

ROSS WHITE, Ph.D., University of Glasgow

ACT is theoretically well-matched as a model for treating psychotic spectrum disorders. By focusing on developing a meaningful life, versus reducing symptoms as a primary goal, ACT is theoretically suited to improve the lives of those with psychotic spectrum disorders who often live with residual symptoms. The use of ACT to treat more pervasive or severe mental illness, such as psychotic spectrum disorders, is early in treatment protocol development and in research outcomes. This proposed panel discussion is intended as a forum for clinicians and researchers to share their work applying ACT to treat psychotic spectrum disorders. The panel includes international ACT practitioners and researchers who have implemented ACT to treat psychosis in a variety of clinical settings. Panel members will be asked by the moderator to share their professional experience on the following discussion topics: 1) The application of ACT for psychosis in various treatment settings 2) The integration of ACT into existing treatment models, and the extent and nature of staff training provided in those settings. 3) Specific methods of targeting the 6 core processes with clients who have psychotic spectrum disorders (i.e. exercises, metaphors, and any existing treatment protocols currently in development or implemented) 4) Barriers that panel members may have encountered using ACT to treat psychosis and how these barriers have been addressed. And 5) Where are we now? Panel members will be asked to comment on possible future directions in research and clinical work.

Educational Objectives:

1. Discuss the current application of ACT to treat psychotic spectrum disorders in various settings (including how ACT has been integrated into existing models of mental health treatment, staff training in ACT principles and ACT treatment modalities such as group, workshop or individual treatment).
2. Describe, in general, current ACT treatment protocols or those in development to treat psychotic spectrum disorders. This includes discussion of exercises, metaphors and other methodologies used to target the 6 core

processes of ACT in those individuals with psychosis.

3. Discuss future directions of treatment development and research in the area of ACT and psychosis.

64. ACTing Sport: A values-based protocol for training in sport

WORKSHOP (2: 45-4: 15pm)

ACT - Other / sport psychology

Target Audience: Intermediate, Advanced, Clinical, Research

Location: Aula A

AUGUSTO ENEA FILIMBERTI, PSY. D., ASCCO

NICOLA MAFFINI, PSY. D., ASCCO

Giovambattista Presti, M.D., Ph.D., IULM University of Milan, ASCCO, IESCUM, ACT-Italia

Applied Sport Psychology, in its efforts to enhance the competitive performance of athletes, has traditionally utilized cognitive behavioral methods and techniques with an emphasis on developing self-control of internal states, commonly referred to as Psychological Skills Training. Acceptance and Commitment Therapy (ACT) suggests that internal cognitive and emotional states need not be eliminated, changed, or controlled in order to facilitate positive behavioral outcomes. Rather, it is suggested that an alternative or supplemental approach to the enhancement of athletic performance may be achieved through strategies and techniques that target the development of Psychological Flexibility. An ACT-consistent approach could improve or substitute the classic Psychological Skills Training programs by focusing upon three core elements: contextual modeling; the WARM-ACT, a particular kind of warm-up; the reinforcement of an attitude value-based, in the physical training. The aim of this intervention is to give some preliminary evidence in the application of a protocol composed by a five two-hours sessions, applicable both with team and single athletes. Every session presents metaphors and experiential exercises both in class and on play-grounds. HYPOTHESIS: by the application of this protocol – working on psychological flexibility – is possible to expect: 1) a reduction of the dispersion in the performances; 2) a reduction of injury time; 3) a function in prevention of risk behavior, such as drop-out and doping.

Educational Objectives:

1. Describe the WARM-ACT.
2. Explain Training-as-Value.
3. Describe Contextual Modeling .

65. ACT in Italia - Simposio sulla ricerca clinica (Act in Italy – Clinical Research Symposium)

SYMPOSIUM (2: 45-4: 15pm)

ACT - Clinical / Validation, decentering, mindfulness

Target Audience: All

Location: Aula D

Chair: ELISA RABITTI, MA, IULM University Milan, IESCUM Italy

- Adattamento italiano di questionari clinici ACT - Italian validation of ACT oriented clinical tools

- ELISA RABITTI, MA, IULM University Milan, IESCUM Italy
 Giovanni Miselli, Ph.D., IULM University Milan, IESCUM Italy
 Anna Prevedini, MA, IULM University Milan, IESCUM Italy
 Giovambattista Presti, Ph.D., IULM University Milan, IESCUM Italy
 Paolo Moderato, Ph.D.; Katia Manduchi, MA, IULM MILANO, IESCUM PARMA, ACT Italia
 Katia Manduchi, MA, IULM Milano, IESCUM Italia
- Una misura del decentramento: versione italiana dell'Experience Questionnaire (A measure of decentering: The Italian version of the Experiences Questionnaire)
 ANNALISA OPPO, D. PSYCH., Department of Psychiatry, University of Pisa & Department of Psychology, University of Parma
 GIOVANNI MISELLI, PH. D., AUSL Reggio Emilia, ACT-ITALIA
 GIOVANNI ZUCCHI, D. PSYCH., Villa Maria Luigia Hospital, Parma, ACT-ITALIA
 - Validazione italiana della Mindful Attention Awareness Scale (Italian Validation of Mindful Attention Awareness Scale)
 ELISA RABITTI, MA, IULM University Milan, IESCUM Italy
 Anna Prevedini, MA, IULM University Milan, IESCUM Italy
 Francesco Pozzi, MA, IULM University Milan, IESCUM Italy
 Giovanni Miselli, Ph.D., IULM University Milan, IESCUM Italy
 Vincenzo Russo, IULM University Milan, IESCUM Italy
 Paolo Moderato, IULM University Milan, IESCUM Italy
 Katia Manduchi, IULM University Milan, IESCUM Italy
 Annalisa Oppo, IULM University Milan, IESCUM Italy
 - La relazione fra disabilità cognitiva ed evolutiva, Relational Perspective-Taking e ACT. Prospettive teoriche ed esperienze cliniche.
 MAURO LEONI, Ph.D., Istituto Ospedaliero di Sospiro (Sospiro-Cr-Italy)
 Giuseppe Chiodelli, Anffas Brescia Onlus (Brescia-Italy)
 Serafino Corti, Anffas Brescia Onlus (Brescia-Italy)
 Francesco Fioriti, Anffas Brescia Onlus (Brescia-Italy)
 Roberto Cavagnola, Anffas Brescia Onlus (Brescia-Italy)
 - Rilassamento di Benson, Mindfulness, esposizione e ACT (Benson's Relaxation Response, Mindfulness and Exposure in ACT)
 ROBERTO ANCHISI, Ph.D., Istituto Europeo per lo Studio del Comportamento Umano IESCUM
 Davide Anchisi Ph.D., Dipartimento di Scienze Mediche e Biologiche, Università degli Studi di Udine
 Giovanni Miselli, Ph.D., AUSL RE
 Stefano Stefanini, Ph.D., Fondazione Europea di Ricerca Biomedica

L'Acceptance and Commitment Therapy è una terapia cognitivo-comportamentale evidence-based. Come tale le sue strategie e le basi teoriche sono sottoposte a verifica empirica. Inoltre le strategie cliniche dipendono fortemente dal linguaggio e dai contesti culturali in cui l'ACT viene praticata. E' per tali ragioni che occorre anche stimolare la ricerca contestualizzata alle varie realtà socio-linguistiche in modo da offrire ai clinici strumenti empiricamente validati di diagnosi e strategie di trattamento la cui efficacia è stata dimostrata in quello specifico contesto. Verranno presentati in questo simposio una serie di ricerche che dimostrano quanto fino ad oggi

fatto in ambito italiano lungo questa direzione e che puntano a stimolare un dibattito utile allo sviluppo empirico dell'ACT in Italia.

66. Research in Derived Stimulus Relations

SYMPOSIUM (2: 45-4: 15pm)

RFT - Research / derived stimulus relations

Target Audience: Intermediate, Advanced, Research

Location: Aula E

Chair: CHARLOTTE DACK, Ph.D., King's College, London

- Assessing Relational Networks: A Evaluation of Derived Relational Responding with Children with ASD and Typically Developing Children
 TIMOTHY M. WEIL, Ph.D., BCBA-D, University of South Florida
 Gianna Lozano, University of South Florida
- Using Contextual Cues to Influence the Role of Priming in the Transformation of Stimulus Functions: A Relational Frame Theory Investigation in Implicit Social Stereotyping.
 TIMOTHY M. WEIL, Ph.D., BCBA-D, University of South Florida
 Jacob Daar, University of South Florida
- The Transfer of Causal Efficacy Ratings Through Derived Stimulus Relations
 CHARLOTTE DACK, Ph.D., Kings College, London
 Louise McHugh, Swansea University
 Phil Reed, Ph.D., Swansea University

This symposium will bring together four papers researching derived stimulus relations from a variety of angles. The papers to be presented range from basic approaches to evaluating transfer of causal efficacy and the role of contextual cues in forming prejudice and bias, to bridge studies looking at transformation of evokative/consequential function through relational networks and the testing of derived relational responding following training on a basic relational network. All papers presented herein, while data based, have applied/clinical implications for those we work with. This symposium will assume a basic level of understanding in relational framing.

Educational Objectives:

1. Describe the current basic science research on derived stimulus relations.
2. Discuss difficulties in building relational networks.
3. Discuss the implications of language based interventions on performance.

67. Improving your immediate ACT responses to clients using Functional Analytic Psychotherapy (FAP)

WORKSHOP (2: 45-5: 45pm)

ACT - Clinical / FAP

Target Audience: Intermediate, Advanced, Clinical

Location: San Francesco-Aula A2

JONATHAN KANTER, Ph.D., University of Wisconsin-Milwaukee

FAP and ACT have been hailed as fellow travelers and brethren by both FAP and ACT experts and practitioners. FAP is based on a clinical behavioral analysis of the psychotherapy relationship and leads

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to an intense and powerful context in which both therapist and client struggle and grow together. ACT is based on a clinical behavioral analysis of language and also leads to an intense and powerful egalitarian psychotherapeutic relationship. In this workshop, Dr. Kanter will outline how the primary features of FAP can inform, supplement and suggest modifications to ACT interventions. We will focus in detail on the micro-process: How an ACT therapist may respond to specific client behavior in session that is difficult and emotional for the therapist, staying true to the principles of ACT and FAP. Detailed and in-depth clinical material will be presented to challenge ACT therapists to consider the deep implications of the ACT therapeutic relationship and how it can be maximized, using FAP principles, to harness the full potential of therapy.

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Educational Objectives:

1. Apply interventions consistent with FAP and ACT to difficult, emotional, in-session client behavior.
2. Assess and modify your ACT therapeutic relationship to maximize the power of therapy.
3. Describe the principles behind FAP interventions as part of ACT.

68. Experiential lab

WORKSHOP (2:45-5:45pm)

ACT - Clinical / experiential practice, RFT, functional analysis

Target Audience: Intermediate, Advanced

Location: San Francisco-Aula C2

NIKLAS TORNEKE, M.D., Private Practice, Sweden
 MATTHIEU VILLATTE, Ph.D., University of Nevada, Reno
 JENNIFER L. VILLATTE, M.A., University of Nevada, Reno

Experiential exercises have always been an essential part of acceptance and commitment therapy. Although their importance is often stressed their implementation in session is often delicate since it does not follow a specific protocol. In addition, while the treatment manuals typically include several "standard" exercises, the therapist is also encouraged to make up new ones, guided by the basic treatment principles and the treatment context with a particular client. This workshop will itself be experiential as participants will be invited to partake in typical as well as new ACT-exercises, from a client's perspective. Their experience will then be used as data in a following dialogue with the workshop leaders, with the purpose of understanding the basic strategic points of a particular exercise. Both the clinical hexaflex model and more basic RFT-principles will be used to make sense of the exercises so as to provide a functional analysis that transcends their topography. Participants will thus enhance their autonomy in delivering, adapting and creating new experiential exercises that target specific functions.

Educational Objectives:

1. Analyze the basic principles underlying experiential practice.
2. Describe the function of experiential exercises.
3. Use RFT to create new exercises.

69. New directions in value assessment and intervention

SYMPOSIUM (4:30-5:45pm)

ACT - Clinical / Values

Target Audience: All

Location: Aula B

Chair: STEPHANIE L. NASSAR, M.A., University of Mississippi

- Adapting the Expressive Writing Paradigm as a Values-Based Intervention.
 STEPHANIE L. NASSAR, M.A., University of Mississippi
 Kelly G. Wilson, Ph.D., University of Mississippi
- Importance, Pressure, and Success: Dimensions of Values and their Links to Personality
 STEPHANIE VEAGE, University of Wollongong
- Value importance, social pressure and well-being among Australian teenagers: What they want, what they want you to hear, and what really makes them happy
 KATHRYN WILLIAMS, BA PSYCHOLOGY (HONS), University of Wollongong
 Joseph Ciarrochi Ph.D., University of Wollongong
- Explorations in Appreciation Writing From a Contextual Behavioral Science Perspective.
 MAUREEN K. FLYNN, M.A., University of Mississippi
 KELLY G. WILSON, Ph.D., University of Mississippi

The goal of the talk is to improve understanding of how principles (values and abstract goals) are measured and can potentially be used in therapy. We will focus specifically on the Survey of Guiding Principles and evidence that it assesses a comprehensive set of principles. We will show how principles cluster and can be used to distinguish between different personality types/action tendencies. We will also discuss the importance of distinguishing between multiple dimensions of principles, including importance, pressure, activity, and success.

Educational Objectives:

1. Describe the psychological benefits accrued from a values-centered writing and compare them to the benefits accrued from a traditional expressive writing paradigm.
2. Explain whether experiential avoidance was a significant mediator of psychological outcomes in the values-centered writing group.
3. Assess and analyze differences in the narrative content of the expressive writings and values-centered writings.

70. The Importance of Teacher Wellbeing: An Experimental Evaluation of an ACT intervention for Middle School Teachers

SYMPOSIUM (4:30-5:45pm)

ACT - Other / ACT - Research

Target Audience: All

Location: Aula G

Chair: ERIKA HINDS, Oregon Research Institute

- Overview of the Project: The Problem of Teacher Distress
 ERIKA HINDS, Oregon Research Institute
- ACT Workshops for Teacher Stress: An Evolving Intervention

- LAURA BACKEN JONES, Oregon Research Institute
- The Effect of an ACT Intervention for Teachers: Preliminary Findings
ANTHONY BIGLAN, Oregon Research Institute

This symposium will present three papers concerning an experimental evaluation of a brief ACT intervention for middle school teachers and staff. Paper 1 will discuss the rationale for and design of the study and describe initial findings from factor analyses of measures of experiential avoidance, teacher wellbeing, and school collegiality. Paper 2 will describe the intervention, how it has evolved over its implementation, and the successes and challenges incurred throughout the process. Finally, paper 3 will discuss preliminary findings comparing the intervention and wait-list conditions on measures of psychological flexibility, wellbeing, and collegiality.

Educational Objectives:

1. Write some of the wide-ranging problems of teacher distress.
2. Recite ideas and strategies for tailoring ACT training to teachers and schools.
3. Describe the connection between experiential avoidance and teacher distress.

71. The utility of ACT: Behavior regulation in parents, adolescents, and inpatient populations

SYMPOSIUM (4:30-5:45pm)

ACT - Clinical / Adolescents

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula C

Chair: MICHEL ANDRÉ REYES ORTEGA, M.A., Instituto de Terapia Cognitivo Conductual (Mexico)

- Assessing the Effectiveness of an ACT based program on a small mexican psychiatric inpatients group.
MICHEL ANDRÉ REYES ORTEGA, M.A., Instituto De Terapia Cognitivo Conductual (Mexico)
ANGÉLICA RAMÍREZ CÁRDENAS, M.D., Instituto Jaliscience De Salud Mental
MILAGROS ASCENCIO GUIRADO, M.A., Instituto Jaliscience De Salud Mental
Cesar González González, M.D., instituto jaliscience de salud mental
Jarumi Quevedo Montes, M.D., instituto jaliscience de salud mental
- Acceptance and commitment therapy for adolescents with behavior, impulsivity and emotional problems: a clinical study.
MARISA PÁEZ-BLARRINA, Universidad de Almería; Hospital Universitario 12 de Octubre (Madrid).
D. Padilla-Torres, Universidad de Almería; Hospital Universitario 12 de Octubre (Madrid).
C. Luciano-Soriano, Universidad de Almería; Hospital Universitario 12 de Octubre (Madrid).
- Using the Implicit Relational Assessment Procedure to Measure Behavioral Regulation in adolescents with experiential avoidance disorder.
PADILLA-TORRES, D., Hospital Universitario 12 de Octubre, Madrid. Universidad de Almería, Spain
Páez-Blarrina, M., Hospital Universitario 12 de Octubre, Madrid. Universidad de Almería, Spain
Luciano-Soriano, C., Hospital Universitario 12 de Octubre, Madrid. Universidad de Almería, Spain

- Application of a brief ACT protocol for parents with children diagnosed with mental disorder.
PADILLA-TORRES, D, Hospital Universitario 12 de Octubre, Madrid.
Martínez-Martin, N., Hospital Universitario 12 de Octubre, Madrid.
- Using ACT and Mindfulness in group therapy for individuals with early psychosis - adaptations and successes
TANIA LECOMTE, Ph.D., University of Montreal
Bassam El-Khoury, University of Montreal
Claude Leclerc, Ph.D., Hôpital Louis-H Lafontaine
Alexandre Benoit, R.N., M.Sc., Université du Québec à Trois-Rivières

The effectiveness of Acceptance & Commitment Therapy Skills Based Program (ACT-SBP) on group and individual sessions for a Mexican psychiatric inpatient population are addressed. Intervention strategies are discussed for use of ACT with individuals with early psychosis. An ACT protocol for parents to reduce avoidance of unpleasant emotions in relation to management problematic behaviors of their children and promotes action toward valued directions will be presented. The potential utility of Acceptance and Commitment Therapy (ACT) in promoting self-control and valued-oriented actions and decreasing behavioral problems among adolescents will be discussed. A preliminary study illustrates the conceptual rationale for, and methodological potential of, an Implicit Relational Assessment Procedure designed to measure adolescents' behavioral regulation trends.

Educational Objectives:

1. Describe ACT-SBP modules characteristics.
2. Discuss how to adapt ACT and mindfulness to a group format.
3. Compare ACT-SBP strengths and weakness.

72. Alternative approaches to delivering brief ACT treatments

SYMPOSIUM (4:30-5:45pm)

ACT - Clinical / Depression, training, short treatments

Target Audience: Clinical

Location: Aula A

Chair: RAIMO LAPPALAINEN, Ph.D., University of Jyväskylä, Finland

- Developing ACT-based web treatment for Depression
PÄIVI LAPPALAINEN, University of Jyväskylä
Raimo Lappalainen, University of Jyväskylä
Sari Siitonen, University of Jyväskylä
Anna Granlund, University of Jyväskylä
- Using ACT self-help manual with depression: experiences and observations
RAIMO LAPPALAINEN, Ph.D., University of Jyväskylä, Finland
Anna Granlund, University of Jyväskylä, Finland
Aino Kohtala, University of Jyväskylä, Finland
- Training staff members to apply ACT for persons using sign language
LEENA HASSINEN, M.A., University of Jyväskylä, Finland
Eeva-Marja Loukola M.A., The Service Foundation for the Deaf, Helsinki, Finland

- Raimo Lappalainen, University of Jyväskylä, Finland
- Persuasive technology in a new online ACT intervention: Effects on psychological distress, psychological flexibility and adherence
WENDY POTS, Ph.D. student, University of Twente
Ernst Bohlmeijer, Ph.D., Twente University, Enschede, Netherlands
Saskia Kelders, Ph.D. student, Twente University, Enschede, Netherlands
Karlein Schreurs, Ph.D., Twente University, Enschede, Netherlands

We have trained novice therapists to use brief ACT intervention treatments in several projects. This symposium will describe three studies. A project will be presented during which we trained staff members to apply ACT for persons using sign language. Two studies will be presented using psychology students as therapists with clients reporting depressive symptoms. One of these studies investigated the use of self-help manuals during a short ACT intervention. The other study compared a 6 week face-to-face ACT treatment with ACT internet based treatment including one face-to-face session. Overall this symposium will discuss experiences obtained when health care professional with no or little experience of Acceptance and Commitment Therapy are trained during a couple of workshops to apply ACT in brief treatments.

Educational Objectives:

1. Describe how ACT methods can be applied in short interventions.
2. Predict possible problems associated with training of novice therapists.
3. Apply ACT with clients reporting depressive symptoms.

73. Exploring the Utility of the IRAP as a Measure of Depression, Disgust and attitudes towards Mental Disorders: Examining the Relationship Between Experiential Avoidance, Self-Efficacy, and Anxiety Symptoms

SYMPOSIUM (4:30-5:45pm)

Other / Anxiety, Depression, IRAP

Target Audience: Intermediate, Research

Location: Aula D

Chair: EMMA NICHOLSON, National University of Ireland Maynooth

- The Implicit Relational Assessment Procedure (IRAP) as a Measure of Disgust Propensity and Disgust Sensitivity
EMMA NICHOLSON, National University of Ireland Maynooth
Professor Dermot Barnes-Holmes, National University of Ireland Maynooth
- Negative Mood Induction and Implicit Emotional Responses on the IRAP
IAN HUSSEY, National University of Ireland Maynooth
Professor Dermot Barnes-Holmes, National University of Ireland Maynooth
- Experiential avoidance as a mediator of the relationship of several coping strategies and anxiety symptoms
PAULA ODRIÓZOLA, Universidad de Oviedo

- María González-Blanco, Universidad de Oviedo
- Nikolett Eisenbeck, Universidad de Oviedo
- Carmen Luciano, Universidad de Oviedo
- Francisco J. Ruiz, Universidad de Oviedo

• Implicit attitudes toward Mental Disorders in Mental Health professionals

- PAULA ODRIÓZOLA, Universidad de Oviedo
- María González-Blanco, Universidad de Oviedo
- Nikolett Eisenbeck, Universidad de Oviedo
- Carmen Luciano, Universidad de Oviedo
- Francisco J. Ruiz, Universidad de Oviedo

The results of a study of two separate Implicit Relational Assessment Procedures (IRAP) developed to measure disgust propensity and disgust sensitivity in relation to the existing disgust literature pertaining to anxiety disorders such as obsessive-compulsive disorder will be presented. Findings of a broad implicit measure of depressive symptomatology was created by mapping the content of the depression scale from the Depression Anxiety and Stress Scale onto the IRAP and how it is related to the broader literature on cognitive reactivity to negative mood will be discussed. The relevance of experiential avoidance in the development of anxiety disorders is highlighted in a study that analyzed the relationship between experiential avoidance, self-efficacy and several adaptive coping strategies with anxiety symptoms in a sample of 132 people without clinical problems. Results of a study that aimed to analyze the implicit attitudes towards people suffering from a chronic psychological disorder in mental health professional versus professionals of other clients are presented.

Educational Objectives:

1. Assess the utility of the IRAP as a measure of disgust propensity and sensitivity.
2. Compare explicit and implicit attitudes toward mental disorders in mental health professionals.
3. Describe the relationship between experiential avoidance and other coping strategies.

74. Coding Psychological Presence and Interpersonal Engagement: Towards the Development of Behavioral Indices

SYMPOSIUM (4:30-5:45pm)

ACT - Other / Mindfulness

Target Audience: All

Location: Aula E

Chair/Discussant: EMILY K SANDOZ, Ph.D., University of Louisiana at Lafayette

- On the Development of a Behavioral Based Measure of Presence and Engagement
DESIREE W. CARNATHAN, University of Mississippi
Michael J. Bordieri, M.S., University of Mississippi
Maureen K. Flynn, M.A., University of Mississippi
Karen Kate Kellum, Ph.D., University of Mississippi
Kelly G. Wilson, Ph.D., University of Mississippi
- Fostering Emotionally Impactful Conversations: The Effect of Contextual Manipulations on Behavioral Indices of Presence and Engagement
KERRY C. WHITEMAN, University of Mississippi
Maureen K. Flynn, M.A., University of Mississippi
Michael J. Bordieri, M.S., University of Mississippi
Karen Kate Kellum, Ph.D., University of Mississippi
Kelly G. Wilson, Ph.D., University of Mississippi

- Coding Core ACT Processes in the Hexaflex Functional Dimensional Experiential Interview (HFDEI)

LINDSAY SCHNETZER, University of Mississippi
Maureen K. Flynn, M.A., University of Mississippi
Kerry C. Whiteman, M.A., University of Mississippi
Karen Kate Kellum, Ph.D., University of Mississippi
Kelly G. Wilson, Ph.D., University of Mississippi

Mindfulness has emerged as a central area of interest within psychology. While several pencil and paper measures of mindfulness and present moment awareness exist, there is little published literature focused on the coding of behavioral indices of psychological presence. After providing a brief theoretical overview of mindfulness and presence, this symposium will feature a talk on the development of a behavioral coding system of presence in videotapes of analogue clinical interviews. Particular attention will be given to the training of novice coders and the refinement of the coding system both in terms of reliability and research utility. This symposium will also contain a demonstration of the behavioral coding system as applied to a series of studies exploring the effect of contextual manipulations on participant engagement and presence. Among other manipulations, the influence of brief mindfulness inductions and pre-session values work will be explored in detail. Finally, this symposium will feature a talk on the development of a coding system for the Hexaflex Functional Dimensional Experiential Interview (HFDEI). The utility of the HFDEI as both a case conceptualization tool and as a brief intervention will be presented with a focus on the coding of core ACT processes. Implications for the future development of behavioral indices of presence and engagement will be discussed.

Educational Objectives:

1. Describe the difficulties inherent in coding behavioral indices of presence and discuss strategies for developing behavioral coding systems.
2. Discuss the effects of brief mindfulness exercises on both interpersonal engagement and psychological presence.
3. List and describe the components of the Hexaflex Functional Dimensional Experiential Interview (HFDEI) and explain the utility of the instrument.

Social Dinner & Follies - Meet the Buses at 7:00pm & 7:30pm (location on map on back of program) and **DON'T FORGET YOUR TICKETS!**

A. Morning Mindfulness Training Group

WORKSHOP (8:00-8:50am)

ACT - Skills / Mindfulness

Target Audience: All

Location: Aula E

JAN MARTZ, M.D., Dr. med, Psychiatrist & Psychotherapist, Winterthur, Switzerland

In this daily early morning mindfulness group, I will be offering a guided meditation (sitting on chairs or on the floor), followed by a short walking meditation and a period of sitting in silence. The function will be to foster present moment awareness, self as context experience, acceptance and defusion processes as well as contacting personal values and preparing ourselves mindfully for a full conference day. CEs available each day.

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Educational Objectives:

1. Use awareness of body sensations to become more present, open and focused.
2. Demonstrate thought recognition as thoughts happen and come back to present moment awareness.
3. Demonstrate sitting in silence before a busy day.

B. Yoga and ACT unite in Parma!

WORKSHOP (8:00-8:50am)

ACT - Skills / Yoga

Target Audience: All

Location: Park (outside)

GALI LAWRENCE, DClinPsych and registered yoga teacher, Private Practice Newcastle NSW Australia

-Bring a Yoga Mat or Towel with you-

Welcome to relaxing and restorative yoga. Each class will have a theme related to ACT concepts, including some ideas on how we can utilise yoga-the breath and movement-with our clients.

The word yoga means "union" in Sanskrit, the language of ancient India where yoga originated. We can think of the union occurring between the mind, body, and spirit. Yoga is typically thought of as a series of postures called asana, and yoga focuses on the dance between the breath and movement.

The first yoga session of this 3-part series of yoga classes will focus on using the combination of movement and the breath to facilitate mindfulness. The second yoga session will focus on facilitating acceptance. The third session will focus on facilitating self compassion with yoga.

You don't have to be flexible or fit, all you need is a willing attitude!

Educational Objectives:

1. Demonstrate how to get out of our minds and feel relaxed and connected to our body and spirit.
2. List some ideas on how yoga can be used for our own self care.

3. Demonstrate new yoga positions to potentially use with clients.

75. What do people really value? Distinguishing between what people say they want and what they seem to unconsciously want.

WORKSHOP (9:00-Noon)

ACT - Skills / values

Target Audience: All

Location: Aula Magna

JOSEPH CIARROCHI, University of Wollongong
LINDA BILICH, University of Wollongong
KATE WILLIAMS, University of Wollongong

People lie to themselves. They often do not want to acknowledge socially discouraged values, such as those to do with sexuality and the pursuit of power. This workshop will review the scientific literature on explicit (conscious) and implicit (often unconscious) measures of valuing. It will then provide the attendees with practice in using indirect and nonreactive methods for inferring what clients unconsciously want. Finally, it will discuss how explicit and implicit measures can be used together to inform therapeutic practice.

Educational Objectives:

1. Describe the ACT notion of values.
2. Describe the current implicit motivational literature and theory. (e.g., what is it, what do implicit motives predict).
3. Describe client language associated with affiliation, power, and achievement motivation.

76. Overcoming Resistance and Motivating the Unmotivated

WORKSHOP (9:00-Noon)

ACT - Clinical / Resistance

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula F

RUSS HARRIS, M.D., Private Practice, Melbourne, Australia

This workshop goes step-by-step through the seven main factors that lead to resistance in therapy, and failure to make or maintain positive changes. It will provide you with simple, practical tools and techniques to address these factors. The workshop is both didactic and experiential, and includes live demonstrations.

Educational Objectives:

1. List the seven main factors that inhibit positive change.
2. Demonstrate tools and techniques to address all the above factors.
3. Demonstrate a simple but powerful technique for defusion from 'reason-giving'.

77. Using the Life Line and physical metaphors in conceptualization and treatment of chronic problems like pain and obesity

WORKSHOP (9:00-Noon)

ACT - Clinical / Getting back to work after long term disability, chronic pain, burn out

Target Audience: Intermediate, Advanced, Clinical, Research

Location: Aula B

JOANNE DAHL, Ph.D., Uppsala University
SANDRA WEINELAND, Uppsala University
EMMA WALLIN, Uppsala University
ANNA FINNES, MA, Uppsala University
JENNY THORSELL, MA, Uppsala University
LINNEA MOLIN, Uppsala University

The aim of ACT is to help people get flexible around not only inevitable unpleasant events in life but also around our tendency to amplify the negativity. This workshop shows how experiential avoidance is expressed in the specific rigid behavior patterns of emotional eating and pain behaviors. In the ACT model we have developed for these chronic problems, we use the physical metaphor: Life Line to conceptualize behavior samples of experiential avoidance and practice physically all of the ACT processes. We use minimal talking and instead use experiential exercises 'on the floor'. We have found that ACT processes can be learned faster and more effectively when done in this 'physical manner'. These physical metaphor model is helpful for those who feel stuck with clients or in cases when language barriers present problems. Be prepared to work practically if you come to this workshop.

Educational Objectives:

1. Demonstrate the performance of the life line as a floor based behavior analysis.
2. Discuss how to physicalize ACT processes.
3. Analyze how to successfully widen the therapy repertoire to a more physical practical level.

78. ACT with Self-Compassion: Acceptance and compassion at the heart of ACT

WORKSHOP (9:00-Noon)

ACT - Skills / Self-compassion, Acceptance, Therapeutic relationship, Clinical skills

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula G

DENNIS TIRCH, Ph.D., American Institute for Cognitive Therapy, New York City
BENJAMIN SCHOENDORFF, MA, MSc, Fernand Seguin Research Centre, Louis H. Lafontaine Hospital, Montreal

While it is not always considered a explicit ACT process, compassion for self and others is a fundamental implicit value throughout ACT (Hayes, 2008). The presence and growth of compassion through our therapeutic relationships can potentially inform and enrich the effectiveness of our psychotherapy. Over the last several years, a growing body of research has illustrated the potential value of our patients' cultivation of self-compassion. For example, self-compassion has been found to be a strong predictor of psychological problems in large samples of people seeking outpatient treatment, accounting for more variance in "symptoms" than mindfulness alone (Van Dam, Sheppard, Forsyth & Earleywine, 2010). Higher levels of reported self-compassion have also been found to be correlated with lower levels of depression and anxiety (Neff, 2003; Neff, Hseih, & Dejithirat, 2005; Neff, Rude, &

Kirkpatrick, 2007). Clearly, enhancing our ability to work with our patients in the cultivation of self-compassion may have benefits in ACT and other contextual psychotherapies. This half day workshop will begin by providing an RFT based account of the origins of self-compassion, and will link this theoretical account to an evolutionary psychology rationale for the emergence of self-compassion among human beings. From this theoretical foundation, participants will engage in experiential exercises designed to foster self-compassion, mindfulness, and contact with the present moment, in the service of living a valued life. Over the course of this 1/2 day together, we will bridge the conceptual and the experiential to touch on a felt sense of self-compassion, and explore how it can be brought to bear in a life well lived.

Educational Objectives:

1. Describe an RFT theoretical rationale for cultivating compassion and self-compassion in ACT clinical practice.
2. Demonstrate self-compassion exercises.
3. Demonstrate compassion and self-compassion in the context of the therapeutic relationship.

79. Behavioral Activation (BA) and ACT WORKSHOP (9:00-Noon)

Other / Depression

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula C

JONATHAN KANTER, Ph.D., University of Wisconsin-Milwaukee

Due to the prevalence and burden of clinical depression, clinicians want a treatment that is easy to learn, easy to administer, acceptable to clients, and effective. Behavioral Activation (BA) meets these criteria and is consistent both theoretically and technically with ACT work. In this presentation, Dr. Kanter will outline the major techniques of BA, with a focus on hands-on implementation for ACT clinicians. The goal of the presentation is the help the clinician integrate BA techniques into ongoing ACT work in one of two ways: (1) BA may be implemented as a front-line technique, stepping up to ACT interventions for those who do not respond to BA, and (2) BA techniques may inform and maximize the effectiveness of the "committed action" stage of ACT work.

Educational Objectives:

1. Describe the primary techniques of BA.
2. Describe how to integrate BA techniques into your ongoing ACT work.
3. Discuss how to step up to ACT interventions when BA techniques do not seem to be enough for a client.

FRIDAY

80. ACT for Psychosis Skills Workshop: Recovery through psychological flexibility

WORKSHOP (9:00-Noon)

ACT - Clinical / Psychosis

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula A

ERIC MORRIS, South London & Maudsley NHS Foundation
Trust/ Institute of Psychiatry, King's College London, UK

JOSEPH OLIVER, South London & Maudsley NHS Foundation
Trust/ Institute of Psychiatry, King's College London, UK

AMY McARTHUR, University of Glasgow, UK

ROSS WHITE, NHS Fife, UK

GORDON MITCHELL, NHS Fife, UK

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The early work by Bach and Hayes (2002) and Gaudiano and Herbert (2004) suggest that there may be benefits to helping people distressed and disabled by psychosis develop skills in mindfulness and value-driven action. Broader developments in psychological treatments for psychosis have demonstrated the value and acceptability of offering mindfulness as a way of disengaging from hallucinations, unusual thoughts and experiences (Chadwick et al., 2006). There has been increased interest in the potential of

acceptance-based treatments to support recovery from a first episode of psychosis (Morris & Oliver, 2009). This skills workshop will focus on developing the core skills and knowledge to work with people recovering from psychosis using Acceptance and Commitment Therapy. The presenters will present their work on using ACT to help people with psychosis, which has been influenced by the broader developments in the psychological understanding of psychosis developed in the United Kingdom. The presenters are active clinicians and researchers developing ACT clinical practice and research within the UK National Health Service, across a range of settings, including community, inpatient, first episode/ early intervention and rehabilitation settings.

The workshop will briefly cover the theoretical and research background in the use of ACT with people with psychosis. However, the majority of the content will focus on the practical application of ACT, considering a number of different points, including: working with active, distressing, positive symptoms and anomalous experiences; working with distressing thoughts and delusions; working with negative symptoms; considering emotional processes in psychosis; formulation and understanding psychosis from an ACT perspective; using ACT to enhance engagement in working with people with psychosis.

The workshop will incorporate illustrative case material, transcripts, and recordings of sessions. The presenters will describe the approaches they take in using ACT in the different settings they work within.

Educational Objectives:

1. Describe how the ACT can be a pragmatic treatment in fostering recovery from psychosis, using individual, group and systems-wide

interventions, for people with early psychosis as well as established disorders.

2. Describe how the problems of psychosis can be conceptualised using the ACT model.
3. Describe the ACT metaphors and exercises adapted for treatment of psychosis.

81. When it Gets Really Intrusive : The Experience of OCD and Interventions From an ACT Perspective

WORKSHOP (9:00-Noon)

ACT - Clinical / OCD

Target Audience: Beginner, Intermediate

Location: Aula D

MARTIN J. BROCK, Sheffield Hallam University, Sheffield , UK

JACQUELINE G. L. A-TJAK, PsyQ, Zaandam, The Netherlands

This approach is designed to address maladaptive avoidance of internal experiences associated with many problems in functioning while also focusing on making and keeping commitments. A Functional Contextual Model for OCD and also a Case Formulation approach in ACT has been developed; both will be described in this workshop. Obsessive Compulsive Disorder is recognized as a complex disorder and is difficult to treat, due in part to the intrusive nature of the types of thoughts which can be highly distressing and motivation to abate, avoid or eliminate them is strong. In this experiential workshop opportunities will be given to develop awareness of the typical experiences found in OCD and to explore and share the challenges for therapists. Finally an opportunity will be given to formulate a case within OCD.

Educational Objectives:

1. Describe the Core Activities of Case Formulation in ACT.
2. Describe a Functional Contextual Model of OCD.
3. Discuss the highly intrusive nature of OCD.

82. Improving your Therapeutic Skills through the Better Understanding of RFT

WORKSHOP (9:00-Noon)

RFT - Clinical / Transformation of functions implied in clinical methods

Target Audience: Intermediate, Advanced, Clinical, Research

Location: Aula E

CARMEN LUCIANO, PH D, Universidad De Almería

FRAN RUIZ, PH D, Universidad De Almería

MARISA PÁEZ, PH D, Instituto ACT, Madrid

ACT is a therapy explicitly rooted over the RFT implications to human psychopathology. During the last years, the specific connections between RFT and ACT clinical methods have been advanced in the empirical arena. This workshop aims to present the cutting edge in the experimental evidence respecting relational responding and the transformation of functions in two sections. On the one hand, in the development of self-rules and self-as-context as well as in preventing destructive experiential avoidance regulation. And on the other, in the understanding of the verbal or relational components involved in the

ACT components as well as in the ACT methods. More specifically, the processes involved in generating: (a) creative hopelessness -and methods involved, (b) values clarification -and methods involved, and (c) defusion -and methods involved. Among these interactions, we will do explicit the common practice of the self-as-context in most of the ACT clinical methods. This workshop is mainly directed to clinicians and researchers interested in knowing how RFT can be applied to understand the conditions under which human condition might become destructive as well as the conditions under which when the latter is the case, it might be overcome. The workshop will contain instructional videos, and experiential practice.

Educational Objectives:

1. Assess the clinical implications of cutting edge RFT studies.
2. Discuss methods of integrating RFT into ACT practice.
3. Describe RFT guidelines that can aid in improving ACT clinical methods.

83. Using ACT in Health contexts

WORKSHOP (9:00-Noon)

ACT - Clinical / Health

Target Audience: Beginner, Intermediate, Advanced

Location: San Francesco-Aula A2

JENNIFER GREGG, Ph.D., San Jose State University
 NUNO FERREIRA, University of Edinburgh
 DAVID GILLANDERS, University of Edinburgh

Chronic and terminal illnesses bring a host of challenges to living a meaningful, value-driven life. As chronic medical conditions become a larger health concern globally, more and more patients are affected by them. Several questions come to mind when thinking of using ACT in a Health context. How would ACT be useful for a particular health problem? What outcomes would be useful to target? How can I adapt ACT to a specific health problem? What techniques are more useful for the outcomes I want to target? What format of intervention would be more useful? How can I deliver an intervention at high volume whilst maintaining quality? In this workshop, we will provide some useful guidance for practitioners wanting to use ACT in Health related contexts by addressing these questions. Examples of how to conceptualize health-related behaviours and coping with chronic and terminal conditions functionally will be given as well as some examples of successful ACT interventions already used. Participants will also be encouraged to attempt to draft an intervention.

Educational Objectives:

1. Describe the relevance of ACT to a health-related context.
2. Describe how to functionally conceptualize "willingness" and overcoming behavioural patterns that contribute to ill health.
3. Design an intervention plan for patients with chronic and terminal medical illnesses from an ACT perspective.

84. Parent Training e ACT: Genitorialità come valore in situazioni difficili

WORKSHOP (9:00-10:30am)

ACT – Clinical / Parent Training

Target Audience: All

Location: San Francesco-Aula C2

GIOVANNI MISELLI, Ph.D., AUSL Reggio Emilia, IESCUM, ACT Italia

FRANCESCA PERGOLIZZI, Ph.D., HUMANITAS, IESCUM, ACT Italia Milano

Essere genitori o caregiver di persone in difficoltà significa affrontare quotidianamente sfide complesse e sperimentare alti livelli di stress cronico. La letteratura scientifica evidenzia come la difficoltà da parte dei genitori a fronteggiare pensieri, emozioni e sensazioni fisiche negative (evitamento esperienziale) sia positivamente correlato con problemi comportamentali, disagi emotivi, disturbi d'ansia e depressione nei figli; e nello stesso tempo con lo stress genitoriale e modalità educative inefficaci e punitive.

Da qui l'esigenza di ampliare il focus dei Parent Training cognitivo-comportamentale tradizionalmente concepito, accostando a percorsi mirati alla gestione competente e efficace del figlio, percorsi che siano in grado di accogliere e prendere in considerazione i complessi bisogni psicologici dei genitori-caregiver (Blackledge e Hayes, 2006; Pergolizzi et al., 2005).

Un Parent Training che integri modalità tradizionali cognitivo-comportamentali e principi e procedure dell'ACT ha finalità di accrescere nei genitori-caregiver l'accettazione delle esperienze personali di sofferenza legate alla complessità delle interazioni educative e affettive con il proprio figlio, e di agire in modo sinergico e consapevole per la gestione e il controllo dei comportamenti problematici, in un contesto di piena accoglienza dell'altro come persona.

Riteniamo sottolineare che l'inclusione dei processi ACT nel percorso di Parent Training, inteso come un continuum, può aumentare in modo significativo l'aderenza e la compliance alle indicazioni fornite dal percorso stesso.

Workshop PROPONE... Presentazione e integrazione dei processi e delle tecniche cognitivo-comportamentali e dell'Acceptance and Commitment Therapy (ACT), declinati nel contesto del Parent Training Riflessione sull'essere genitore-caregiver "competente" e "responsabile" di persone in difficoltà (es. disturbi del comportamento, disabilità, patologie organiche, ecc.). Presentazione del ruolo dei processi dell'ACT (accettazione, defusione, contatto con il momento presente, senso di continuità del sé, contatto con i propri valori e azione impegnata) all'interno di un percorso con genitori e caregiver di persone con difficoltà, declinando tali processi sia nella vita del genitore-caregiver che nella relazione con l'altro.

FRIDAY

**85. ACT e le dipendenze da sostanze:
Dall'evitamento esperienziale ai valori**

WORKSHOP (10:45-Noon)
ACT – Clinical / Substance Abuse
Target Audience: All

Location: San Francesco-Aula C2

GIOVANNI ZUCCHI, Psy.D., Villa Maria Luigia Hospital,
Parma; Act-Italia, Iescum
SILVERIO ZUCCHI, Psy.D., L'Orizzonte Onlus, Parma; Act-
Italia; Iescum

Un workshop pratico che partendo dai principi di base dell'Acceptance and Commitment Therapy consenta ai partecipanti di acquisire strumenti utili per la pratica clinica con pazienti tossicodipendenti e abusatori di sostanze. Obiettivo principale di questo workshop è quello di mostrare ai partecipanti un modello che consenta loro di orientarsi all'interno del vasto campo delle dipendenze e che gli permetta di essere efficaci clinicamente in ognuno dei 6 processi dell'Hexaflex. In particolare ampio spazio verrà dedicato ai valori, all'azione impegnata e all'evitamento esperienziale.

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Friday Afternoon 12:15pm

86. The role of experiential avoidance in paranoid thinking

PLENARY (12:15-1:30pm)
ACT - Other / Psychosis
Target Audience: All
Location: Aula Magna

RICHARD BENTALL, University of Liverpool
Introduction by PATTY BACH, Illinois Institute of Technology

Paranoid delusions are the most common symptom of psychosis, present in about 70% of first episode patients. Less severe forms of paranoia are common in every day life. However, research shows some important



discontinuities between clinical paranoia and the less severe forms, with patients typically reporting 'poor-me' (PM) beliefs, in which they hold that persecution is undeserved and self-esteem is relatively preserved, and non-patients typically reporting 'bad-me' (BM) beliefs in which self esteem is low and the individual believes that they deserve to be persecuted. As the beliefs of prodromal patients are usually BM the implication is that the transition into a full-blown psychotic episode is marked by a transition from BM to PM beliefs. Research on the psychological mechanisms underlying paranoia, which will be described in this lecture, implicates dysfunctional strategies for avoiding negative thoughts about the

self during the PM phase. Hence, experiential avoidance appears to be an important process during the genesis of paranoid delusions.

Educational Objectives:

1. Compare poor-me and bad-me paranoia.
2. Explain the role of experiential avoidance in the genesis and maintenance of paranoid delusions of paranoid delusions.
3. Explain the role of self-esteem in the genesis and maintenance of paranoid delusions.

Friday Lunch 1:30pm-2:45pm

Friday Afternoon 2:45pm

87. Using Appreciation in the Psychological Flexibility Model

WORKSHOP (2:45-5:45pm)
ACT - Clinical / Appreciation
Target Audience: All
Location: Aula Magna

KELLY G. WILSON, Ph.D., University of Mississippi
MAUREEN K. FLYNN, University of Mississippi

People often live their day-to-day lives without taking time to pause and appreciate aspects their own lives, such as the embrace a loved one, the splendor of a full moon lighting up the sky, or a kind word from a stranger. Even when we are engaging in valued living, it is easy to get caught up in daily activities without taking the time to stop, even for a moment, to appreciate that which we value. In this workshop, we will discuss the act of appreciation as it relates to the Psychological Flexibility Model. We will also explore it experientially to see how this act of appreciation may make a difference in your own life and that of your clients. This workshop invites you to take time from this busy conference to slow down and show up to your life.

Educational Objectives:

1. Analyze appreciation according to the Psychological Flexibility Model.
2. Demonstrate appreciation through experiential exercises.
3. Design strategies to incorporate appreciation into your personal and professional practice.

88. Cultivating healing therapeutic relationships by combining ACT and FAP

WORKSHOP (2:45-5:45pm)
ACT - Skills / ACT, FAP, Therapeutic Relationship; Case conceptualization, Clinical Behavior Analysis
Target Audience: All, Clinical
Location: Aula F

BENJAMIN SCHOENDORFF, M.A., MSc, Fernand Seguin
Research Centre, Louis H. Lafontaine Hospital, Montreal
KATIA MANDUCHI, M.A., Private Practice, IESCUM, Italy
MARIE-FRANCE BOLDUC, M.Psy, Université du Québec à
Montréal

This is an interactive workshop for clinicians of all levels on integrating the powerful therapeutic relationship-centered tools of Functional Analytic Psychotherapy (Kohlenberg and Tsai) into their ACT

practice. You will learn how to use FAP tools to create compassionate, secure and flexible therapeutic relationships that heal by helping therapist and clients further cultivate present moment awareness, defusion, acceptance and valued action. Using your own clinical cases, you will learn how to integrate ACT and FAP around an intuitive Matrix-based case-conceptualization form that helps bring the therapeutic relationship centre-stage. The form is so simple and easy to use and you can share it with your clients in the service of helping them gain in psychological flexibility — both in dealing with their inner experience and in their interpersonal relationships.

Educational Objectives:

1. Describe and identify CRB in session and place them on Matrix diagram.
2. Discuss how to target the therapeutic relationship to help cultivate ACT processes in session.
3. Discuss Matrix-based case conceptualization tools and describe how to share them with clients.

89. Mastering the Metaphor: An Experiential Workshop to learn and practice the art of using metaphors in psychotherapy

WORKSHOP (2:45-5:45pm)

ACT - Skills / Using ACT effectively

Target Audience: Beginner

Location: Aula B

COLLEEN EHRNSTROM, Ph.D., Private Practice, Boulder, Colorado

Mastering the Metaphor: A safe and supportive environment where you can mindfully drink milk, meet Joe the Bum, drive the bus, play tug of war with a tin can monster, and monitor your chess board while taking a polygraph test and eating chocolate cake. Love the metaphorical world of ACT but feel intimidated by what, when, where and how? Come to this workshop to learn about the scientific underpinnings of the metaphor and see the metaphor in action. Presenter will provide both video clips and live demonstrations of some of the most popular and effective ACT metaphors.

Educational Objectives:

1. List the scientific reasons for using metaphors in the therapy room.
2. Demonstrate technique improvement using several of the classic metaphors in ACT (via the scientific underpinnings for metaphors).
3. Assess the right moment to use metaphors.

90. Mode Deactivation Therapy (MDT): A Mindfulness Contextual Treatment Approach for Adolescents

WORKSHOP (2:45-4:15pm)

Behavior Analysis / Mindfulness, Acceptance, Contextual Treatment Adolescents

Target Audience: Beginner, Intermediate, Clinical

Location: Aula G

JACK A. APSCHÉ, Ph.D., ABPP, The Apsche Center at North Spring Behavioral Healthcare

LUCIA DIMEO, Ph.D., University of the Virgin Islands

This workshop will focus on Mode Deactivation Therapy (MDT) as a contextual treatment for adolescents presenting issues of conduct and personality disorders (i.e. trauma, physical and sexual aggression). The MDT Case Conceptualization methodology, including assessments and functional analysis, will be presented. Didactic and experiential activities will explore MDT elements such as: mindfulness, acceptance, cognitive defusion, emotional defusion, and balancing functional alternative beliefs. MDT is a third wave, evidence-based, therapeutic approach effective in the treatment of adolescents with severe emotional and behavioral traits and disorders.

Educational Objectives:

1. List the multiple aspects of an MDT Case Conceptualization.
2. Describe and demonstrate MDT psychotherapy techniques.
3. Demonstrate and lead mindfulness exercises for adolescents.

91. ACT - to take care of Yourself

WORKSHOP (2:45-4:15pm)

ACT - Skills / Clinical work

Target Audience: Beginner, Intermediate, Advanced

Location: Aula C

BEATE EBERT, Private Practice

Our work as therapists is fulfilling, challenging and sometimes exhausting. We are dealing with deep human suffering and we are well trained in taking care of others. But sometimes we are not very successful in taking care of ourselves, we work too much and we feel burnt out. In this workshop we will use the Hexaflex to get a new perspective on our well-being and to increase our flexibility in this regard. We will investigate questions like: What are the mechanisms that drive us to step over our boundaries? What exercises can we use when our clients feel like a burden on our shoulders? What can we do when we ourselves feel anger or pain in a session? What about our thoughts of helplessness and incompetence? How can we act committed for ourselves? We are precious not only to our clients and we deserve that someone takes good care of us.

Educational Objectives:

1. Demonstrate ACT skills as therapists to stay healthy, inspired and powerful in our workplaces.
2. Apply the hexaflex to one's own life and describe it from this perspective.
3. Discuss the kind of support structures could be helpful for therapists over the long term.

FRIDAY

92. Challenge the simple cause and effect medical paradigm with ACT/RFT: Conceptualization and treatment planning for chronic illnesses from an ACT/RFT perspective

WORKSHOP (2:45-4:15pm)

ACT -- other /

Target Audience: Beginner, Intermediate, Advanced, Clinical

Location: Aula A

TOBIAS LUNDGREN, Uppsala University
JOHAN PAHNKE, Uppsala University

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The medical model has been and still is the prevailing model in the treatment of many so called chronic illnesses. The ACT model and the traditional behavior model challenge the idea of a simple cause and effect relationship between an underlying disturbance in the brain and elicitation of specific behavior. ACT/RFT add to the understanding and the treatment of chronic illnesses and ACT treatments of chronic illnesses show interesting effects. In this workshop treatment outcome and process data on ACT for Epilepsy and Aspergers will be presented and discussed. RFT conceptualization of chronic illness will be presented and development of tailor made treatment plans for chronic illnesses will be discussed. Participants will be asked to participate in the workshop both to work with conceptualizations and treatment planning from an ACT/RFT model. Bull's-Eye values survey and other new developed tools for assessment, treatment planning and treatment will be introduced.

Educational Objectives:

1. List at least three important variables to consider in doing a contextual behavior analysis of epilepsy.
2. List at least three basic things to consider when doing an ACT therapy for Aspergers.
3. List three similarities between ACT and Yoga in the treatment of epilepsy.

93. Body and Mindfulness Metaphors in Practice: ACT Consistent Experiential Exercises

WORKSHOP (2:45-4:15pm)

ACT - Clinical / Mindfulness

Target Audience: Beginner, Clinical

Location: Aula D

MANUELA O'CONNELL, Hemera & Universidad de Belgrano

We will present the development of body metaphors consistent with ACT. We usually use as clinical mindfulness support material the classical exercises of breathing meditation, body scan, sitting meditation and walking meditation. Can we expand these exercises? Is it possible to combine them taking into account the ACT psychological perspective and develop body metaphors? ACT shows us how important is to accept and commit to experiences in a flexible way. We will re-think and discuss the importance of the body experiences in reflexive

learning. The audience will experience 2 develop body metaphors consistent with ACT: GOING ALONG WITH A PROCESS (an experiential breathing metaphor to learn how get along with all the parts of a process from the beginning to the end) and TWO HAND SIDES OF SITUATIONS (a experiential body metaphor to feel different perspectives of a situation and integrate them). Furthermore, we will discuss appropriate ways and language to guide these metaphors and what to take into account to create different ones.

Educational Objectives:

1. Demonstrate body-based mindfulness exercises while assessing ways to adapt the traditional ones.
2. Demonstrate when why to use body exercise with clients.
3. Demonstrate exercises that work well in individual and group settings.

94. La Fap nella pratica clinica: Fare la "differenza " nella relazione terapeutica

WORKSHOP (2:45-4:15pm)

Other / Fap, clinical skills, research

Target Audience: All

Location: Aula E

KATIA MANDUCHI, Psy, Iescum Parma, ACT Italia Chapter
SARA PEZZOLA, IULM Milano, Iescum Parma
ANNALISA OPPO, Iescum Parma

La Functional analytic psychotherapy, ideata da Mavis Tsai e Bob Kohlenbergh (1991) basa il suo modello teorico sul comportamentismo radicale e sul contestualismo. A partire dai principi sia dell'uno, che dell'altro, in questo modello risulta fondamentale come spazio relazionale ed esperienziale quello che si crea durante la relazione terapeutica. L'obiettivo di questo wks è di approfondire la conoscenza di questo modello sia da un punto di vista teorico che basato sull'esperienza.

Verranno affrontati i seguenti argomenti: 1) Di quali disturbi si occupa la FAP.; 2) L'utilizzo del rinforzo naturale versus rinforzo arbitrario.; 3) L'identificazione dei comportamenti clinicamente rilevanti CRB1 e CRB2, T1 e T2.; 4) Le 5 regole della Fap. Particolare attenzione verrà data al rapporto tra i comportamenti problematici nella vita del paziente(O1) e comportamenti problematici osservabili durante una seduta (CRB1), al riconoscimento e l'utilizzo dei comportamenti del terapeuta che possono emergere nella relazione ed essere ostacolo alla terapia (T1) o funzionali alla terapia (T2).

95. ACT for Parenting Groups: Methods, Measures and Activities

WORKSHOP (2:45-5:45pm)

ACT - Skills / Parenting

Target Audience: Intermediate

Location: San Francesco-Aula A2

LAURA BACKEN JONES, Ph.D., Oregon Research Institute
ERIKA HINDS, MS, Oregon Research Institute

Many aspects of parenting such as childrens' behaviors, sleep-deprivation, and fatigue, are a

common part of parenthood. Parents report, however that one of their biggest challenges is handling their own undesirable thoughts, feelings, and behaviors. Getting caught up in, or trying to control, difficult thoughts (e.g., "I am not a good parent") and feelings (e.g., "I can't stand it when he does that") about themselves and their children can interfere with parents' abilities to connect with and take valued action. In this interactive three-hour workshop, we will utilize didactic and experiential methods to teach strategies, and methods for conducting and evaluating parenting groups in Acceptance and Commitment Training. Participants will learn activities and skills training for use with a range of caregivers and situations, including co-parenting, foster parents and grandparents, as well as methods for measuring change in factors known to affect childrens' and parents' immediate and long term wellbeing.

Educational Objectives:

1. Demonstrate a range new techniques that can be used in planning, implementing and evaluating ACT groups for parents.
2. Discuss ideas and strategies for tailoring ACT parenting training to special groups (e.g. divorcing/separating parents, foster parents, grandparents).
3. Demonstrate a variety of activities from around the ACT hexaflex to use with parents in groups.

96. Train the trainers workshop: A step to support you in becoming an ACT trainer

WORKSHOP (2:45-5:45pm)

ACT - Skills / Trainers

Target Audience: Intermediate, Advanced, Clinical

Location: San Francisco-Aula C2

RAINER F. SONNTAG, Private Practice

The last kick for thinking about this workshop happened to me when listening to Joe Cocker's "Simple things". The workshop is quite simple - in principle. It is designed for those of you who want to become an ACT trainer or have begun to play with that idea. If you meet me in this workshop, you (at least some of you depending on the numbers of participants) will be given space and opportunity to practice presenting ACT to others. You may choose to present a piece from 15 to 30 minutes. Before your performance you will make explicit what process you want to teach. Afterwards we will discuss how well you achieved your goal and what might be changed according to the ACT trainer evaluation criteria you can find on the website (http://contextualpsychology.org/training_standards click on "trainer competencies"). All participants are expected to provide helpful feedback and recognize what feedback from an ACT perspective might be: accepting, engaging, fun, and loving. For any questions in preparing for this workshop you will find me at raisonn@aol.com.

Educational Objectives:

1. Describe some of the skills essential to becoming an effective ACT therapist.
2. Demonstrate ACT training activities to teach ACT skills.

3. Design more effective training protocols for ACT therapists.

Friday Afternoon 4:30pm

97. ACT for Body Image concerns

SYMPOSIUM (4:30-5:45pm)

ACT - Clinical / Body Image Dissatisfaction

Target Audience: Intermediate, Advanced, Clinical

Location: Aula G

Chair: SOPHIE CHEVAL, Private Practice, Paris, France

- Body Image Dissatisfaction
ADRIA N. PEARSON, Ph.D., Private Consultant and ACT Trainer
- Acceptance in Body Image concerns
SOPHIE CHEVAL, Private Practice, Paris, France
- RFT & Body Image flexibility
EMILY SANDOZ, Ph.D., University of Louisiana, Lafayette
MICHELLE N. JEANIS, University of Louisiana, Lafayette

Body Image concerns are associated with clinically significant distress, impairment and disability, both in male and female patients with various diagnoses. This symposium presents how Body Image concerns can be conceptualized and addressed in an ACT/RFT perspective. Illustrated with clinical examples, it will present the application of ACT core processes in the treatment protocol of Body Image Dissatisfaction. It will also review the psychological mechanisms underlying non-acceptant attitudes and behaviors related to Body Image, as well as relational learning processes involved in Body Image inflexibility.

Educational Objectives:

1. Discuss conceptualization considerations and theoretical hypothesis on Body Image concerns in an ACT/RFT perspective.
2. Discuss the clinical analysis of case examples with body image concerns.
3. Describe designed interventions for body image issues and their results.

98. Studies in Relational Frame Theory II

SYMPOSIUM (4:30-5:45pm)

RFT - Research / Evaluative conditioning, temporal relations, diectic training, implicit social stereotyping

Target Audience: Intermediate

Location: Aula C

Chair: SEAN HUGHES, National University of Ireland Maynooth

- Why We Like What We Like: A Functional Approach to the Study of Evaluation.
SEAN HUGHES, National University of Ireland, Maynooth
Dermot Barnes-Holmes, Ph.D., National University of Ireland, Maynooth
- Transformation of functions through temporal relations
JUAN C. LOPEZ, Universidad de Almería, Spain
- Transformations of functions involved in perspective-taking
JOAQUIN J. SUAREZ-AGUIRRE, Universidad de Almería

FRIDAY

- Assessing Automatic Sectarianism Among Students in Northern Ireland: An Implicit Relational Assessment Procedure (IRAP) Analysis
SEAN HUGHES, National University of Ireland Maynooth
Dermot Barnes-Holmes, Ph.D., National University of Ireland, Maynooth

The four papers in this symposium focus on the following research topics; evaluative conditioning, temporal relational responding, training in diectic relations, and implicit sectarianism.

Educational Objectives:

1. Discuss cutting-edge RFT work on the direct and derived transfer and transformation of stimulus function.
2. Analyze this basic research in light of real-world issues (e.g. perspective taking/ how we form preferences/ stereotype others).
3. Describe the different transformations of functions involved in perspective-taking.

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99. Outcomes and Processes in Acceptance and Commitment Therapy (ACT) for chronic pain: Does it work and is it different from traditional CBT?

SYMPOSIUM (4: 30-5: 45pm)

ACT - Clinical / pain, chronic pain, evidence, outcome, processes of change

Target Audience: Intermediate, Clinical, Research

Location: Aula A

- Chair: RIKARD K. WICKSELL, Behavioral Med Pain Treatment Service, Karolinska Univ Hosp; Dep of Clinical Neuroscience, Karolinska Institutet
- ACT for adults with longstanding pain syndromes in a behavioral medicine setting – a presentation of outcome data from two randomized controlled trials
MIKE KEMANI, Behavioral Med Pain Treatment Service, Karolinska Univ Hosp; Dep of Clinical Neuroscience, Karolinska Institutet
Gunnar L. Olsson, Behavioral Med Pain Treatment Service, Karolinska Univ Hosp; Dep of Clinical Neuroscience, Karolinska Institutet
Karin Jensen, Behavioral Med Pain Treatment Service, Karolinska Univ Hosp; Dep of Clinical Neuroscience, Karolinska Institutet
Martin Ingvar, Behavioral Med Pain Treatment Service, Karolinska Univ Hosp; Dep of Clinical Neuroscience, Karolinska Institutet
Eva Kosek, Behavioral Med Pain Treatment Service, Karolinska Univ Hosp; Dep of Clinical Neuroscience, Karolinska Institutet
Rikard K. Wicksell, Behavioral Med Pain Treatment Service, Karolinska Univ Hosp; Dep of Clinical Neuroscience, Karolinska Institutet
 - Preliminary Outcomes of an Abbreviated Interdisciplinary Programme of Acceptance and Commitment Therapy for Chronic Pain
KEVIN E. VOWLES, Interdisciplinary Musculoskeletal Pain Assessment and Treatment Service, Haywood Hospital; Arthritis Research Campaign National
Julie Ashworth, Interdisciplinary Musculoskeletal Pain Assessment and Treatment Service, Haywood Hospital; Arthritis Research Campaign National
David Beachill, Interdisciplinary Musculoskeletal Pain Assessment and Treatment Service, Haywood Hospital; Arthritis Research Campaign National

- Jon Packham, Interdisciplinary Musculoskeletal Pain Assessment and Treatment Service, Haywood Hospital; Arthritis Research Campaign National
- Psychological flexibility as a specific mediator of improvement in ACT for chronic pain
RIKARD WICKSELL, Behavioral Med Pain Treatment Service, Karolinska Univ Hosp; Dep of Clinical Neuroscience, Karolinska Institutet
Gunnar L. Olsson, Behavioral Med Pain Treatment Service, Karolinska Univ Hosp; Dep of Clinical Neuroscience, Karolinska Institutet
Steven C. Hayes, Behavioral Med Pain Treatment Service, Karolinska Univ Hosp; Dep of Clinical Neuroscience, Karolinska Institutet

This symposium contains 3 presentations and will focus on outcomes and processes of change in Acceptance and Commitment Therapy (ACT) for chronic pain, to address the concern regarding efficacy and effectiveness, as well as key factors in successful treatments. More specifically, results from RCT's will be presented together with studies exploring predictors, moderators, and mediators of change in treatment. Findings from these studies will be used to facilitate a discussion regarding the empirical support for conceptual differences between ACT and more traditional CBT models. In addition, implications for development of more precise theories and better clinical programs will be discussed.

Educational Objectives:

1. Describe the current state of evidence of CBT in general and ACT in particular regarding chronic pain.
2. Discuss moderators and mediators of improvement in ACT based treatment for chronic pain.
3. Analyze differences between traditional CBT and ACT based on existing research on change processes, and discuss the need for future research on based on existing evidence and ongoing studies with preliminary results.

100. Increasing Adolescent Well-Being

SYMPOSIUM (4: 30-5: 45pm)

ACT - Clinical / Adolescents

Target Audience: Clinical, Research

Location: Aula D

- Chair: PHILOMENA RENNEN, University of Sydney, Counselling Service
- Acceptance Based Therapies for Young Adults Experiencing Stress, Anxiety and Depression: A comparison of Acceptance & Commitment Therapy and Mindfulness-Based Cognitive Therapy
PHILOMENA RENNEN, University of Sydney, Counselling Service
 - Health mental promotion and gender equity at school: bridging the gap between the clinic and prevention.
SHEILA GIARDINI MURTA, University of Brasilia
 - Intervention to foster interpersonal skills and sexual and reproductive rights in a non-clinical population of adolescents: lessons from a pilot study.
SHEILA GIARDINI MURTA, University of Brasilia

The results and clinical implications of a study comparing the effectiveness of a six week course in either Acceptance & Commitment Therapy (ACT) or Mindfulness Based Cognitive Therapy (MBCT) on young adults experiencing stress, anxiety and depression. Evaluation of a preventive program for adolescents, teachers and family members, focused on safe sex, sexual and reproductive rights, resilience and assertive social skills in the context of gender relations will be discussed, as well as the limits of preventive ecological interventions and the use of clinical tools in preventive research. The results and limitations of a pilot study aimed to evaluate the social validity of an interpersonal skills and sexual and reproductive rights program for adolescents will be presented.

Educational Objectives:

1. Discuss interventions that work in university settings.
2. Describe cultural challenges of preventive interventions designed to foster sexual and reproductive rights in adolescents.
3. Discuss the differences and similarities between two popular acceptance based approaches.

101. ACT in Italia - Simposio ACT e bambini (ACT in Italy – ACT for kids Symposium)

SYMPOSIUM (4:30-5:45pm)

ACT – Other / ACT for Kids

Target Audience: All

Location: Aula E

Chair: ROBERTO CATTIVELLI, University of Parma - Learning Centre TICE

- Perspective Taking: una procedura per indurre empatia negli adolescenti (Perspective Taking: a procedure to induce empathy with adolescents)
ROBERTO CATTIVELLI, University of Parma - Learning Centre TICE
FEDERICA BERARDO, University of Parma - Learning Centre TICE
VALENTINA TIRELLI, Learning Centre TICE
- Mindfulness con bambini: risultati di uno studio pilota
VALENTINA TIRELLI, Learning Centre TICE
Federica Berardo, University of Parma - Learning Centre TICE
- L'applicazione dell'ACT nel trattamento di un caso di abuso infantile
OTTAVIA FERRONI, ASCCO-PARMA, IESCUM
Giovambattista Presti, IULM Milano
Paolo Moderato, IULM Milano

L'Acceptance and Commitment Therapy è stata sviluppata principalmente con pazienti adulti. Da un punto di vista squisitamente teorico non esisterebbe alcun ostacolo alla sua applicazione al mondo dei bambini e degli adolescenti purché competenti dal punto di vista linguistico. In questo simposio verranno discussi alcuni casi in cui l'ACT è stata utilizzata come strategia elettiva, o associata ad altre tecniche derivanti dalla tradizione cognitivo-comportamentale, per trattare alcuni casi di disturbi in età infantile o adolescenziale. Verranno anche esplorate le difficoltà e gli aggiustamenti necessari a

lavorare sui sei processi dell'Hexaflex in questa fascia di pazienti.

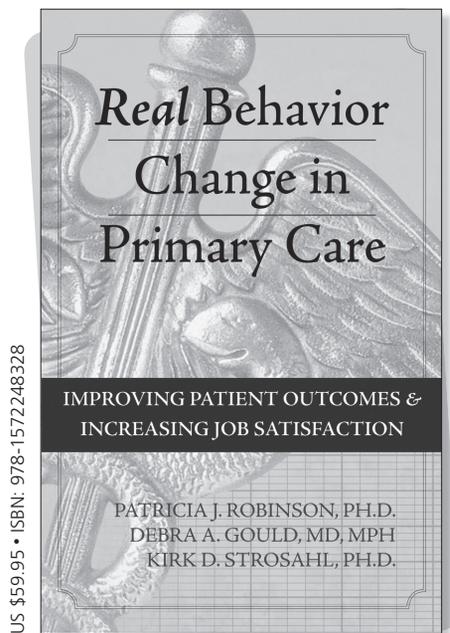
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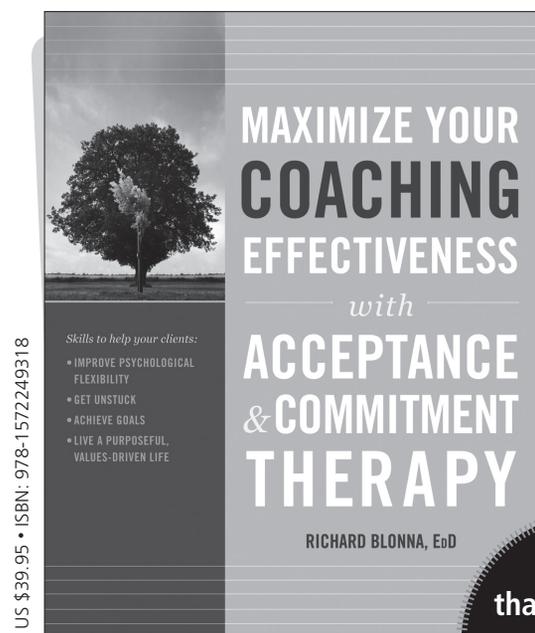
Put acceptance & commitment therapy to work in your practice

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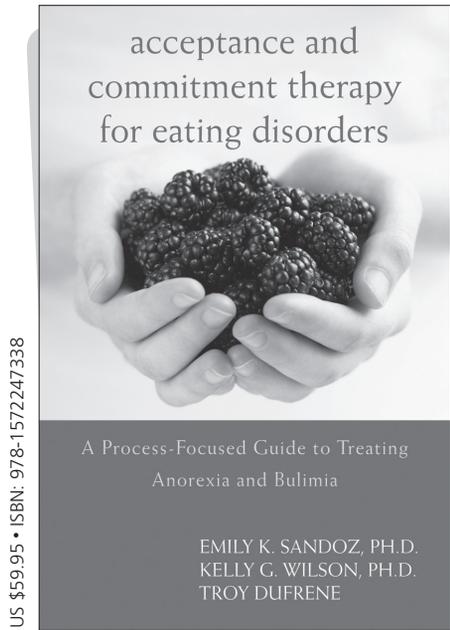
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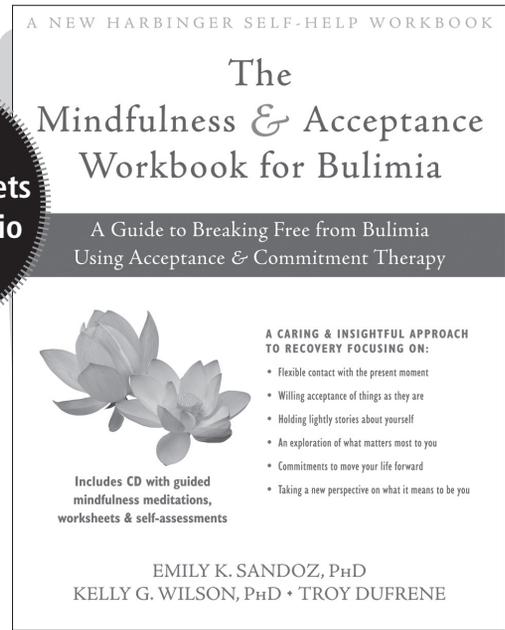


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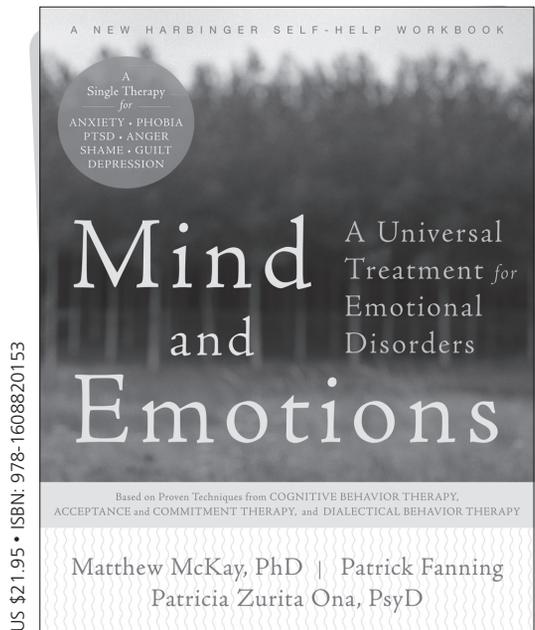


A complete professional guide to helping clients in therapy overcome eating disorders.

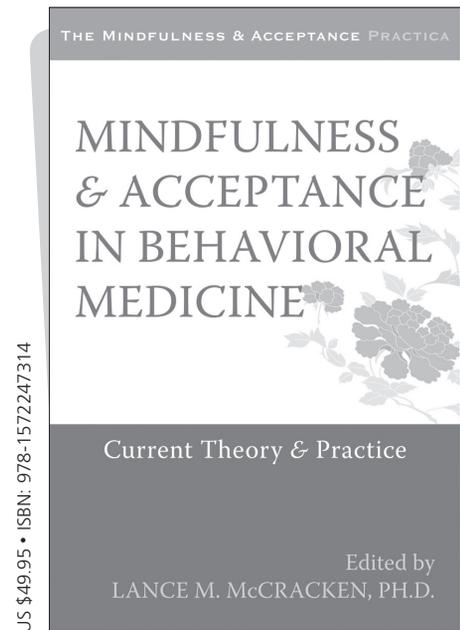
Includes CD with worksheets & guided audio meditations



A proven-effective therapeutic solution to to move past bulimia and toward a more fulfilling way of life.



A new approach to coping with overwhelming emotions.



Put mindfulness to use with specialty health care clinic patients.

Shuttle Buses, Taxis, & Luggage

Shuttle Buses:

ACBS is happy to provide shuttle busing for the Social Dinner/ Follies on July 14, 2011 for ticketed event attendees. **Tickets will be checked** when getting on the buses.

Busing will be available to and from the restaurant, starting from the west side of La Pilotta, along the river, at **7:00pm & 7:30pm on July 14**. Busing is on a first come, first served basis. If the entire conference population arrives only for the 7:30 bus, only half can be accommodated. Please plan accordingly.

Return busing will be at 11:15pm & 11:45pm.

Need to leave sooner? You can call a taxi to Porca L'Oca, via Emilio Lepido, 237/a loc. S. Prospero 43122

The telephone number of the restaurant is: 0521.645672

See the map on the back of this program.

The telephone number for a Parma taxi is: 0521.252562 (calling from a USA phone? add 0039 to the beginning)

Taxis:

The telephone number for a Parma taxi is: 0521.252562 (calling from a USA phone? add 0039 to the beginning)

Your hotel will be happy to call a taxi for you if needed.

Parma does not have too many taxis, so inquiring at your hotel about bus options may be your best option, depending on where you're going.

You can buy a bus ticket at any Tobacconist shop (or shop that sells newspapers), which are marked with a large "T" in the front of the store.

Luggage:

If you need to check out of your hotel and bring your luggage to the conference with you on July 15, you may do so and store it in the Conference Bookstore room. (It must be retrieved by 5:45pm.)

However, you may find it's more convenient to ask your hotel to hold your luggage for you. I believe that all of the conference hotels can do this for you. Please note: *ACBS is not responsible for any lost or stolen items (but this has never happened before).*

Parma Restaurants/ Taverns

Is there any food in Italy that *isn't* great? Here are a few suggestions if you just don't know where to start.

Go to Piazza Garibaldi - the best place to start. Haven't found what you want? Go south on Strada L. C. Farini, for more options.... this is where the locals are. There are hidden gems all over the city though. Keep in mind, most of these restaurants have very limited seating, so large groups will be more difficult to accommodate. If you will be eating after 8:00pm (8:00-9:30pm are typical dinner times for Italians in the summer) a reservation is *strongly* suggested. If you need help making a reservation, ask at your hotel, or a new Italian friend.

Ristorante Pizzeria La Duchessa

Italian - inexpensive

Piazza Giuseppe Garibaldi, 1, 43121 Parma +39 0521 235962

Pepèn

Italian sandwich place - inexpensive

Borgo Sant'Ambrogio, (on a tiny street just east of Piazza Garibaldi, and north of Strada della Repubblica) parma 43100

I went here and had the "carciofa". A melty cheese & artichoke masterpiece. This place even has a following on Facebook. I'm not sure if they are open at supper time... may only be available at lunch time. You'll need to check.

Gallo D'Oro

Italian - inexpensive

Borgo Della Salina, 3, (south and east of Piazza Garibaldi, see map on back of program) 43100 Parma +39 0521/208846

Middle Eastern Shwarma & Kebabs

Middle Eastern - very inexpensive

(Ok so this isn't really the name, but if you really want to eat inexpensively, there is an option or two.)

On the west side of Strada G. Garibaldi (the north/south road that goes to the train station) just south of Viale Mentana, you can find some inexpensive wraps/kebabs.

Trattoria Corrieri

Italian - moderate/expensive

Via Conservatorio, 1, (on the west side of the Opening Session location, see map on back of program) Parma +39 0521 234426

Trattoria del Tribunale

Italian - moderate/expensive

Vicolo Politi, 5 (south and west of Opening Session workshop location, see map on back of program) 43121 Parma +39 0521 285527 trattoriadeltribunale.it

Trattoria Santa Chiara

Italian - moderate/expensive

5 Pl. Cervi, (east of Hotel Button) Parma, 43121 +39 0521 286098

Kelari

Greek - moderate/expensive

B.go Tommasini, 19/A, (one block east, 2.5 blocks south of Hotel Button) 43100 Parma +39 0521 386653

La Greppia (considered by some as the best restaurant in Parma)

Italian - expensive

Strada Giuseppe Garibaldi, 39, (near La Pilotta) 43100 Parma +39 0521 233686

Taverns

Taverna i Merli

A neat little "cave-like" tavern.

Borgo Piccinini, 7/A, (about a block west of the north side of the Opening Session location) www.tavernaimerli.it

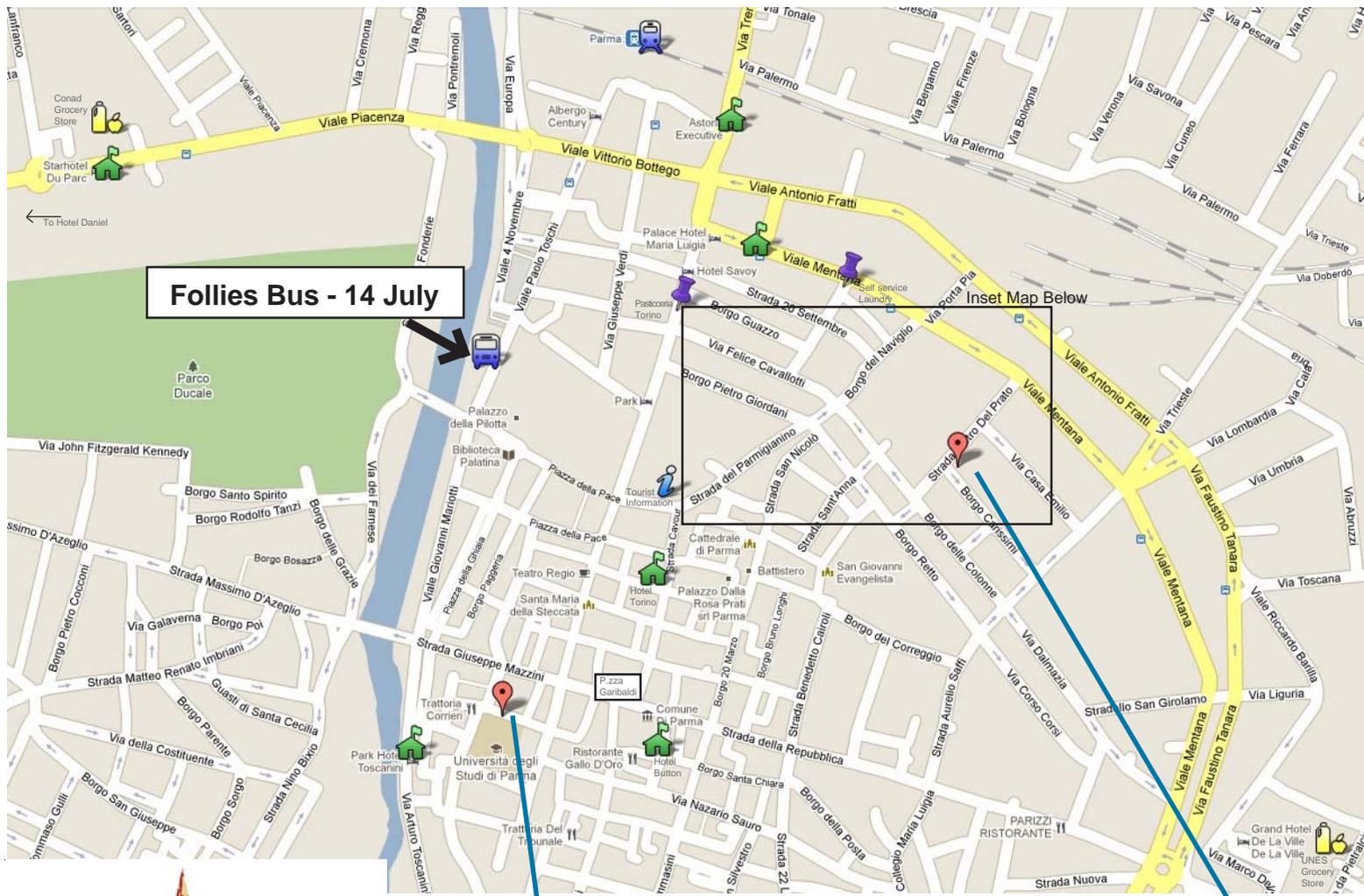
MENTANA 104

Another neat little bar to grab a drink before or after dinner. They also have a limited menu.

104, Vaile Mentana (just north of our conference venue) Parma +39 0521.206587

University of Parma - Polo Didattico (July 13-15, conf. location)





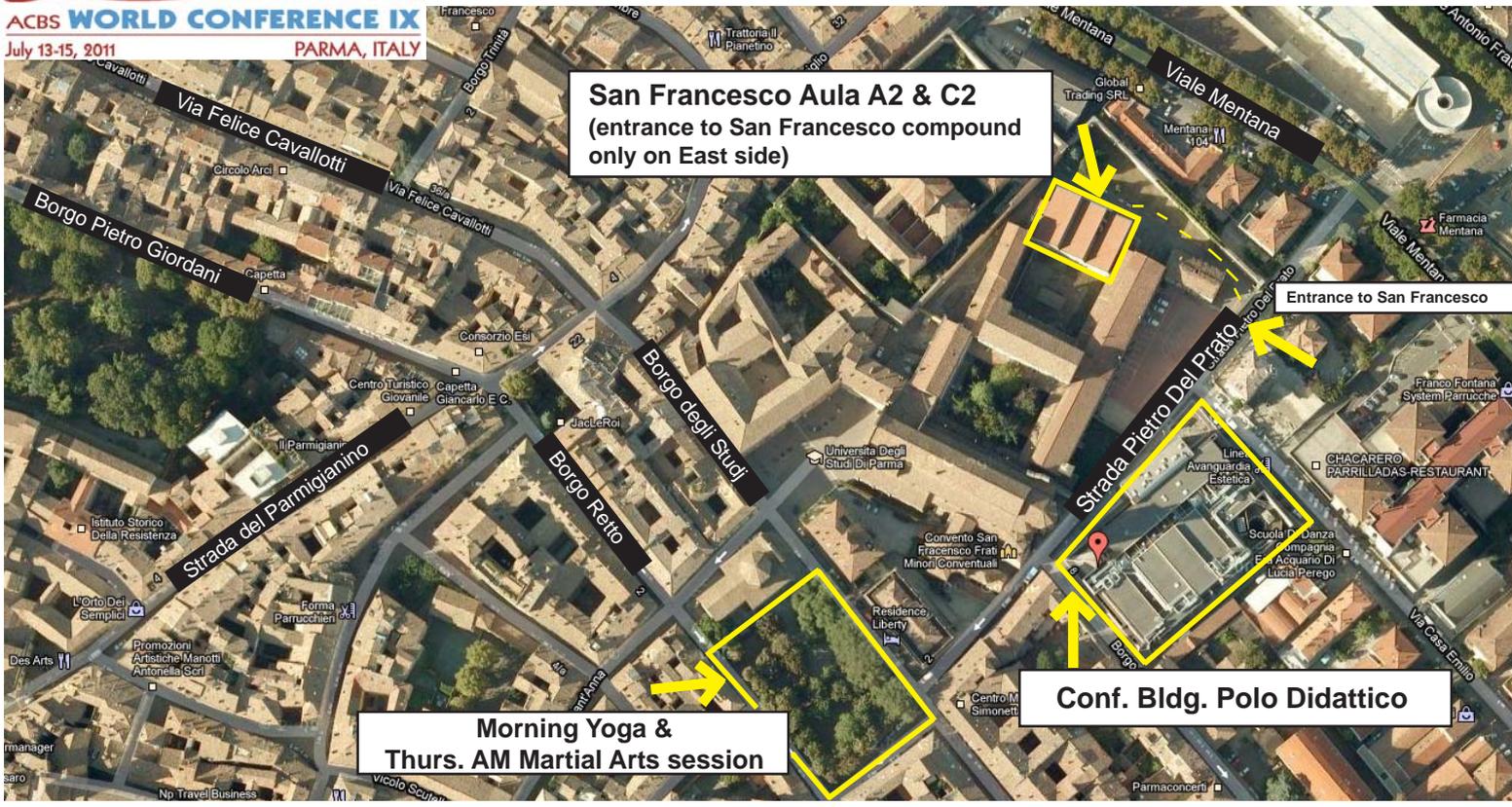
Follies Bus - 14 July

**Conference Buildings July 13-15
(more detailed map below)**

**Pre-Conference Workshops &
Opening Session/ Poster Session
July 11 & 12**



ACBS WORLD CONFERENCE IX
July 13-15, 2011
PARMA, ITALY



**San Francesco Aula A2 & C2
(entrance to San Francesco compound
only on East side)**

Entrance to San Francesco

Conf. Bldg. Polo Didattico

**Morning Yoga &
Thurs. AM Martial Arts session**