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TIMOTHY GORDON, MSW, RSW
REGISTERED SOCIAL WORKER
LEARN & PRACTICE ACT

OBJECTIVES FOR THIS WORKSHOP

Learning Objectives:

1. Describe ACT as an approach that empowers and welcomes all clinical orientations
2. Discuss Relational Frame Theory and other theoretical underpinnings of ACT
3. Apply evidence-based ACT principles to your practice.

FINANCIAL & NON-FINANCIAL DISCLOSURES

Financial: I'm a published author and receive royalties (*The ACT Approach, ACT Deck, Acceptance & Mindfulness Toolbox for Children & Adolescents, Coping Skills for Trauma Deck, The Hero Within*);

I publish online courses and give consultation which I also financially benefit from. I may mention my publications but by no means are you expected to purchase or need to purchase my material to get the most out of today.

Non-Financial: I have a bias in favour of a scientist-practitioner and behavioural approach to this work. I am deeply informed by my long-held spiritual and wisdom practices of zazen and yoga.

RELEVANT READINGS FOR THIS WORK

History & Context

Zettle, R. D. (2005). The evolution of a contextual approach to therapy: From comprehensive distancing to ACT. *International Journal of Behavioral Consultation and Therapy*, 1(2), 77-89.

Recent Insights into ACT as a Process-Based Treatment

Coyne, L., & Murrell, A. (2023). ACT: A process-based therapy in search of a process. *Behavior Therapy*. Advance online publication.

Comparative Study of ACT and CBT

Zettle, R. D., & Rains, J. C. (1989). Group cognitive and contextual therapies in treatment of depression. *Journal of Clinical Psychology*, 45(3), 436-445.

RELEVANT READINGS FOR THIS WORK

ACT's Integration of Process-Based Components

Zettle, R. D., & Gird, S. R. (2013). Acceptance and mindfulness-based interventions. In M. M. Antony & D. H. Barlow (Eds.), Handbook of assessment and treatment planning for psychological disorders (2nd ed., pp. 249-274).

Contextual Behavioural Science as a Reticulating Model of Science

Luoma, J. B., & Vilardaga, R. (2013). Improving Therapist Psychological Flexibility While Training Acceptance and Commitment Therapy: A Pilot Study. Cognitive Behaviour Therapy, 42(1), 1-8.

Darrow, S. M., & Follette, V. M. (2014). Using the ACT Matrix to Enhance Clinical Efficacy. Journal of Contextual Behavioral Science, 3(1), 1-8.

“

Toward a pragmatic, empirically supported, transdiagnostic treatment that is anti-oppressive, trauma informed, and inclusive to all clinical orientations.

-Our Shared Purpose Statement



INFORMED CONSENT

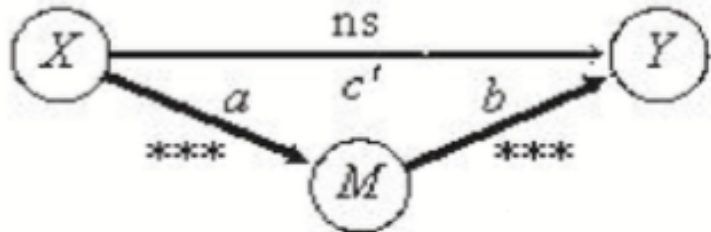
tinyurl.com/TimsResources

ACCEPTANCE & COMMITMENT THERAPY

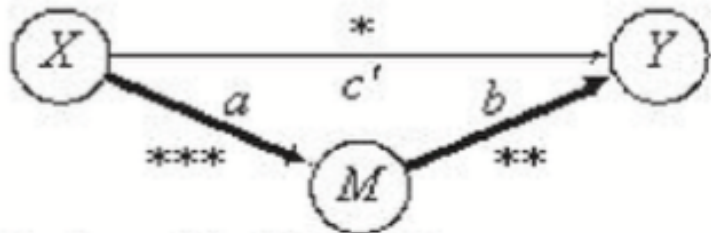
**A
C
T**

FIGURE 9.1
Types of mediation.

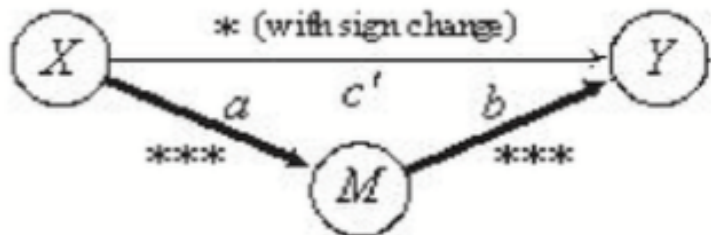
A) *Full mediation*



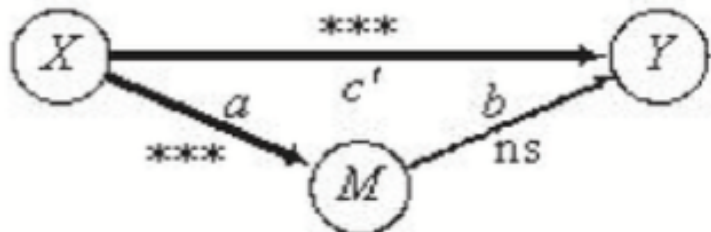
B) *Partial mediation*



C) *Inconsistent Mediation*



D) *No mediation*



SIX INDEPENDENTLY MEDIATED PROCESSES

IN TYPICAL RESEARCH DESIGNS

Treatment = Outcome

A SCIENCE MORE WORTHY OF THE HUMAN CONDITION

Treatment = Outcome

A SCIENCE MORE WORTHY OF THE HUMAN CONDITION





PSYCHOLOGICAL FLEXIBILITY

A New Measure of Health



RELATIONAL FRAME THEORY

**Our strength and struggle
share the same source.**

**WHICH WOULD
YOU CHOOSE?**



**WHICH WOULD
YOU CHOOSE?**

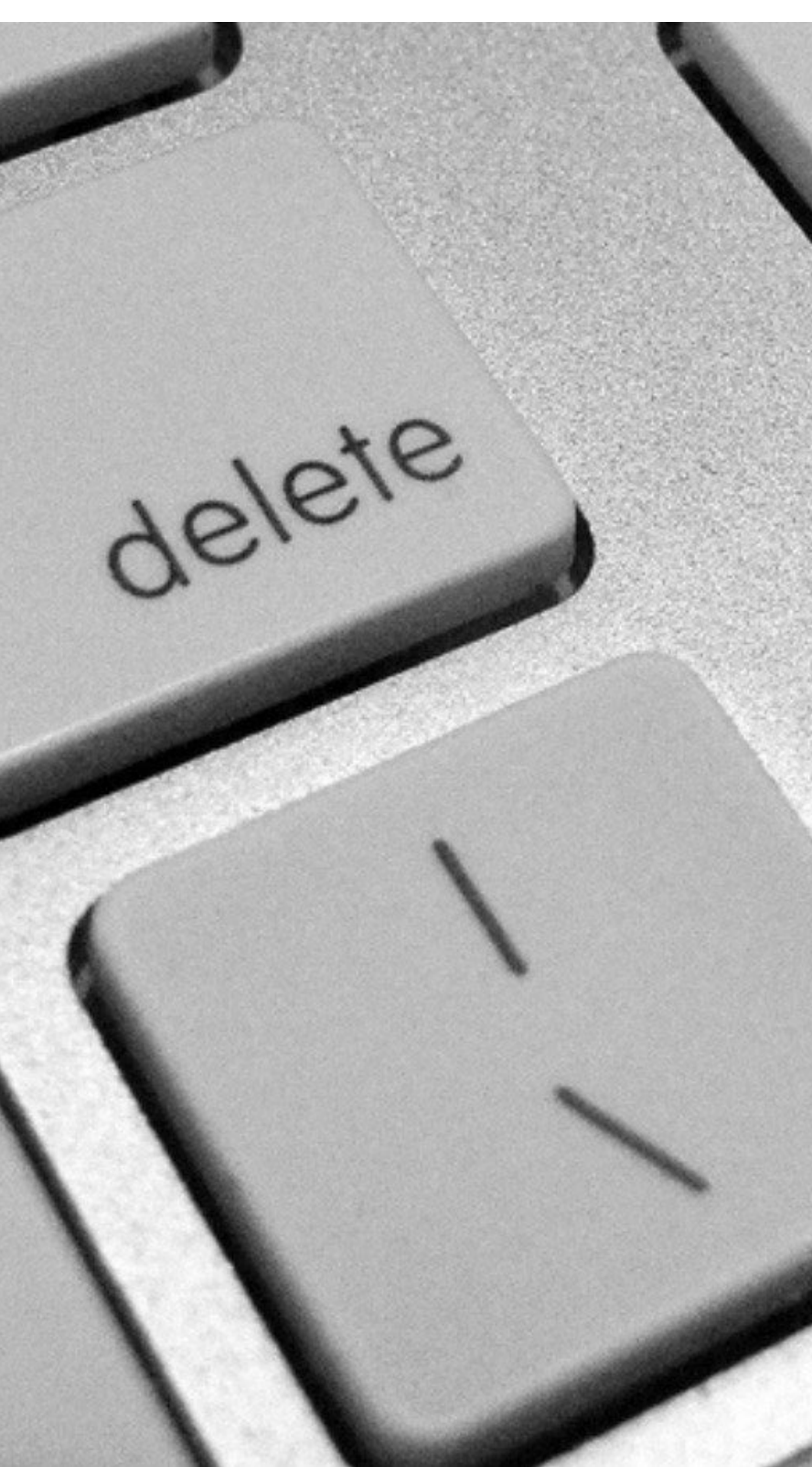


**WHICH WOULD
YOU CHOOSE?**

ARBITRARILY DERIVE RELATIONAL RESPONSES

Animals Can't Do It





NO DELETE KEY FOR LIFE

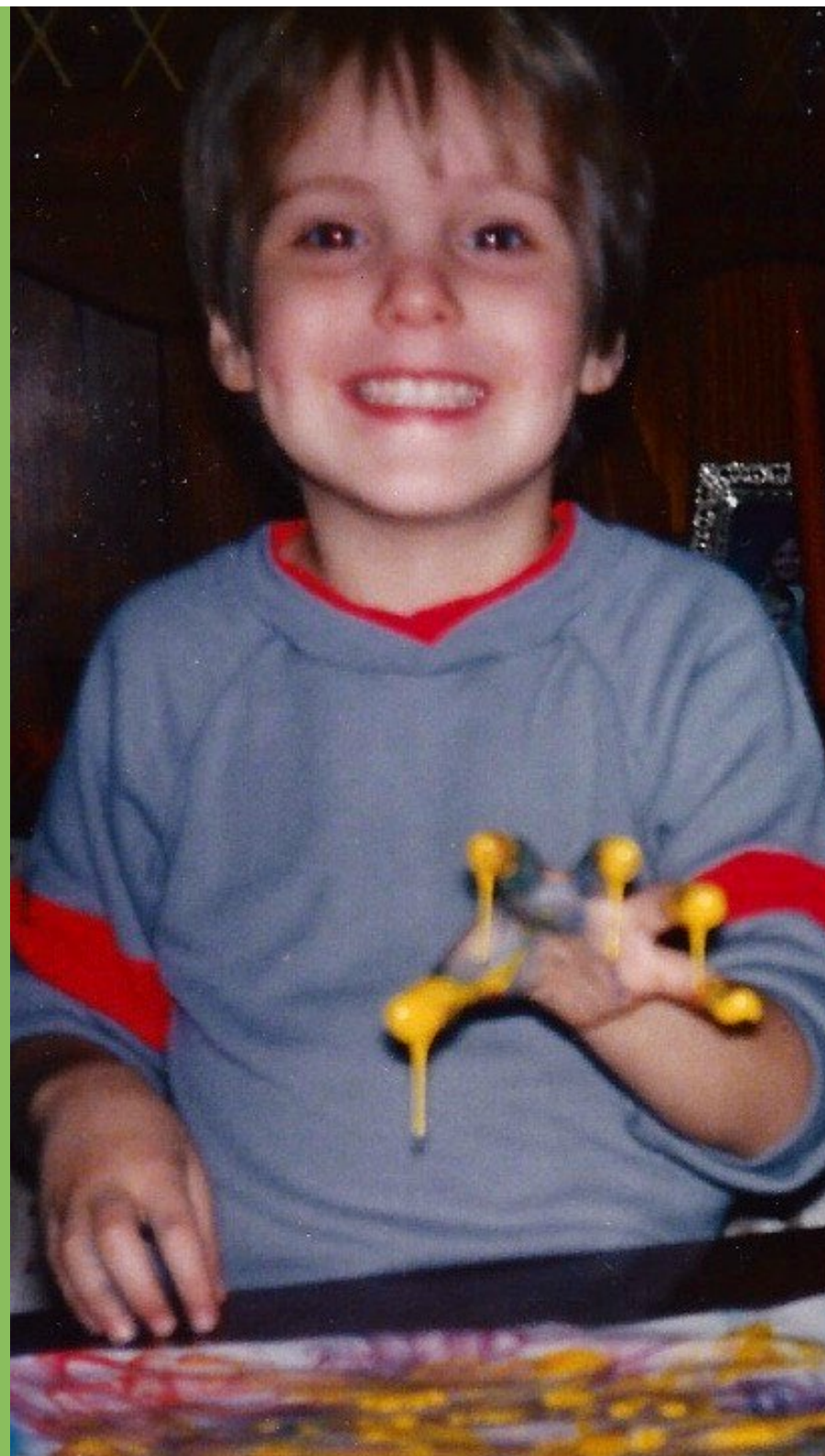
**We Can't Get Rid of or
Change Our Thoughts**

Villate, Villate, & Hayes, 2016

PSYCHOLOGICAL INFLEXIBILITY

Not Broken Just Different

Barnes-Holmes, Barnes-Holmes, McHugh &
Hayes, 2004; Cordova & Scott, 2001





PSYCHOLOGICAL FLEXIBILITY

Contacting the present moment fully as a conscious human being, and based on what the situation affords, changing or persisting in behaviour in the service of chosen values.

Hayes, Strosahl, Wilson (2012)

ACCEPTANCE

Being Willing

ACCEPTANCE

Being Willing





DEFUSION

**Taking Our Minds
Less Seriously**

PRESENT MOMENT

**Different From
Traditional Mindfulness**

Fletcher & Hayes (2005)





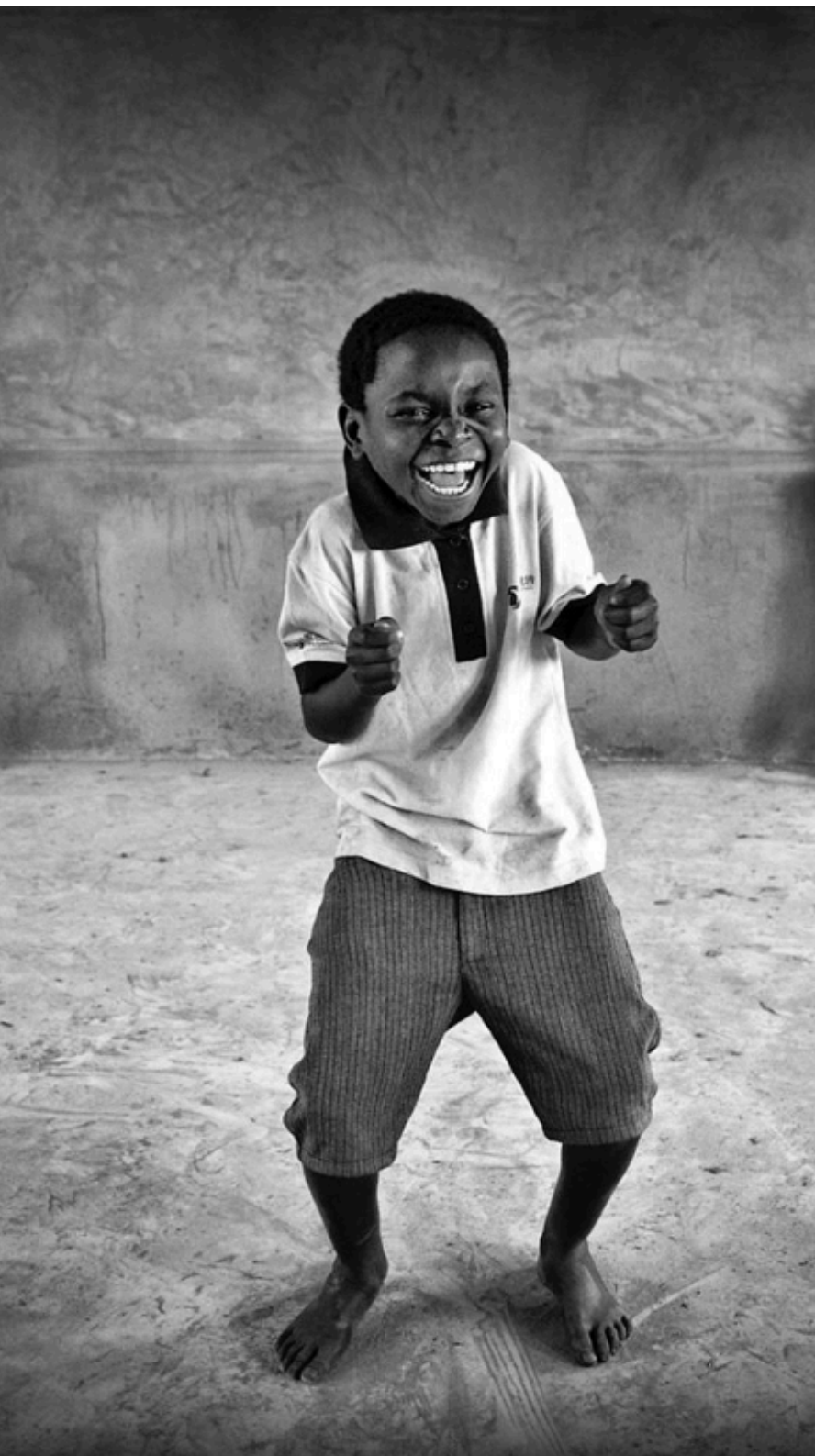
SELF AS CONTEXT

You Are Not Your Thoughts

VALUES

**The Who & What
That Matters Most**

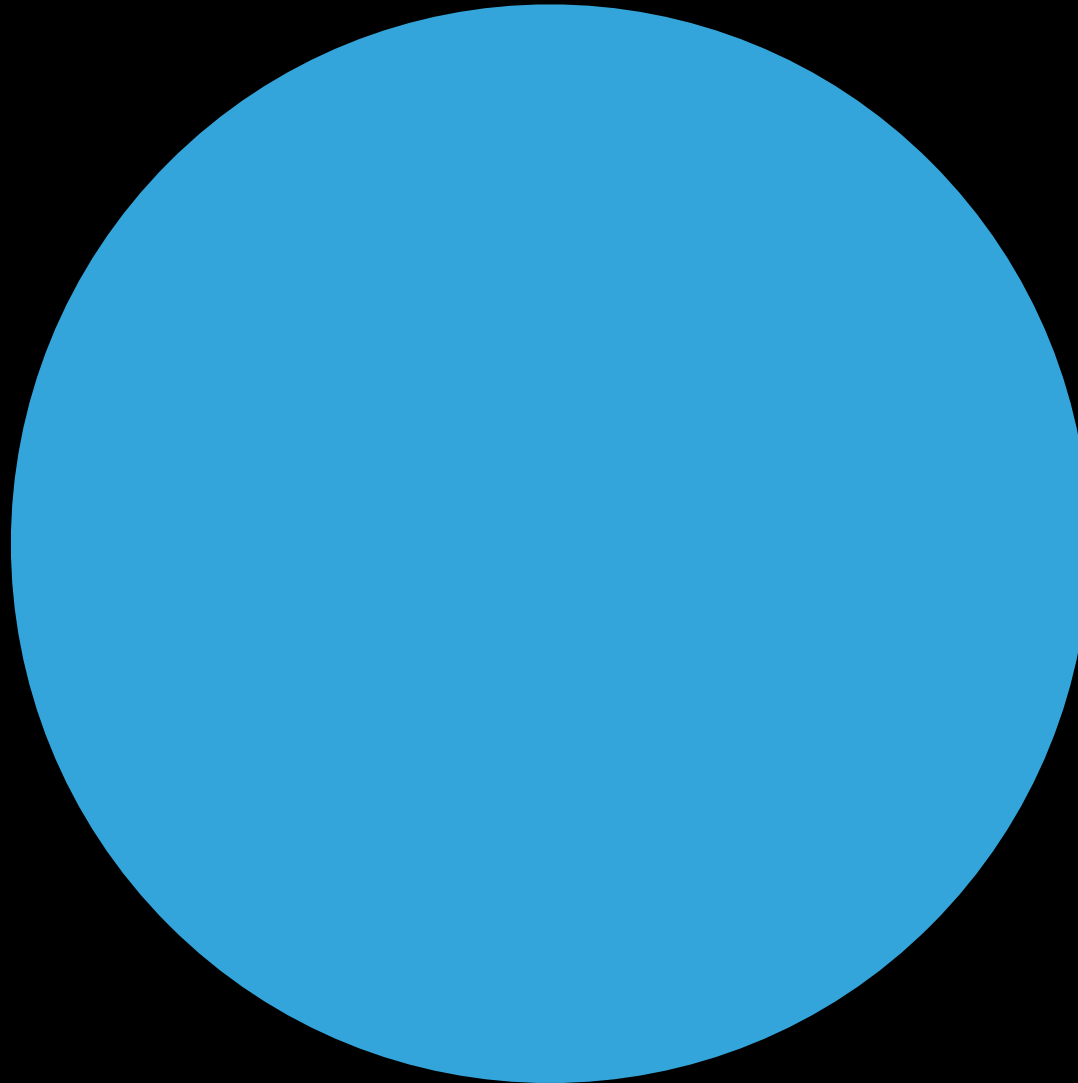




COMMITMENT

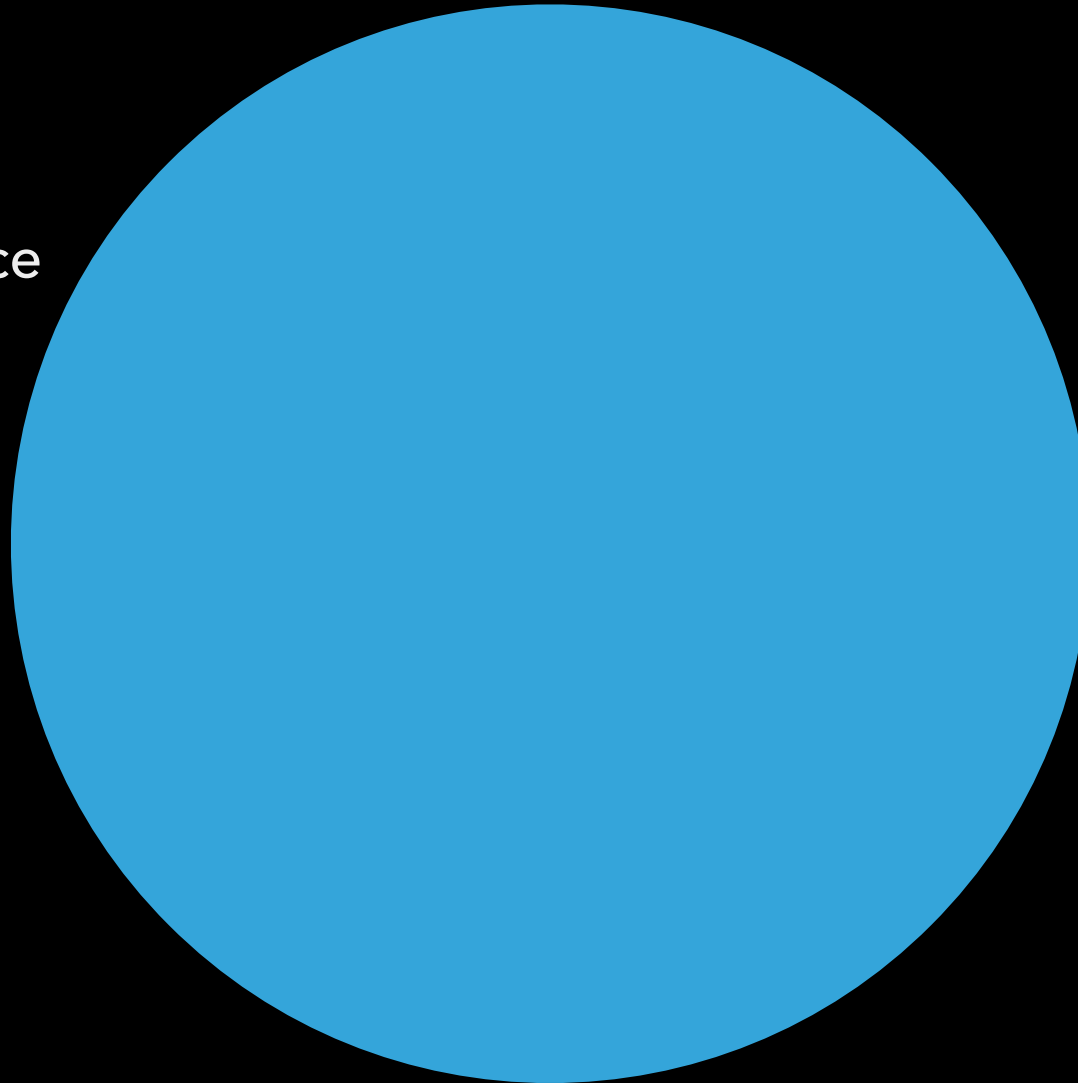
**The Doing
of What Matters Most to You**

THE HEXAFLEX



THE HEXAFLEX

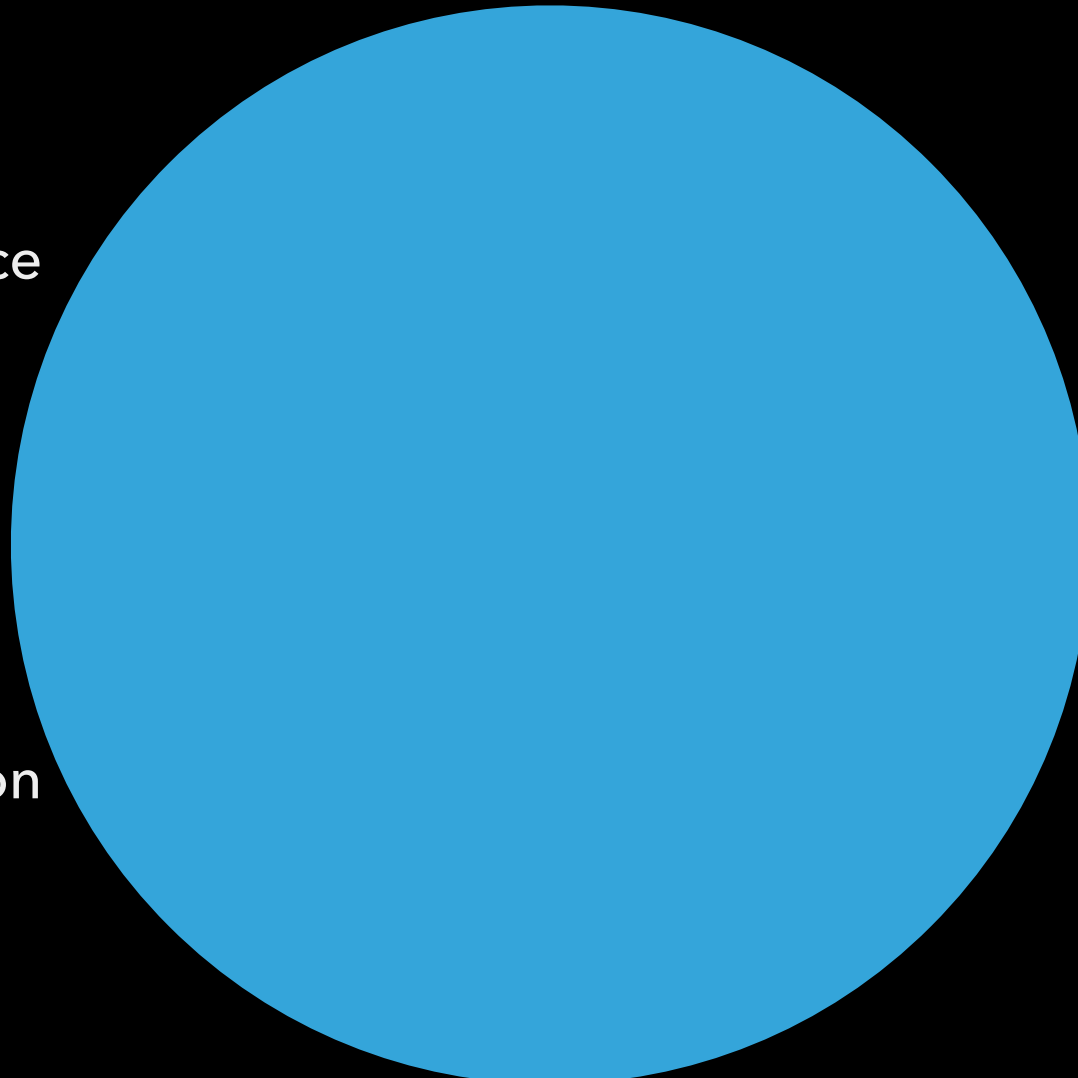
Acceptance



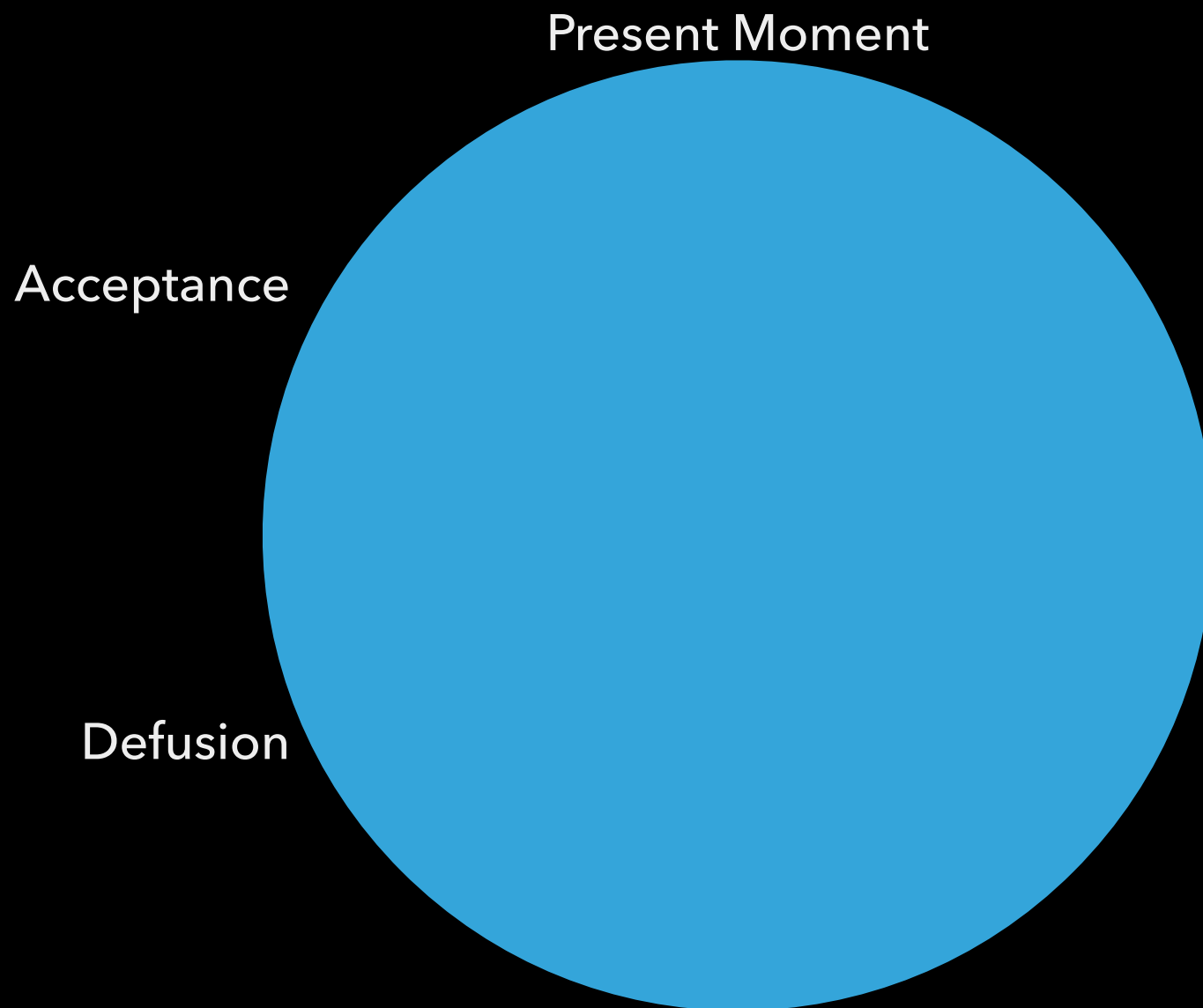
THE HEXAFLEX

Acceptance

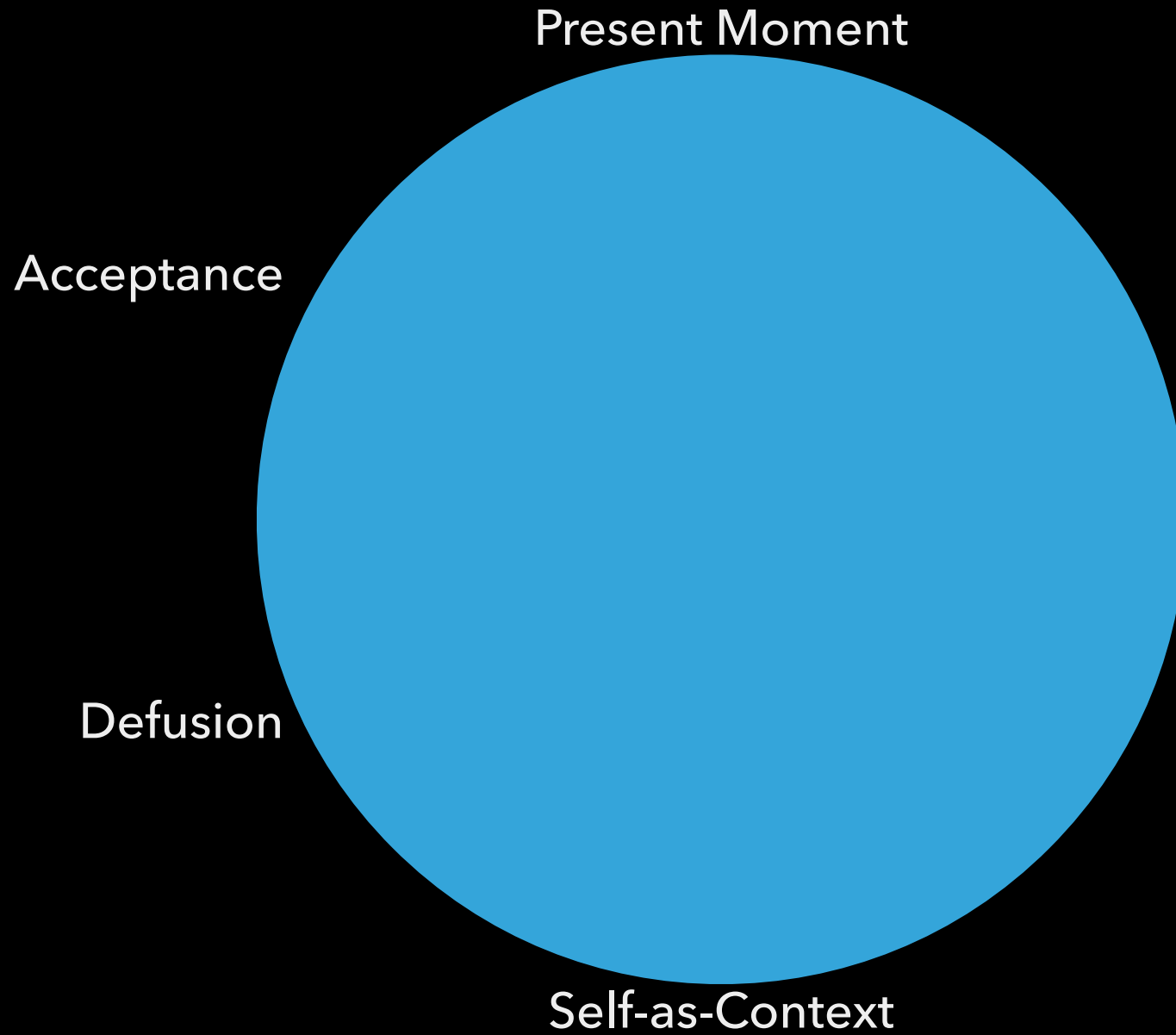
Defusion



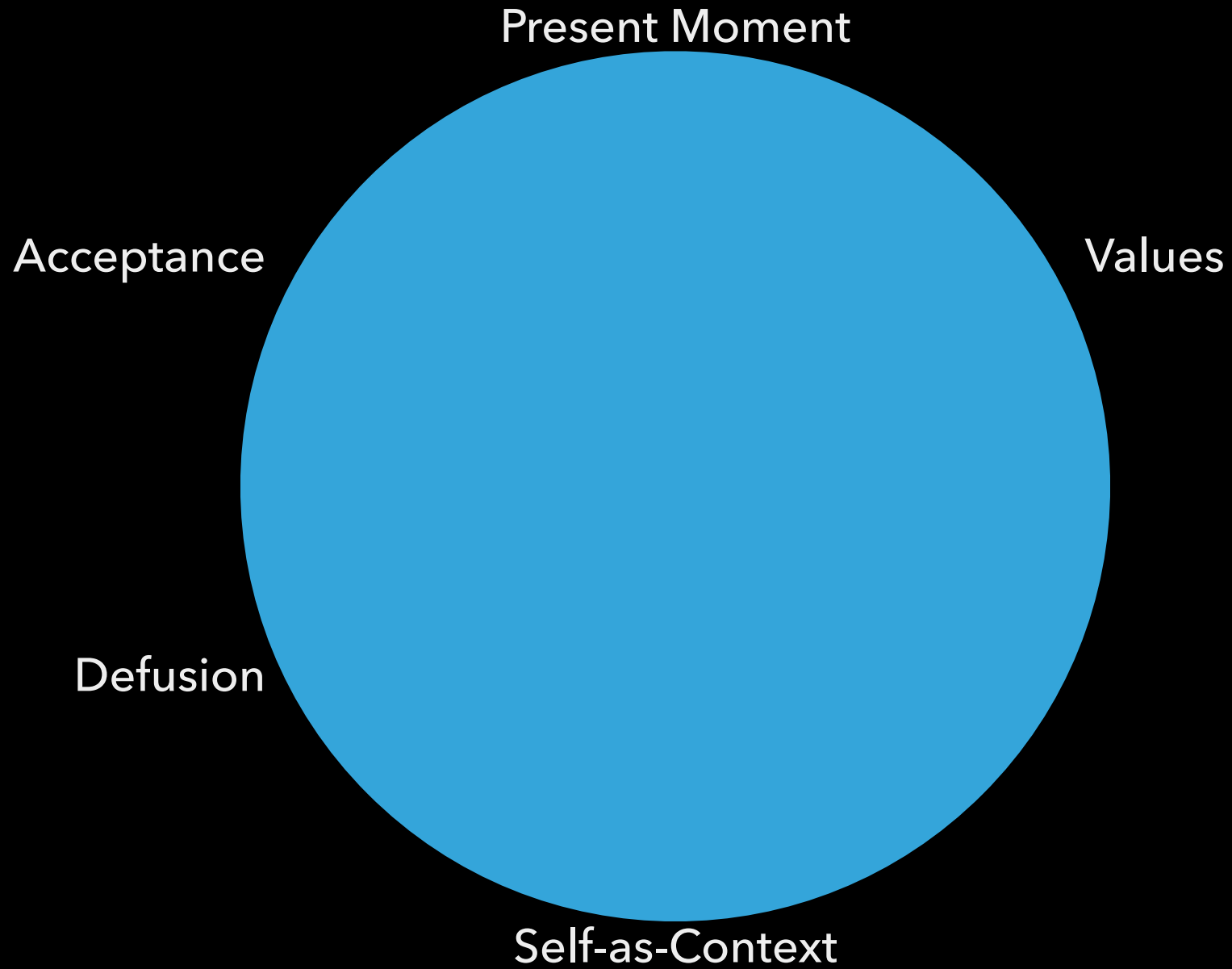
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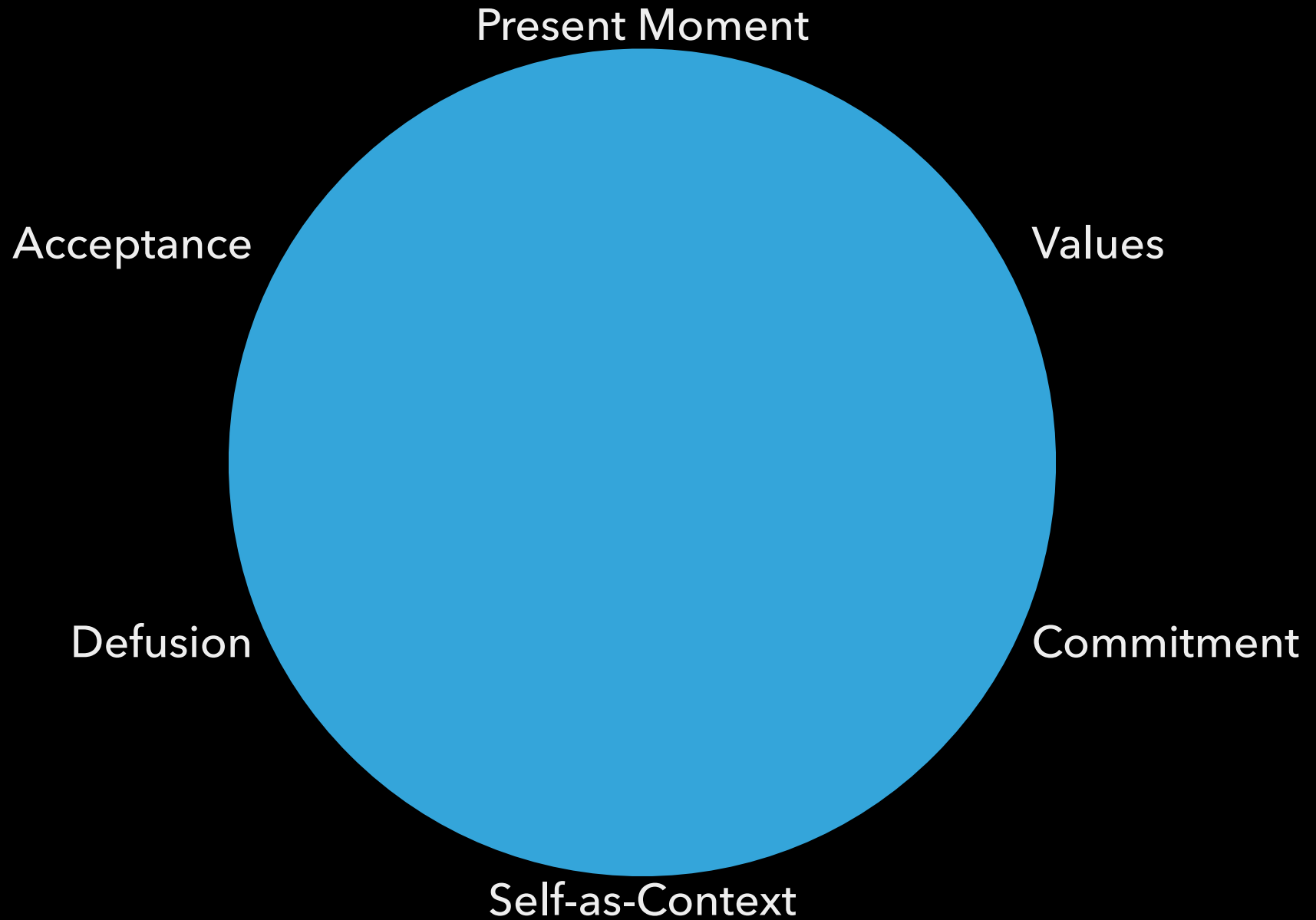
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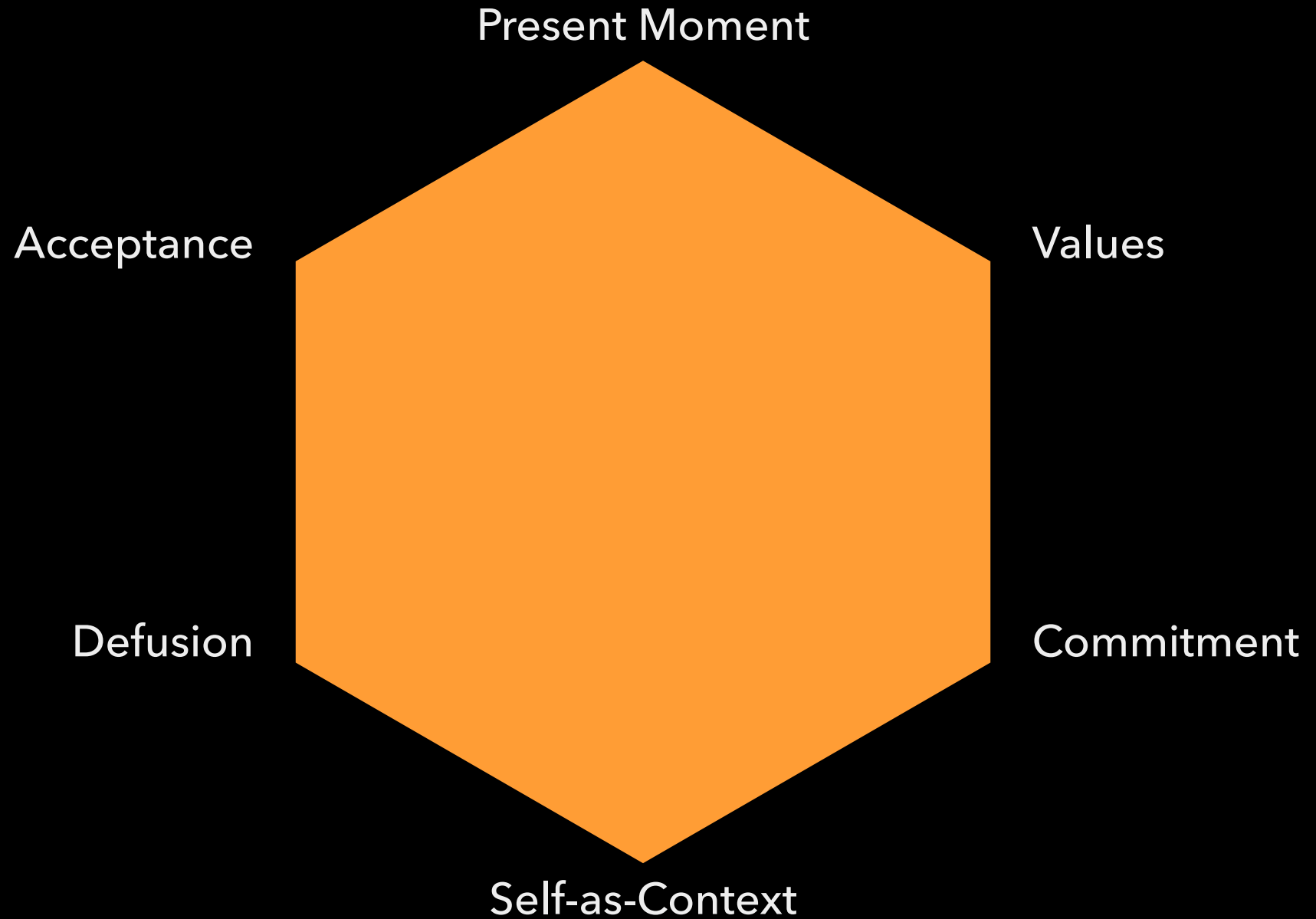
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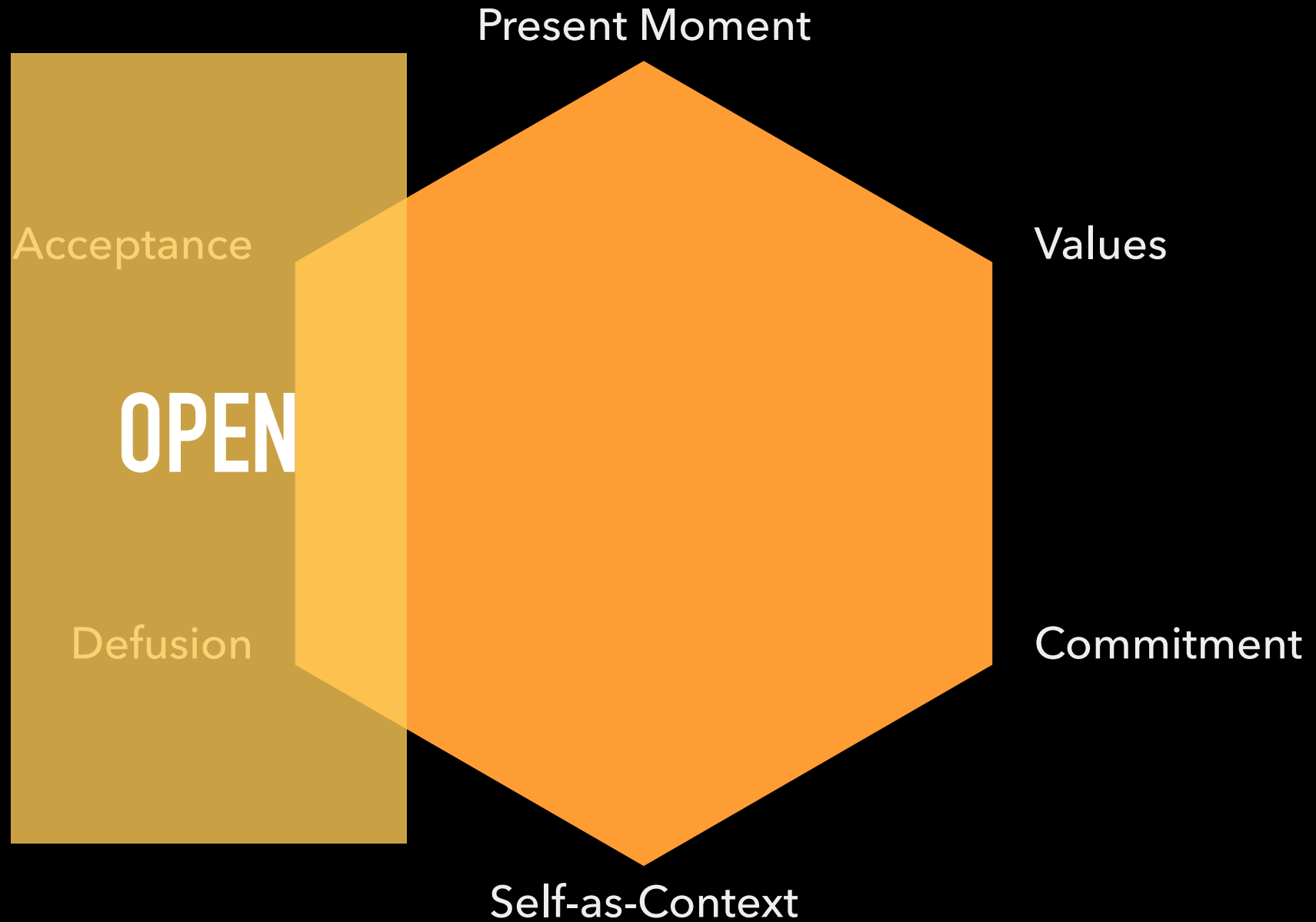
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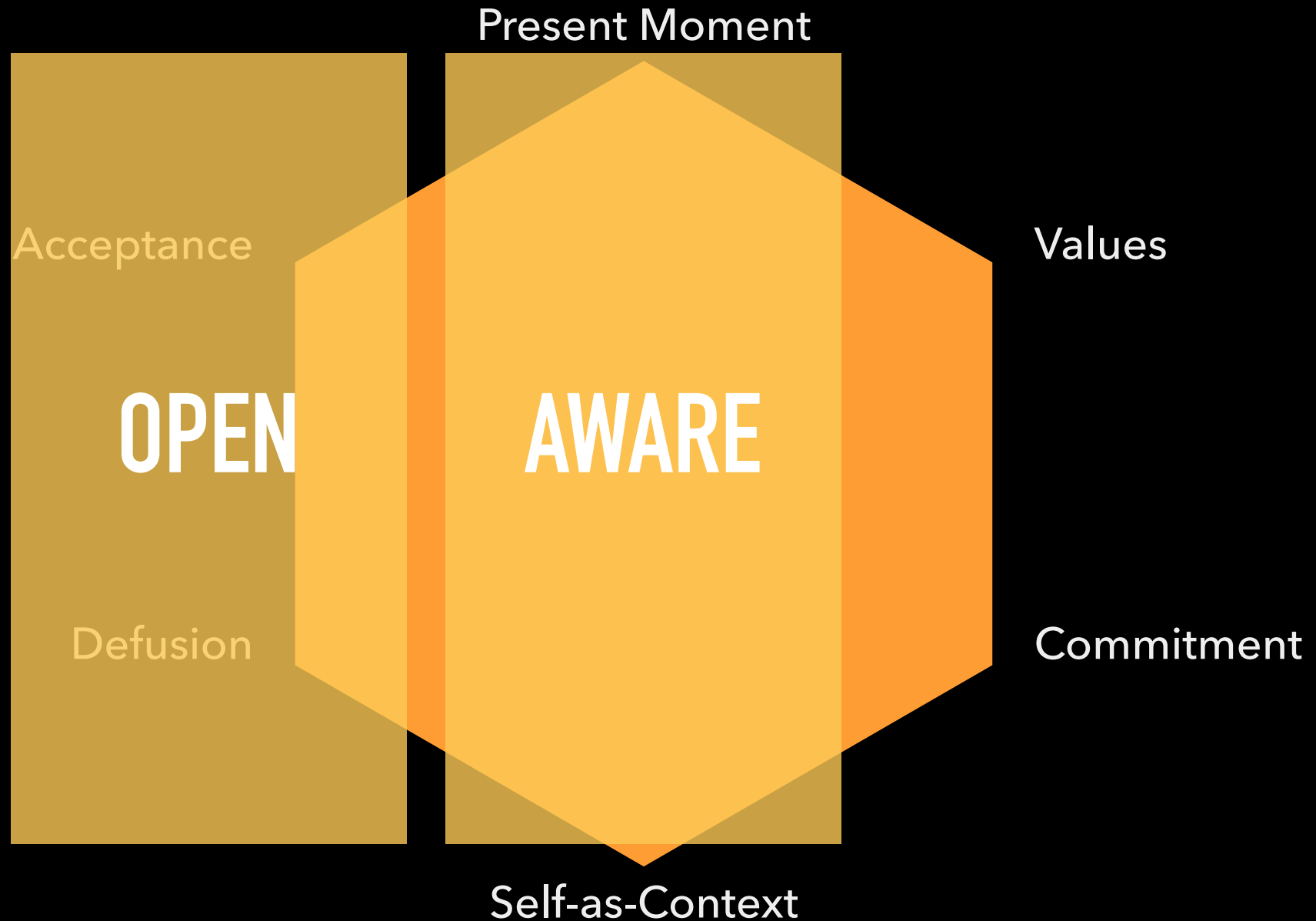
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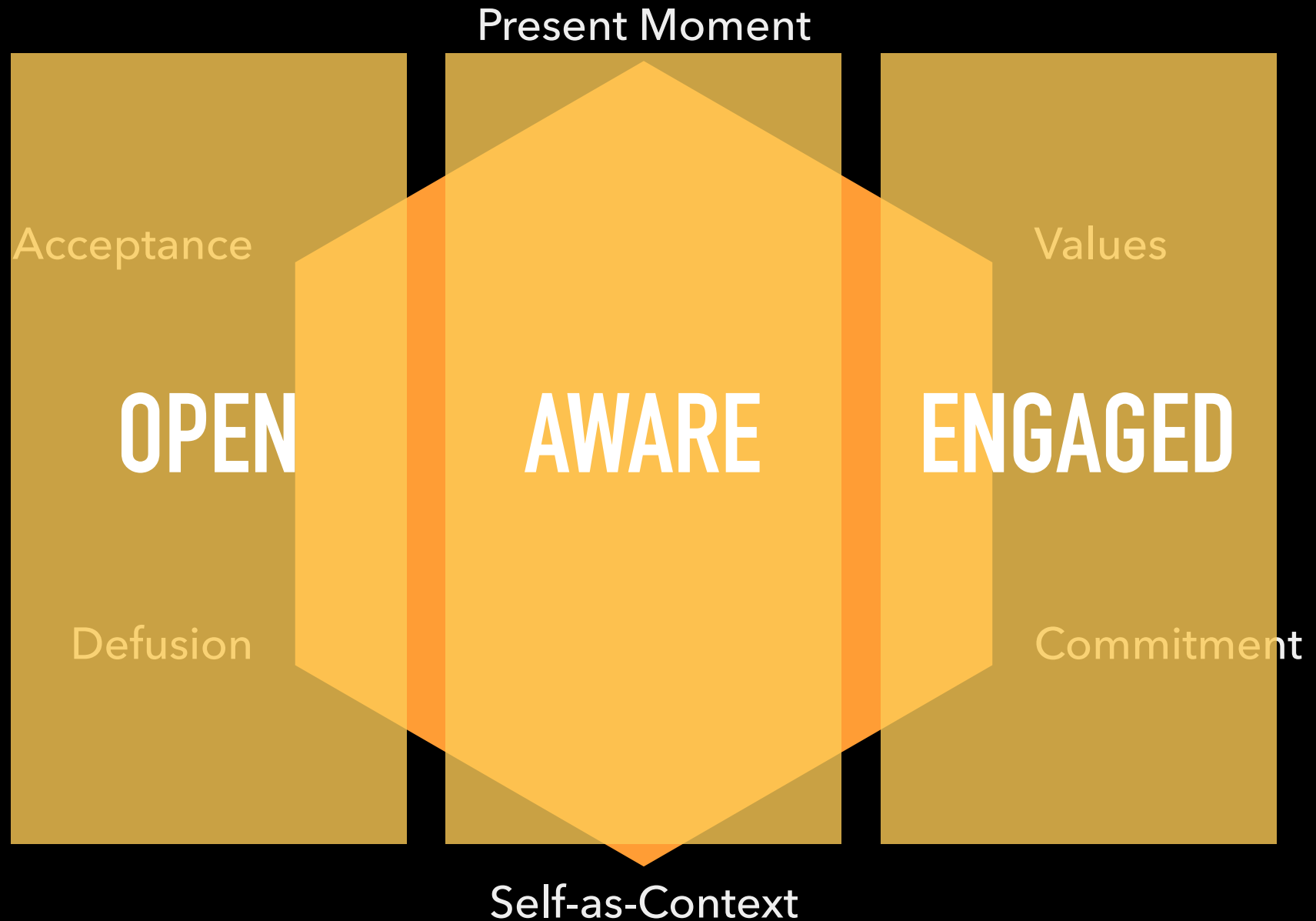
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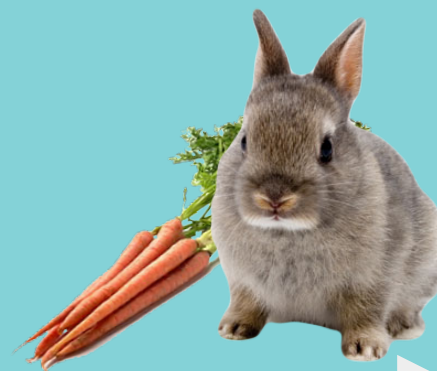
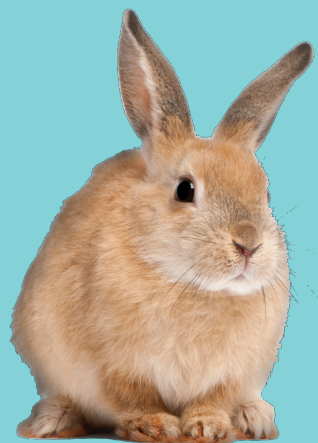
THE HEXAFLEX

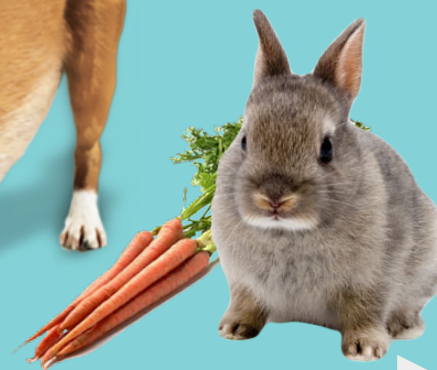
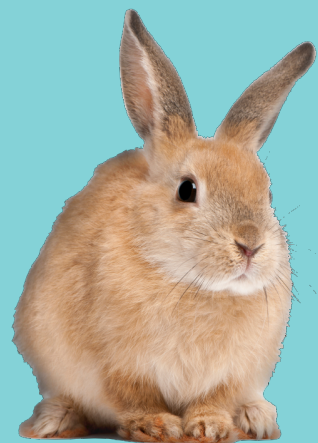


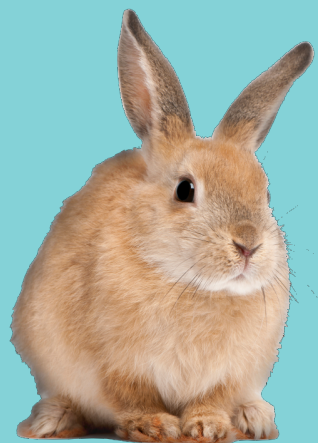














**You Are
Here**

CREATING A CONTEXT OF CHOICE. . .



**Learning By Multiple
Exemplar Training**

CREATING A CONTEXT OF CHOICE. . .



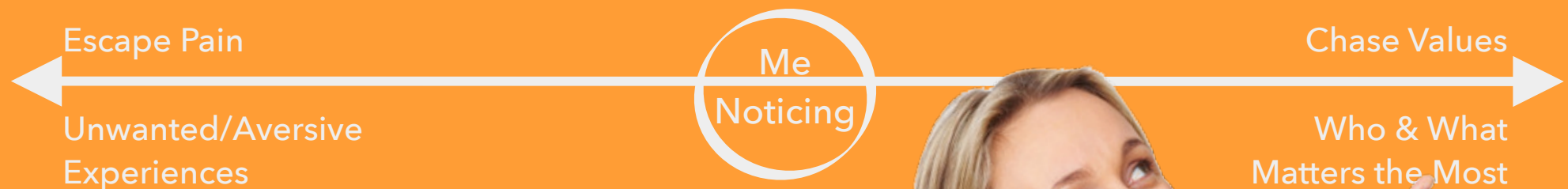
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**Learning By Multiple
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CREATING A CONTEXT OF CHOICE...



**Learning By Multiple
Exemplar Training**



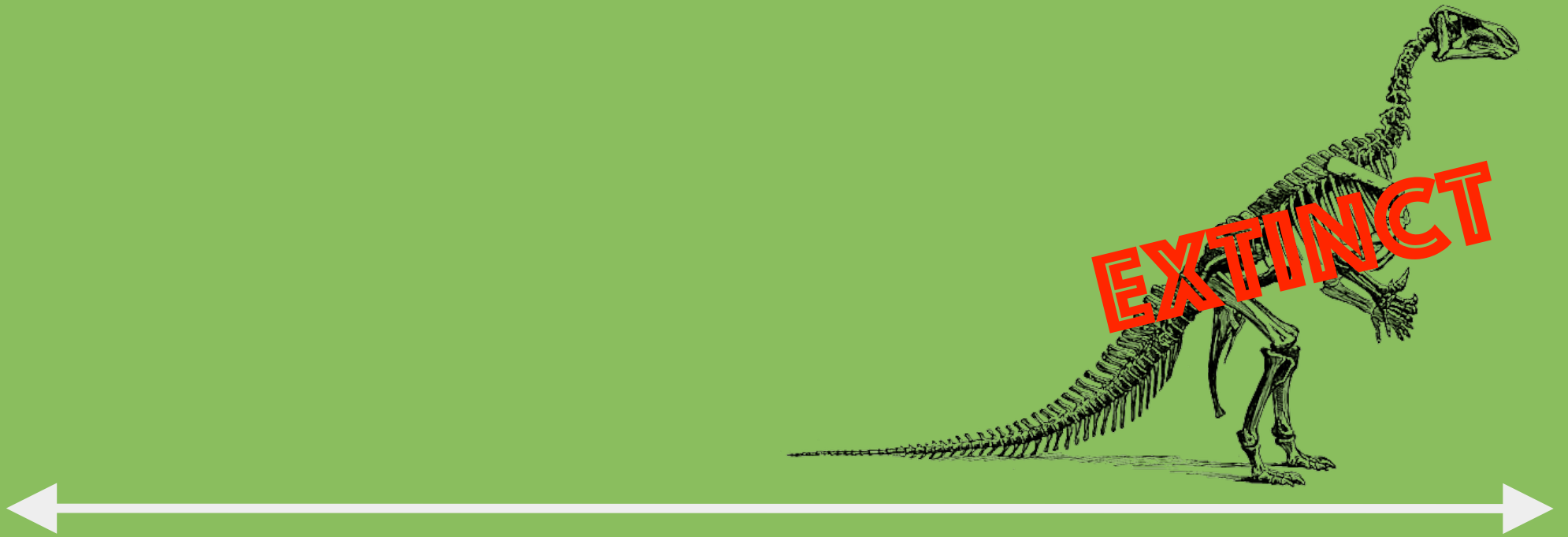




What do you call
the species that
only chases values?



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What do you call
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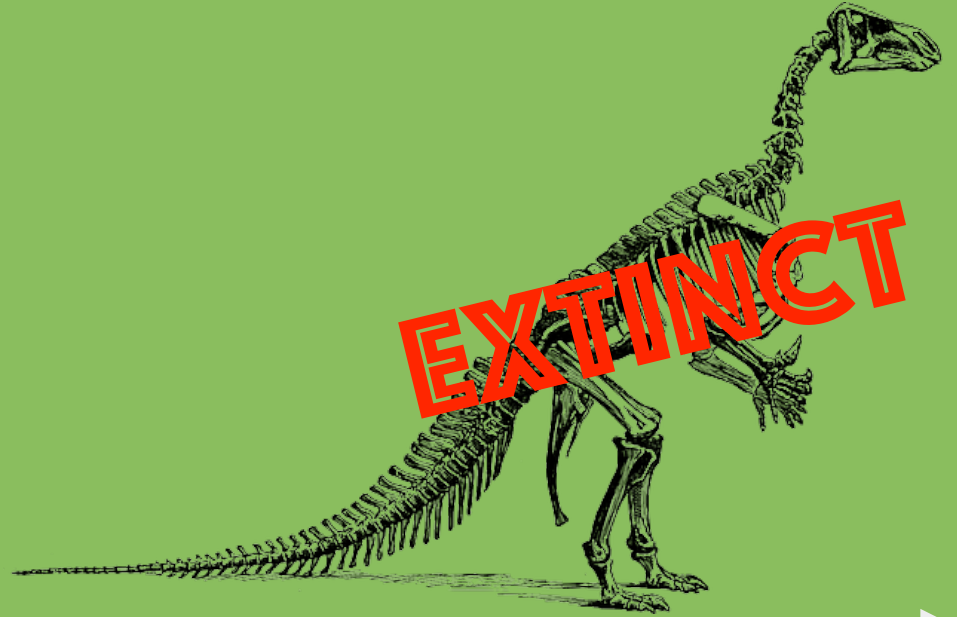


What do you call
the species that
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What do you call
the species that
only chases values?



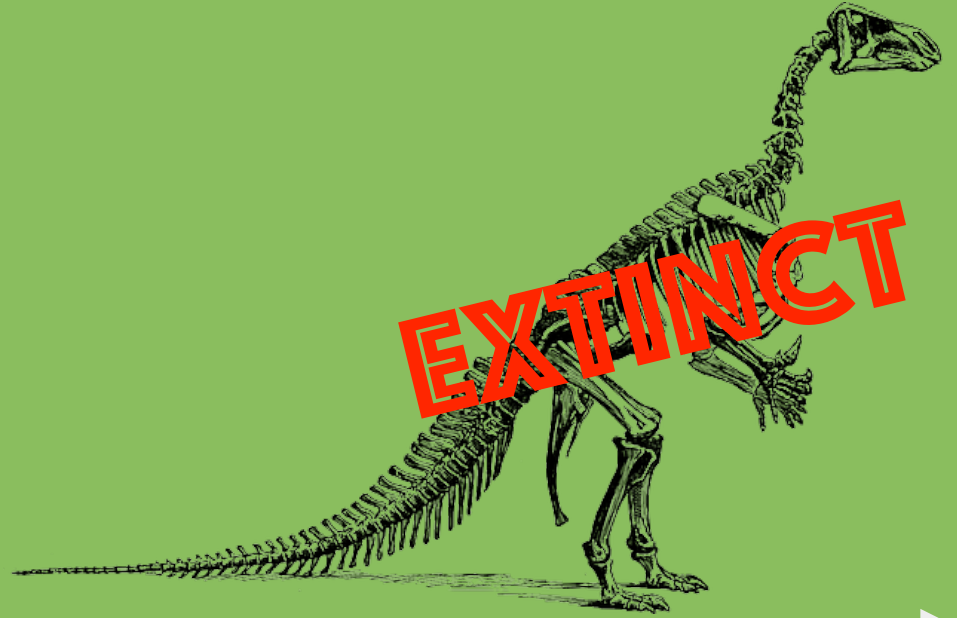
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What do you call
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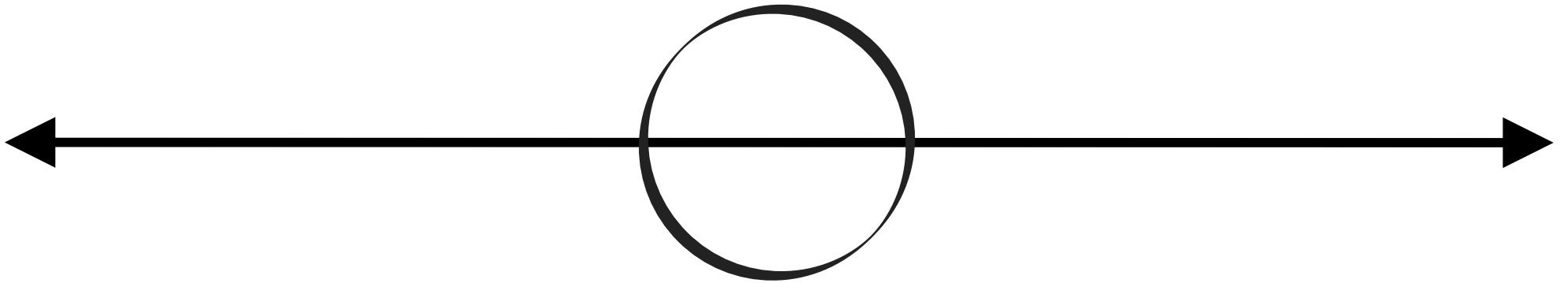


What do you call
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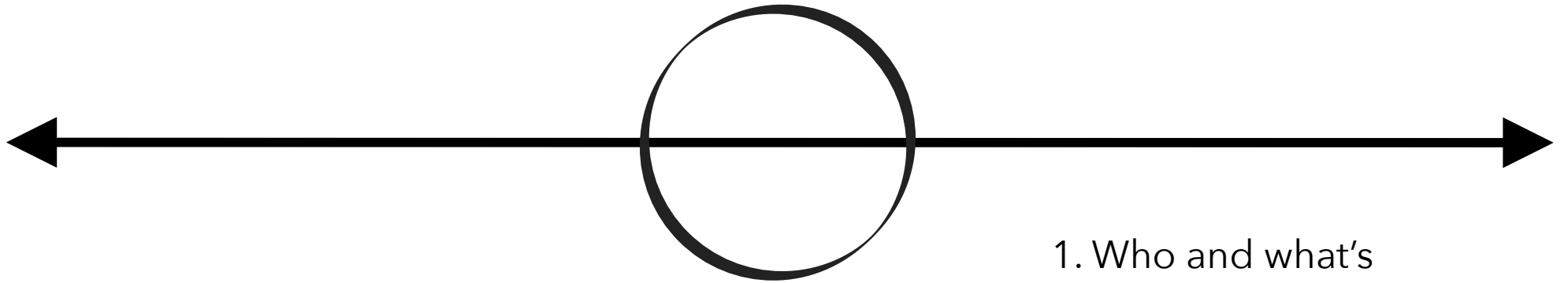


What do you call
the species that
only chases values?

Questions for Making a Life Map

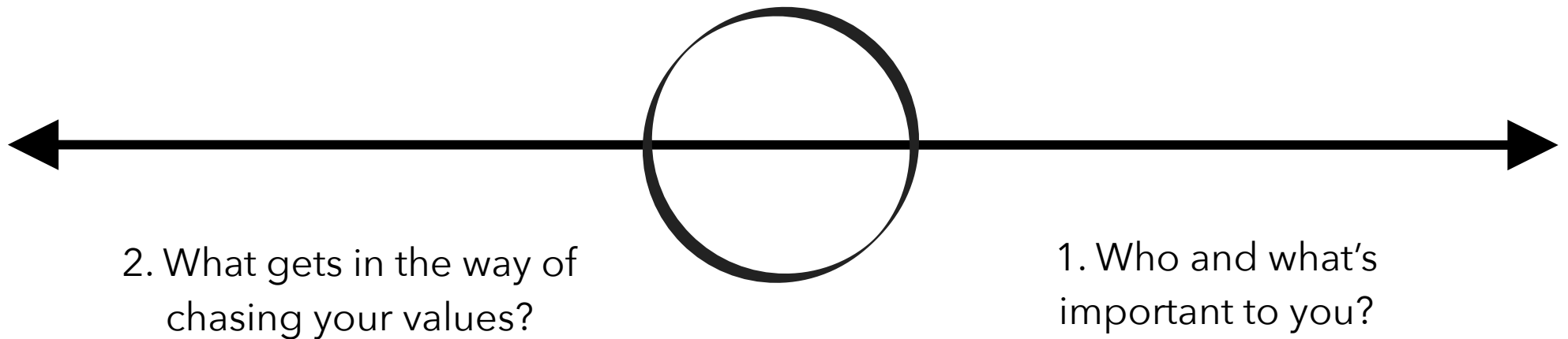


Questions for Making a Life Map



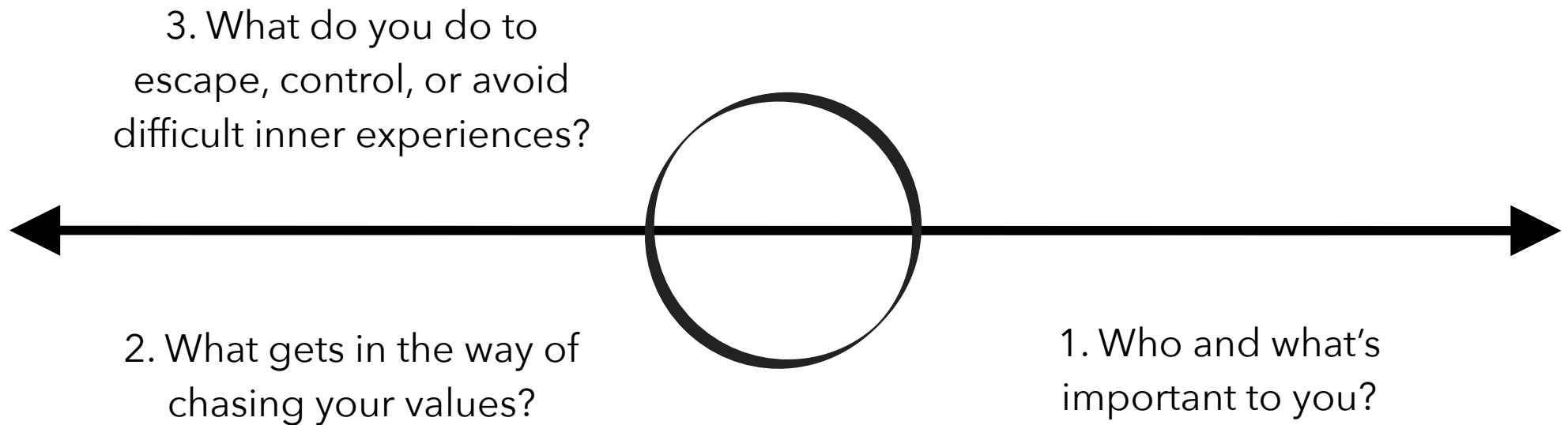
1. Who and what's important to you?

Questions for Making a Life Map



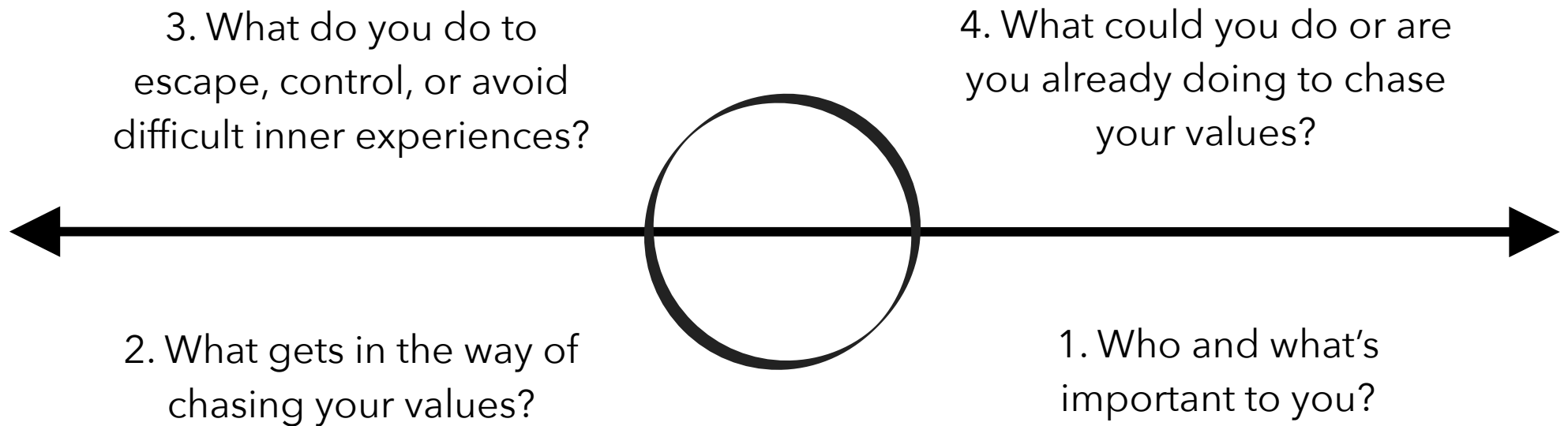
**Ask about specific thoughts, feelings, sensation, and memories.*

Questions for Making a Life Map



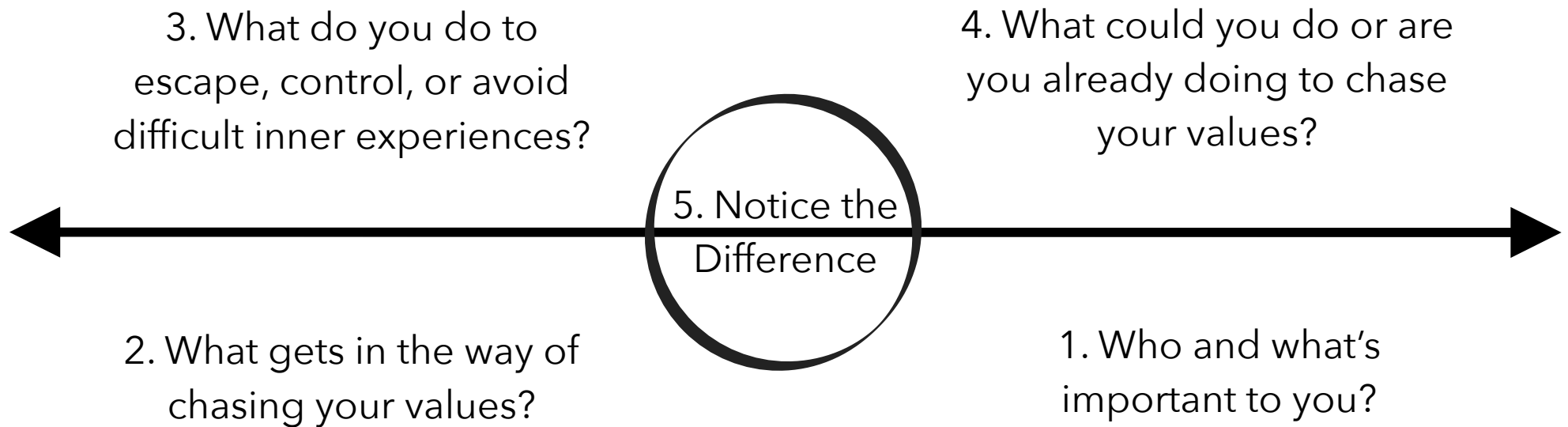
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Questions for Making a Life Map



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