



III Poznańska Konferencja ACT i CBS III Poznań ACT&CBS Conference

SYMPOZJUM 1, wtorek 14:20-15:50

Autorzy: mgr Magdalena Hyla (Uniwersytet Śląski w Katowicach), mgr Bartosz Kleszcz (ZacznijŻyc, prywatna praktyka), mgr Lidia Baran (Uniwersytet Śląski w Katowicach)

Tytuł: CBS-owe narzędzia psychometryczne dla terapeutów i badaczy – co mamy, co adaptujemy i jakie mamy dalsze plany.

Title: Psychometric tools for psychotherapists and researchers – what do we have, what are we adapting and what are our plans.

Abstract

Suggested program of the symposium:

1. Acceptance and defusion processes - a few words about the Polish version of the AAQ questionnaire and presentation of the Polish version of the CFQ and MEAQ questionnaires.
2. Mindfulness and contact with the present moment- presentation of the Polish version of the FMI questionnaire.
3. Values and committed action - presentation of the Polish version of the VQ and CAQ questionnaires.

The aim of the symposium is to present the current Polish adaptation studies on popular questionnaires measuring and diagnosis of key processes in the Acceptance and Commitment Therapy: MEAQ (Multidimensional Experiential Avoidance Questionnaire), FMI (Freiburg Mindfulness Inventory), VQ (Valuing Questionnaire) and CAQ (Committed Action Questionnaire). During the presentation, each step of the adaptation process will be discussed (translation, validity, reliability and stability). The presentation will also aim to popularize the existing tools and open discussion on further adaptation research and therapists' needs for new diagnostic tools.

Abstrakt

Celem wystąpienia jest zaprezentowanie dotychczasowych badań adaptacyjnych nad popularnymi kwestionariuszami, służącymi do pomiaru i diagnozy kluczowych procesów w Terapii Akceptacji i Zaangażowania: MEAQ (Multidimensional Experiential Avoidance Questionnaire), FMI (Freiburg Mindfulness Inventory), VQ (Valuing Questionnaire) oraz CAQ (Committed Action Questionnaire). W trakcie prezentacji zostaną omówione poszczególne kroki adaptacji (tłumaczenie, badania trafności teoretycznej, rzetelności i stabilności). Wystąpienie będzie miało na celu także popularyzację istniejących narzędzi oraz otwarcie dyskusji na temat dalszych działań adaptacyjnych oraz zapotrzebowania terapeutów na nowe narzędzia diagnostyczne.

Cele edukacyjne:

Posiadać wiedzę na temat dostępnych polskich narzędzi diagnostycznych, związanych z kontekstualną nauką behawioralną.

Wykorzystać narzędzia diagnostyczne w pracy terapeutycznej i badawczej.

Składniki: analiza koncepcyjna, przegląd literatury, oryginalne dane.

Główne obszary tematyczne: interwencje i zainteresowania kliniczne; nadzór, szkolenie i upowszechnianie, rozwój zawodowy, podstawy teoretyczne i filozoficzne.

Podkategoria tematów: narzędzia diagnostyczne dla psycho terapeutów.

Docelowi odbiorcy: Początkujący.



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SYMPOZJUM 2, wtorek 14:20-15:50

Autorzy: dr Joanna Lessing-Pernak (Instytut Psychologii Uniwersytet Kazimierza Wielkiego w Bydgoszczy, Klinika Psychiatrii Szpitala Uniwersyteckiego im dra Jurasza w Bydgoszczy, Dom Uwagi i Entropia), mgr Hubert Czupała, Joanna Szafran, dr Joanna E. Dudek, Dorota Wojtczak, Magdalena Świątkowska - Szczęch, Kamil Kołodziej, Jan Gaca.

Tytuł: Uwagi dom, uwagi szkoła - treningi i warsztaty dla dzieci, rodziców i nauczycieli.

Title: Mindful home, mindful school - trainings and workshops for children, parents and teachers.

DNA V – a Contextual Approach to Mental Health as a Benchmark for Evidence-Based Psychological Education at School

dr Joanna Szafran, mgr Hubert Czupała

Abstract

The paper provides examples of actions undertaken in the Polish educational policy to introduce a holistic approach to the mental health of children and adolescents through various education, care, prevention and wellness-oriented programs within the last two decades. Moreover, the paper attempts to explain how context-focused mental health approach can be used as an alternative to actions that have been taken so far. Based on the "DNA V" model, we intend to show how psychological education could integrate evidence-based interventions together with their social and individual context, as well as to promote the healthy transition from puberty to adulthood.

Abstrakt

W artykule przedstawiono przykłady działań podejmowanych w polskiej polityce oświatowej w ciągu ostatnich dwóch dekad, które za pomocą różnych programów edukacyjnych, wychowawczych, profilaktycznych czy prozdrowotnych miały na celu implementację holistycznego podejścia do zdrowia psychicznego dzieci i młodzieży. Co więcej, w artykule podjęto próbę wyjaśnienia, w jaki sposób kontekstualne podejście do zdrowia psychicznego może być wykorzystane, jako alternatywa dla dotychczas podjętych działań. Opierając się na modelu "DNA V", zamierzamy pokazać, w jaki sposób edukacja psychologiczna mogłaby zintegrować różne, oparte na dowodach interwencje, uwzględniając kontekst społeczny i indywidualny, wspierając proces zdrowego przejścia od dojrzewania do dorosłości.

PAX Good Behavior Game

Graj w dobre zachowanie!

dr Joanna E. Dudek, mgr Hubert Czupała

Abstrakt

W niniejszym wystąpieniu chcielibyśmy przedstawić jedną z metod pracy, która mogłaby stanowić element modelu nauczania równoległego, oddziałując zarówno na wzrost stopnia przyswajanej wiedzy, zwiększenie częstotliwości zachowań pożądanых, jak i na redukcję liczby zachowań niepożądanych: Grę w Dobre Zachowanie (ang. PAX Good Behavior Game, PAX GBG) Metoda ta, wpisująca się w szerszy nurt kontekstualnej nauki o zachowaniu (ang. Contextual Behavioral Science), ma na celu tworzenie wychowującego, bezpiecznego i przyjaznego środowiska (ang. nurturing environment), które sprzyja korzystnym zmianom w zachowaniu uczniów. Zdecydowaliśmy się na przedstawienie tej właśnie metody, ponieważ opiera się ona o podstawowe zasady behawioralne, prowadzi do zmian w zachowaniu o szerokim zakresie, jest stosunkowo łatwa w użyciu, koszt jej przeprowadzenia jest niski a jej skuteczność jest potwierdzona w licznych badaniach



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empirycznych.

PCIT (Parent Child Interactive Therapy) Presentation of the method and its modification in clinical work with children

PCIT (Parent Child Interactive Therapy) prezentacja metody i jej modyfikacji w pracy klinicznej z dziećmi

dr Joanna Lessing-Pernak

Abstract

Adaptation of PCIT is a therapeutic model that combines the assumptions of attachment theory and mindfulness techniques. Process of therapy is constructed as a model of the cognitive-behavioral intervention evidence based. The presentation will show the outline of the method and the possibilities of its flexible adaptation in a specific therapeutic situation. Evaluation of this adaptations will be presented in the form of a clinical case study analysis.

Abstrakt

Adaptacja PCIT jest modelem terapeutycznym łączącym w sobie założenia teorii przywiązania i technik uważnościowych. Terapia skonstruowana jest w ramach modelu interwencji poznawczo-behawioranej popartej wynikami z badań naukowych. Wystąpienie zaprezentuje zarys metody i możliwości jej elastycznej adaptacji w konkretnej sytuacji terapeutycznej. Ewaluacja adaptacji zaprezentowana zostanie w formie klinicznej analizy „case study”.

MBSR (Mindfulness Based Stress Reduction) presentation of the method and its adaptation to work with teachers

MBSR (Mindfulness Based Stress Reduction) prezentacja metody i jej adaptacja do pracy z nauczycielami

Dorota Wojtczak

Abstract

The speech will be devoted to the MBSR training report for a group of teachers from the province Kujawsko - Pomorskie. The effect of the course is to introduce elements of mindfulness methods to work with children in schools in Bydgoszcz. Evaluation of teachers' work takes place at supervisory meetings, directed by the MBSR teacher conducting the course.

Abstrakt

Wystąpienie poświęcone będzie raportowi z treningu MBSR przeprowadzonego dla grupy nauczycieli z woj. Kujawsko - pomorskiego. Efektem kursu jest wprowadzanie elementów metod uważnościowych do pracy z dziećmi w bydgoskich szkołach. Ewaluacja pracy nauczycieli odbywa się na spotkaniach superwizyjnych, kierowanych przez prowadzącego kurs nauczyciela MBSR.

The use of the DNA-V model in training „Attention Mind” carried out in the primary school, psychiatric hospital and TIPI Dragonfly center

Wykorzystanie modelu DNA-V w trzech edycjach treningu Uwaga Umysł przeprowadzonych w szkole podstawowej, Klinice Psychiatrii i ośrodku TIPI Dragonfly

dr Joanna Lessing-Pernak, Jan Gaca, Magdalena Świątkowska-Szczęch, Kamil Kołodziej

Abstract

The DNA-V model, Somatic Experiences by P. Levin, the mentalizations theory of P. Fonagy and other theories and techniques of work with body and mind, were used in the second edition of the training Attention Mind that was carried out in the rural center of the House of Mindfulness - TIPI



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Dragonfly. The training included two groups clinical and preventive. Workshops were held in two teepee tents, parallel for parents and children for 6 weeks in spring 2017 in New Smolno near Bydgoszcz. We shall presentation the methods of working with children and Barents. Evaluation will be presented in the form of a clinical analysis.

Abstrakt

Model DNA-V obok Somatic Experienc P. Levina, teorii mentalizacji Fonagy`ego i innych teorii i technik pracy z ciałem i umysłem został wykorzystany w drugiej edycji treningu Uwaga Umysł, który został przeprowadzony w wiejskim ośrodku Domu Uważności - TIPI Dragonfly. Trening objął dwie grupy kliniczną i profilaktyczną. Zajęcia odbywały się w dwóch namiotach indiańskich tipi, równoległe dla rodziców i dzieci przez 6 tygodni wiosną 2017 w Nowym Smolnie pod Bydgoszczą. Podczas wystąpienia zaprezentowane zostaną metody pracy z dziećmi i z rodzicami i ich ewaluacja w formie analizy klinicznej.

Cele edukacyjne:

Popularyzowanie wiedzy na temat metod trzeciej fali terapii poznawczo behawioralnej.

Promowanie wiedzy na temat empirycznych metod integracji różnych podejść terapeutycznych w ramach treningów uważnościowych.

Ukazanie praktycznych sposobów realizowania profilaktyki zdrowia psychicznego w oparciu o metody terapii kontekstualnych (ACT, DNA-V, PAX GBG).

Składniki: analiza koncepcyjna, oryginalne dane, prezentacja przypadku.

Główne obszary tematyczne: interwencje i zainteresowania kliniczne; nadzór, szkolenie upowszechnianie.

Podkategoria tematów: uważność szkoła, psychoterapia rodzinna, zaburzenia dziecięce, profilaktyka.

Docelowi odbiorcy: Początkujący, Średniozaawansowany, Zaawansowany.



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SYMPOZJUM 3, środa 10:35-12:05

Title: Evaluations and Outcomes of Contextual Behavioural Science Interventions.

Tytuł: Ewaluacja i rezultaty interwencji opartych na kontekstualnej nauce o zachowaniu.

Prezentujący: dr Louise McHugh, Lynn Farrell BA, Ana Gallego MA, Martin O'Connor MSc

ABSTRACT 1

Martin O'Connor MSc, dr Louise McHugh
University College Dublin

The Development and Preliminary Psychometric Properties of the Values Wheel

Background: The promotion of personal values as a source of motivation for behaviour is central to numerous models of psychological intervention, including the psychological flexibility model. The availability of an engaging measure of values-directed behaviour with a broad scope of application in diverse contexts and languages is important to the study of values-based interventions. This paper reports on the development and preliminary psychometric properties of a new measure of values-directed behaviour: the Values Wheel.

Method: One hundred fifty adults completed a values card sorting exercise followed by the Values Wheel, 39 of which did so on three occasions – each separated by a two-week interval. To investigate convergent validity, the Valued Living Questionnaire (VLQ) was administered, while the Mental Health Continuum-Short Form (MHC-SF), Comprehensive assessment of Acceptance and Commitment Therapy processes (CompACT) and Depression, Anxiety, and Stress scales served as measures of concurrent validity.

Results: The Values Wheel exhibited temporal stability with large statistically significant correlations between scores obtained on three separate occasions. Analyses also revealed positive correlations between scores on the Values Wheel and the measures of valued action and positive mental health as well as a negative correlation with scores on the stress scale.

Discussion: Although further research is necessary, this study suggests that the Values Wheel could be a useful measure of values-directed behaviour. The implications of the measure for practice and research will be discussed.

ABSTRACT 2

Lynn Farrell BA, dr Louise McHugh
University College Dublin

Examining the malleability of implicit gender-STEM bias among adults

Background: Women make up 30% of scientists worldwide. Implicit gender bias has previously been identified as a barrier to women's progression in Science, Technology, Engineering and Maths (STEM) fields. The current study aimed to determine whether implicit gender-STEM bias can be influenced by a brief bias intervention.

Method: Participants were over 18 years old and predominantly drawn from a university student population. Participants completed one of four intervention conditions: (i) perspective-taking, (ii) exposure to counter-stereotypical exemplars, (iii) psycho education regarding implicit gender-STEM bias or (iv) control condition. There were approximately 53 participants per intervention condition (N = 213). Gender-STEM bias was assessed implicitly using the Implicit Relational Assessment Procedure (IRAP) and explicitly using rating scales at two time points.



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Results: Preliminary analyses suggest that implicit gender-STEM bias is malleable at least in the short-term, with the suggestion that not all interventions are equally efficacious in influencing implicit gender-STEM bias for males and females.

Discussion: The use of the non-relative IRAP offered greater detail regarding which relations were influenced by the gender-STEM bias intervention (e.g. Male-STEM and Female-STEM relations). By determining an effective intervention, we will be able to implement it with key groups, such as academic faculty, who will influence the academic and career choices of students. However, the long-term impact of bias interventions requires further investigation.

ABSTRACT 3

Ana Gallego MA (University of Jyväskylä), dr Raimo Lappalainen (University of Jyväskylä), dr Matthieu Villatte (Evidence-Based Practice Institute in Seattle), dr Louise McHugh (University College Dublin)

Hierarchical versus distinction based self as context interventions for public speaking anxiety

Based on Relational Frame Theory (RFT), the present study aimed to analyze the comparative effect of two self-based interventions ("Hierarchical Self" and "Distinction Self"). Using a between-subjects design, the participants (n=90) were randomly assigned to one of the three groups: Group 1 (Hierarchical Self), Group 2 (Distinction Self), Group 3 (Control group, expose alone). The primary outcome dependent variable was public speaking anxiety that was measured by the engagement in the behavioral task (i.e., giving a speech in front of a camera). An additional dependent variable was general psychological flexibility and defusion skills. Our preliminary analyses suggested that the two RFT-based interventions ("Hierarchical Self" and "Distinction Self") had larger impact on defusion skills compared to the control group. More precisely, the difference was medium size ($d=0.56$) in favor the "Hierarchical Self" compared to the control, and small ($d=0.37$) in favor for the "Distinction Self" compared to control. However, all three interventions had equal impact on public speaking anxiety and general flexibility skills. Our findings indicate that adding very brief self-based exercises to public speaking skills training (e.g. when giving presentations) might change positively students' cognitive strategies. The implications of the findings for clinical practice are discussed.

Components: original data.

Main topic areas: performance-enhancing interventions, Relational Frame Theory.

Topic Sub-Category: psychological flexibility processes, IRAP.

Target audience: Beginner, Intermediate.



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SYMPOZJUM 4, środa 16:20-17:50

Title: Recent advances in deictic relational framing research.

Tytuł: Najnowsze osiągnięcia w badaniach poświęconych deiktycznemu ramowaniu relacyjnemu.

Prezentujący: dr Louise McHugh, dr Orla Moran, Lidia Budziszewska MS, Jonathan Dowling BA, Fabrizia Ferraro MA

ABSTRACT 1

Autorzy: Fabrizia Ferraro MA (University College Dublin), Ian Hussey (Ghent University), Miles Thompson (University of West England), Nic Hooper (University of West England), dr Louise McHugh (University College Dublin)

Rasch modelling to assess whether behaviour between simple, reversed and double reversed deictic relations conforms to the expected hierarchy of complexity of relational responding

Deictic relations are conceptualized by Relational Frame Theory (RFT) as essential tools in the verbal construction of one's self perspective and in taking the perspective of others. Research investigating deictic relations from an RFT perspective has resulted in the development of a protocol designed to directly test an individual's ability to respond in accordance with deictic relations. This protocol examines different levels of deictic relations: simple, reversed, and double reversed. Study results to date demonstrate that performance on deictic relations improves as a function of age, and that among adults the majority of errors are related with higher levels of complexity. Development and use of this protocol would arguably be aided by a study of the psychometric properties of behaviour within the task. The present study used Rasch modelling to assess whether behaviour between the three trial type conforms to the expected hierarchy of complexity of relational responding, in order to assess whether the task can be said to measure a single, unidimensional latent variable.

ABSTRACT 2

Autorzy: Jonathan Dowling BA, dr Louise McHugh
University College Dublin

Examining the Role of Psychological Flexibility, Perspective Taking and Empathic Concern, in Predicting Socio-Emotional Intelligence

Research has shown that across the board social, and emotional (socio-emotional) intelligences are vital predictors of performance, and success in the workplace. Current socio-emotional intelligence training paradigms provide limited generalisability, and as such do not adequately equip the modern employee for the breath of situations they may encounter. The present study aimed to redress this issue by identifying malleable functional repertoires that underpin socio-emotional intelligences. Specifically, it tested the capacity of a model of interpersonal functioning, known as the flexible connectedness model, to predict 7 different dimensions of socio-emotional intelligence. Each of the model's functional repertoires were found to statistically significantly predict a variety of dimensions of socio-emotional intelligence.

ABSTRACT 3

Autorzy: dr Orla Moran, dr Louise McHugh
University College Dublin

Self-as-Distinction vs. Self-as-Hierarchy: Implications for Young People's Mental Health



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Evidence from Contextual Behavioural Science indicates that 2 types of relating facilitate the experience of self-as-context- self-as-distinction and self-as-hierarchy. Although the latter has been associated with better mental health outcomes relative to distinction, to date these types of relating have not been examined directly at a baseline level, where in manipulation has not occurred. The present study examined the relative contribution of each of these two types of self-as-context on depression, stress, and anxiety, while controlling for deicticability and gender, using regression analyses in a sample of 102 young people. Mediation analysis was also used to examine the role of psychological flexibility. While self-as-hierarchy emerged as a significant predictor of stress and depression, psychological flexibility was not found to mediate this relationship. Self-as-distinction did not emerge as a significant predictor of any outcome variable. Suggestions for future research on the basis of these findings are discussed.

Educational objectives (abstracts 1-3):

1. Review literature on perspective taking from a Contextual Behavioural Science point of view.
2. Understand key behavioural processes involved in social communication.
3. Describe the importance of hierarchical relational responding for the emergence of a healthy sense of self.

ABSTRACT 4

Autorzy: Lidia Budziszewska MS (Universidad Europea de Madrid /Universidad de Almería), Carmen Luciano, Enrique Gil, Zaida Callejón (Universidad de Almería)

Another step in analyzing hierarchical framing.

The published evidence concerning transformation of functions in accordance with the relational frame of hierarchy is still very scarce; Gil, Luciano, Ruiz and Valdivia (2011) Gil, Luciano, Ruiz, Valdivia (2014), Slattery & Stewart (2014; 2017). The aim of this study is to advance in such a track to provide more precise learning procedures.

Participants were trained with a novel procedure prior to testing transformation of function according to hierarchical framing. Participants followed several steps to learn to respond to arbitrary stimuli as coordination and relational hierarchical cues. Results show that participants transformed functions that provides a new way of researching hierarchical framing.

Educational objectives:

- The participants will understand the importance of hierarchical framing.
- The participants will learn about research in hierarchical framing.
- The participants will learn a new procedure in hierarchical framing.

Components: original data.

Main topic areas: performance-enhancing interventions, Relational Frame Theory.

Topic Sub-Category: psychological flexibility processes, IRAP, new evidence in hierarchical framing.

Target audience: Beginner, Intermediate.