

Process	Definitions	Therapist Behavior (examples)
Awareness Training	<p>“Awareness training involves describing the pulling, describing the sensations and behaviors that precede the pulling, acknowledging therapist-simulated pulling, and acknowledging real or simulated pulling exhibited by the client.”</p> <p>(Woods &amp; Twohig, 2008)</p>	<ul style="list-style-type: none"> <li>• Provides rationale for awareness training</li> <li>• Describes awareness training</li> <li>• Asks client to simulate pulling or simulates pulling</li> <li>• Asks client for details about pulling</li> <li>• Encourages client to identify antecedents to pulling or “warning signs”</li> <li>• Reinforces client for identifying antecedents and/or (simulated) pulling</li> <li>• Encourages the client to engage in awareness training outside the session</li> </ul>
Competing Response Training	<p>Training use of competing responses. “A competing response is a behavior that has three characteristics. First, it is physically incompatible with the pulling. When the person is faithfully doing the competing response, she cannot be pulling. Second, it is something that the client can do easily in almost any situation. Third, it is something the client can do that is not noticeable to others.”</p> <p>(Woods &amp; Twohig, 2008)</p>	<ul style="list-style-type: none"> <li>• Provides rationale for competing response training</li> <li>• Asks client to identify appropriate competing responses or “exercises”</li> <li>• Demonstrates use of competing responses</li> <li>• Reinforces client for using competing responses appropriately</li> <li>• Troubleshoots barriers to using competing responses</li> <li>• Teaches client how to use competing response (e.g., contingent on pulling or warning signs, for at least 1 minute each time)</li> <li>• Encourages the client to use competing responses outside the session</li> </ul>
Contingency Management	<p>Teaching clients to implement stimulus control procedures. “First, stimulus control techniques should not be done or framed as a way to prevent or avoid the emergence of uncomfortable urges, feelings, or thoughts. Such strategies are counter-productive from the AEBT-T model. Second, the stimulus control interventions should be simple, easy to implement, and when possible, should not be socially disruptive. Third, the stimulus control interventions are done to make pulling more difficult or burdensome.”</p> <p>(Woods &amp; Twohig, 2008)</p>	<ul style="list-style-type: none"> <li>• Provides rationale for stimulus control techniques</li> <li>• Defines stimulus control techniques</li> <li>• Encourages or helps client to identify appropriate stimulus control techniques</li> <li>• Reinforces client for appropriate use of stimulus control techniques</li> <li>• Encourages the client to use stimulus control techniques outside the session</li> </ul>

<p>Acceptance</p>	<p>“The active and aware embrace of private events that are occasioned by our history, without unnecessary attempts to change their frequency or form, especially when doing so would cause psychological harm” (Luoma et al., 2007).</p> <p>“Actively embracing private events (thoughts, feelings, bodily sensations), while they are presently occurring, as ongoing private experiences” (Twohig &amp; Hayes, 2008).</p>	<ul style="list-style-type: none"> <li>• Encourages sticking with difficult thoughts, feelings, memories, and/or bodily sensations.^</li> <li>• Engages client in exposure exercises*</li> <li>• Talks about doing things just to do them or doing things for the experience*</li> <li>• Encourages behaviors that are new or have not been done for a long time*</li> <li>• Reinforces client for saying “I would usually not talk about this” or the like*</li> <li>• Encourages the client to engage in any of the above outside the session</li> <li>• Uses <i>two scales</i> metaphor</li> </ul>
<p>Creative Hopelessness (coded as Acceptance)</p>	<p>Undermining ineffective change strategies and emphasizing the negative consequences of the strategies.^</p>	<ul style="list-style-type: none"> <li>• Asks the client for specific instances of efforts to control or change thoughts or feelings^</li> <li>• Asks about workability of control attempts^</li> <li>• Uses “control as the problem” techniques (e.g., <i>polygraph</i>^, <i>man in the hole</i>^, <i>chocolate cake</i>, <i>wedge of lemon</i>, <i>mind reading</i>).</li> <li>• Reminds the client of historical control attempts^</li> <li>• Encourages the client to engage in any of the above outside the session</li> </ul>
<p>Defusion</p>	<p>“Seeing thoughts and feelings for what they are (i.e., a verbally entangled process of minding) rather than what they advertise themselves to be (e.g., the world understood; structured reality)” (Hayes et al., 1999).</p> <p>“The process of creating nonliteral contexts in which language can be seen as an active, ongoing, relational process that is historical in nature and present in the current moment” (Luoma et al., 2007).</p>	<ul style="list-style-type: none"> <li>• Talks about mind as a separate thing (e.g., “There goes your mind again”*, “thank your mind for that”^)</li> <li>• Encourages “I am having the thought that...”(or functional equivalent)^</li> <li>• States that thought/feeling does not lead to action^</li> <li>• Undermines “right and wrong” languaging*</li> <li>• Comments flexibly on the functions of thoughts*</li> <li>• Replaces “but” with “and”^</li> <li>• Reinforces client for confusion*</li> <li>• Laughs at things in session*</li> <li>• Encourages the client to engage in any of the above outside the session</li> <li>• <i>Magic wand</i> or <i>\$100,000</i> questions</li> <li>• <i>Your mind is not your friend</i> or <i>finding a place to sit</i> or <i>bad cup</i> metaphors</li> <li>• <i>Milk, milk, milk</i> or <i>having a thought vs buying a thought</i> exercise</li> </ul>

<p>Self-as-Context</p>	<p>“A continuous and secure ‘I’ from which events are experienced, but that is also distinct from those events” (Luoma et al., 2007).</p> <p>“Seeing that observations are being made from a consistent locus: I/here/now—the “you” aware of the experiences, not the experiences themselves” (Twohig &amp; Hayes, 2008).</p> <p>“The locus from which a person’s experience unfolds” (Bach &amp; Moran, 2008).</p>	<ul style="list-style-type: none"> <li>• Reinforces client’s perspective-taking (e.g. expression of empathy for others)*</li> <li>• Discusses private events as ongoing processes that do not define client*</li> <li>• Says “you are the place/container/context”...^</li> <li>• Uses <i>chessboard</i> metaphor^</li> <li>• Uses <i>observer</i> exercise</li> <li>• Encourages the client to engage in any of the above outside the session</li> </ul>
<p>Being Present</p>	<p>“Ongoing, nonjudgmental contact with psychological and environmental events as they occur” (Luoma et al., 2007).</p> <p>“Consciously experiencing internal and external events as they are occurring, without attachment to evaluation or judgment” (Twohig &amp; Hayes, 2008).</p>	<ul style="list-style-type: none"> <li>• Helps client focus on bodily sensations, thoughts, and/or feelings in present^</li> <li>• Describes own (therapist’s) sensory experience of present</li> <li>• Models flexibility related to what the current environment affords*</li> <li>• Notes small events that transpire, or features of the room, with appreciation.*</li> <li>• Makes process comments about client (e.g., body language, affect)</li> <li>• Encourages the client to engage in any of the above outside the session</li> </ul>
<p>Values</p>	<p>“Chosen actions that can never be obtained as an object, but can be instantiated moment by moment” (Luoma et al., 2007).</p> <p>“Areas of importance that we recognize and embrace as guides of our patterns of action” (Twohig &amp; Hayes, 2008).</p>	<ul style="list-style-type: none"> <li>• Engages in activities because of their intrinsic value and the vitality they bring*</li> <li>• Asks for clarity about what client wants*</li> <li>• Links previous pain to present purposes*</li> <li>• Reminds client of stated values^</li> <li>• Encourages the client to engage in any of the above outside the session</li> </ul>

<p>Committed Action</p>	<p>“The development of larger and larger patterns of effective action linked to chosen values” (Luoma et al., 2007).</p> <p>“Behaving in the service of chosen values” (Bach &amp; Moran, 2008).</p>	<ul style="list-style-type: none"> <li>• Assigns homework linked to short-, medium-, and long-term behavior change goals.</li> <li>• Asks client to generate behavioral goals^</li> <li>• Encourages client to follow through on behavioral goals^</li> <li>• Reinforces completion of homework and keeping of commitments*</li> <li>• Reinforces spontaneous engagement in new behaviors *</li> <li>• Encourages behavioral generalization to new domains*</li> <li>• Encourages flexibility, responsibility, and empowerment related to actions*</li> <li>• Encourages the client to engage in any of the above outside the session</li> </ul>
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^adapted from ACT for OCD Adherence Manual (Twohig & Plumb, 2008)

\*adapted from ACT Verbatim (Twohig & Hayes, 2008)