

Focused Acceptance and Commitment Therapy (FACT)  
*for all people*

**Skills Training Packet\***

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## Contextual Interview Questions – Children and Youth\*

### Life Context: Love, School/Work, Play and Health

<b>Love</b>	Who lives in your home with you? How long have you lived there? Does everybody get along okay? Who makes the rules in your house? Are they good rules? Who are you close to? Family? Friends?
<b>School</b>	Are you going to school? Do you like it? What do you like about school? Do you make good grades? Are your teachers nice? Are the kids at school nice to you? What do you want to be when you grow up? Work?
<b>Play</b>	What do you do for fun? For relaxation? Spirituality To get together with your friends?
<b>Health</b>	Do you use tobacco products, alcohol, illegal drugs, social media? Do you exercise on a regular basis for your health? Play sports? Do you eat well? Sleep well?

### Problem Context: The Three T's

#### Problem description and Problem Severity Rating:

<b>Time</b>	What is the problem that you are concerned about today? When did it start? How often does it happen? What happens before / after the problem? Is it important that you do something about it now? How come?
<b>Trigger</b>	Is there anything--a situation or a person--that seems to set it off?
<b>Trajectory</b>	What's this problem been like over time? Have there been times when it was less of a concern? More of a concern? And recently . . . getting worse, better?
<b>Workability Question</b>	Who helps you with this problem? What have you tried (to address the problem)? How has that worked in the short run? In the long run or in the sense of being consistent with what really matters to you?

\*Adapted from Robinson, 2020; Robinson, Gould, & Strosahl, 2010.

## Contextual Interview Questions – Adults \*

### Life Context: Love, Work, Play and Health

<b>Love</b>	Where do you live? With whom? How long have you been there? Are things okay at your home? Do you have loving relationships with your family or friends?
<b>School / Work</b>	Do you work? Study? If yes, what is your work? Do you enjoy it? If not working, are you looking for work? If not working and not looking for a job, how do you support yourself?
<b>Play</b>	What do you do for fun? For relaxation? Spirituality? For connecting with people in your neighborhood or community?
<b>Health</b>	Do you use tobacco products, alcohol, illegal drugs, social media? Do you exercise on a regular basis for your health? Do you eat well? Sleep well?

### Problem Context: The Three T's

#### Problem description and Problem Severity Rating:

<b>Time</b>	When did this start? How often does it happen? What happens before / after the problem? Why do you think it is a problem now?
<b>Trigger</b>	Is there anything--a situation or a person--that seems to set it off?
<b>Trajectory</b>	What's this problem been like over time? Have there been times when it was less of a concern? More of a concern? And recently . . . getting worse, better?
<b>Workability Question</b>	What have you tried (to address the problem)? How has that worked in the short run? In the long run or in the sense of being consistent with what really matters to you?

\*\*Adapted from Robinson, 2020; Robinson, Gould, & Strosahl, 2010.

## FACT Rating Scale Questions

1. How big of a problem is  $x$ ?

1 = not a problem and 10 = a very big problem

2. How confident are you that you will *do* this experiment?

1 = not confident and 10 = very confident

3. How helpful was this visit?

1 = not helpful and 10 = very helpful

## **FACT Focusing Questions**

*Use FACT Focusing Questions as a mental checklist for assessing your understanding of the person or family's context. Reflect on this understanding as you transition from the FACT Contextual Interview to a FACT Intervention.*

*Do I have clear ideas about . . .*

1. What is the problem the person / family is most concerned about?
2. What have they tried?
3. What do they want for their life/lives?
4. What are the barriers to doing what they want for their life/lives?
5. Are they at war with these barriers?
6. If anything were possible, what would they choose to do now?

## FACT Pillars Assessment Tool (PAT)

Use this tool to assess patient functioning in each pillar and to plan interventions that might promote greater psychological flexibility.

1. What are the patient's strengths and weaknesses?
2. Is there a pillar that is a priority target for skill development at this point in time?

<b>Open</b>	<b>Aware</b>	<b>Engaged</b>
<ul style="list-style-type: none"> <li>• Accepts distressing thoughts and feelings</li> <li>• Creates a safe observational distance from distressing thoughts and feelings.</li> <li>• Uses experiences to inform behavior, rather than habits and rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Intentionally focuses on present moment experience</li> <li>• Uses self-reflective awareness to promote sensitivity to context.</li> <li>• Can change perspectives on stories told about self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks about values with emotion, recalls moments of values-in-action, and accepts vulnerability that comes with caring.</li> <li>• Plans and implements behavior change experiments that promote vitality.</li> </ul>
<b>Strengths</b>	<b>Strengths</b>	<b>Strengths</b>
<b>Needs</b>	<b>Needs</b>	<b>Needs</b>
<b>Targets</b>	<b>Targets</b>	<b>Targets</b>

## FACT Four-Square Tool\*

*Use the FACT Four-Square Tool to help you and the person/family understand their efforts to respond to the problem. We all try to avoid something painful and approach something desirable. The question is, “Is what they are doing working? Does it align with the person’s sense of purpose or meaning?”*

	<b>Avoidance / Controls Suffering</b>	<b>Approach / Supports Flourishing</b>
<b>Actions</b>		
<b>Thoughts</b>		
<b>Feelings</b>		
<b>Sensations</b>		

\*Adapted from Strosahl, Robinson, and Gustavsson, 2012.

## FACT Agreement and Options Worksheet

1. Based on your Four Square, what intervention options are you considering?
  
2. Based on the PAT, what pillars do you want to target?

Write out your conceptualization. Use these questions to formulate options for behavior change.

- a. What are the patient's strengths?
  
- b. What are the values related to the problem?
  
- c. What are the barriers to addressing the problem more optimally?
  
- d. What options will you offer the patient for addressing the current problem with greater psychological flexibility?
  - i. Option A (requires less effort, less risk, more certain results)
  
  - ii. Option B (requires greater effort and perhaps more radical change)



## FACT Pillar Intervention Guide (PIG)

When intervening with patients, use the suggested guides to assist with moment-to-moment interactions that move the patient toward greater psychological flexibility.

Open	Aware	Engaged
<p>When “stuck”, be curious, model acceptance, notice the “mind”</p> <p>Support openness and curiosity about previously avoided thoughts/ feelings/ sensations</p> <p>Attend to thinking as an ongoing process, rather than the world structured by it</p>	<p>If confused, go to the present, look at different perspectives</p> <p>Promote flexible, voluntary and purposeful attention to the present moment</p> <p>Support mindfulness and noticing of the continuity of consciousness</p>	<p>Whenever possible, promote connection between values and action</p> <p>Identify qualities of meaningful action in the here and now</p> <p>Collaboratively create SMART behavioral experiments</p>

## Focused Acceptance and Self-Assessment Tool (FACT – SAT)

Competency means “adequacy; possession of required skill, knowledge, qualification or capacity”. This tool is designed to help you assess your competence in skills involved in effective delivery of fACT with children, families and adults. Use this scale of 0-10 to assign a “rating” to your competence level today.

*0 = not competent    2 = some    4 = adequate    6 = a lot    8 = exceptional    10 = master level*

<b>Practice Management</b>	<b>Rating</b>
1. Communicates the belief that a person or family can learn and change at any moment	
2. Use problem severity rating to estimate of problem distress (1-10)	
3. Obtain a patient confidence rating for behavior change plan (1-10)	
4. Asks session helpfulness question at end of each visit (1-10).	
<b>Assessment</b>	<b>Rating</b>
5. Assesses problem severity of target problem early in each visit (1-10).	
6. Uses Life Context (Work-Love-Play-Health) questions to complete an engaging psychosocial interview in 5-10 minutes.	
7. Uses Problem Context (Three T’s) to complete an accurate functional analysis of a target problem.	
8. Uses FACT Focus Questions after Contextual Interview as needed in transitioning to intervention.	
9. Uses Workability question(s) directly or implicitly while conducting interview to enhance willingness to change (attentive to cultural context).	
10. Taps into patient values by asking directly and/or exploring identified values.	
11. Uses ACT consistent language in reflecting back to patient (e.g., “so, you’ve tried to solve this problem but your solutions are NOT working, at least not in some very important ways.”)	
<b>Case Formulation and Treatment Planning</b>	<b>Rating</b>
12. Able to estimate a person’s strengths and needs relative to the FACT Pillars of Flexibility (open, aware, engaged).	
13. Uses Four Square to understand the approach – avoidance dynamic and to identify behavior change options.	
<b>Interventions</b>	<b>Rating</b>
14. Develops behavior change plans that	
a. Help strengthen a person/family’s connection to their values.	
b. Help person unhook, step back, or make room for difficult thoughts, feelings, sensations (defusing)	
c. Involve the person in developing an observer perspective (noticing and naming with curiosity and compassion).	
e. Help patient identify thoughts that evaluate and thoughts that describe.	
f. Encourage strengthening present moment awareness through planned skill practice (e.g., STOP - slow down, take notice, open up, plan).	

g. Engage in values consistent action plans with intention and awareness.	
15. Uses metaphor, analogy, or experiential exercise to influence person's perspective on problem(s) in ways that validate and facilitate change (e.g., . . . this is a time of transition/development for you).	
16. Experiments with FACT interventions, (e.g., Bull's Eye, Life Path, Movies, Spider, etc.).	

*Worksheet 1 MY LIFE PATH***More Control**

What do you want to control, avoid, or get rid of?

**More Meaning**

What type of life would you choose if you could choose?



1. Where are you on your life path? Mark an X. Which direction are you moving toward?
2. What, if any, are the costs and benefits of moving towards control?
3. Why would you want to move toward your values now? What values?
4. What behaviors would tell you that you're moving toward more meaning in life?
5. How would you turn in the direction of a more meaningful life?

### **Life Path Class: For Parents New to the Journey**

XXX is offering the Life Path Class for New Parents this fall. This is a 3-class series and it is open to all parents of children that are 2- to 5-years of age. XXX will teach this class series.

If you are always confident about your parenting and feel that you already respond well to the challenges of caring for your child/children, this class is probably not for you.

If you have room for improvement and you are curious about what you care for yourself more intentionally as you walk the path of parenting, this class is for you. The class invites you to look at barriers to parenting the way you choose to parent and to learn new ways to work with the barriers. You will also have a chance to talk about what matters most to you as a parent and to create a plan to keep you headed in the direction of parenting with intention and purpose.

The classes will be on Monday October 8, Tuesday October 9 and Thursday October 11. All classes will meet in the XXX room on the south side of XXX (second floor) from 4:30-5:30.

## Life Path for Parents / Brief agendas for classes 1-3

### *Class 1: Monday October 8*

Class Activity: Meet others and discuss answers to questions about your life path.

1. What qualities are most important to you in regards to how you parent?
2. When are you able to show these qualities?
3. What gets in your way – the barriers to being the parent you want to be?
4. How do you respond to the barriers?
5. Do you fight the barriers?
6. If so, what are the consequences?

Homework: Notice when the barriers show up. What do you do? Be curious and observe. Don't try to change what's happening. Just learn from your experience. These questions might help when you have a moment to reflect.

- What was the barrier? What did you fight the most?
- When did it happen?
- How did you do with just noticing your barriers and not trying to get away from them?

### *Class 2: Tuesday October 9*

Class Activity: Learn to step back and have a different perspective on the difficulties of being a parent.

- Do you have ideas about how to respond to barriers?
- Would you like to learn strategies that might give you some breathing room or the ability to shift your perspective?
- Can you think of a tender name for barriers that show up a lot?
- Write down a barrier or two on a stickie and walk around the room, reading others' barriers. What do you see when you look into the eyes of other parents?

Homework: Plan to do a something important that will show the qualities you care about in the act of parenting. Then, do it and, when the barriers show up, just say "hello" and continue with your plan.

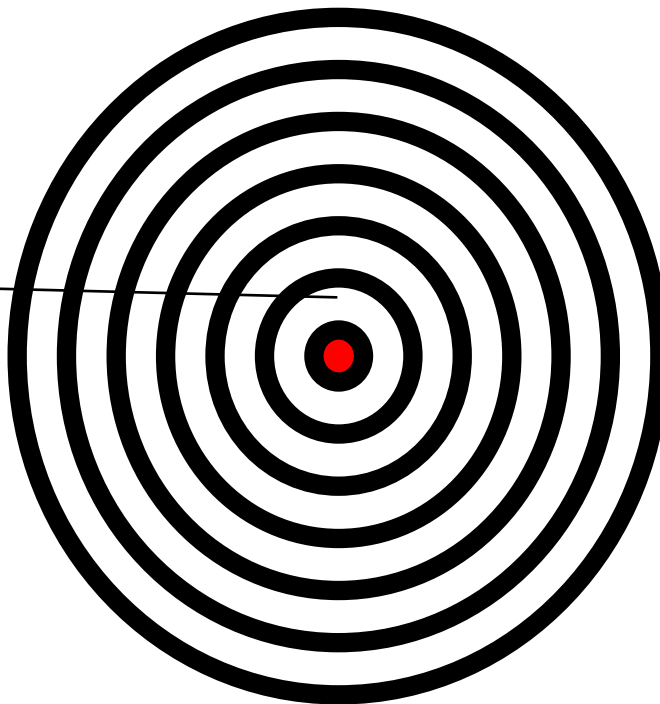
### *Class 3: Thursday October 11*

Class Activity: Learn to make and keep commitments and **learn to learn** from your direct experience.

- Symbolically walk your life path in the room, heading in a valued direction and notice when the barriers call out for your attention, drawing you in the direction away from what you intend to do and care about.
- Make a commitment to yourself about **what you'll do next to keep moving** in your valued direction. And if you turn to control the barriers, how will you **pivot** and turn toward your chosen direction? How can you quickly forgive/support yourself?
- Identify how can you pay attention so that you'll learn from your direct experience?
- Come up with a plan for how to continue walking on your life path after this class ends. Share with others in the class.

Homework: Continue to make intentional choices, pursue valued directions, practice self-compassion, and learn from your direct experience.

### Bull's Eye



- A. How is the problem impacting the person – love, work, play, health?
- B. How close are the solutions the person is trying to the purpose most important in life right now? (Use 1-10)
- C. What makes this problem important?
- D. What represents a purposeful way forward? Let's plan an experiment to find out.

1	2	3	4	5	6	7	8	9	10
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*Low Consistency*

*High Consistency*

Notes:

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## Bull's Eye Guide

In introducing the Bull's Eye, describe it as a tool for the person or family to use to experiment with new ways of working with a problem. The Bull's Eye provides a frame or target for their work. The center of the Bull's Eye represents "getting it right", and "getting it right" means their actions to address the problem are consistent with what's most important to them at this moment in time. "Getting it right" doesn't necessarily mean the problem goes away; it does mean a change in perspectives on the problem (from avoidance to approach) and a change in behavior (from less aware problem solving to more aware and intentional problem solving).

A. How is the problem impacting the person and/or family – love, study/work, play, health?

How are they working with the problem? How do the solutions affect the love they experience in their relationships, their ability to grow in study/work efforts, their ability to play or restore themselves, their health? What is impacted most?

B. How close are the solutions the person is trying to the purpose most important in life right now? Use a scale of 1-10, with 10 indicating that the solutions are aligning well with the person's sense of purpose. This line of questioning helps the clinician understand the workability of the solutions the person or family are trying. Honor their efforts while at the same time identifying ways the solution(s) may be falling short or what the person or family desires.

C. What makes this problem important? This question allows the clinician to further clarify the person or family's values. The goal is to help the person or family make a clear statement about what change or experimentation is important at this time.

D. What represents a purposeful way forward? Let's plan an experiment to find out. This question helps the clinician move toward development of a SMART (specific, measurable, attainable, time-bound) plan.

In follow-up visits, the clinician may ask the patient or family to re-rate the alignment of their solutions (planned in the previous visit or attempted independently by the person/family) are aligning with the direction most important for their live/lives at this moment in time.

The clinician will also explore barriers the person/family experienced with experimenting with new solutions. This helps the clinician identify areas where they are getting stuck. These can be mapped to the FACT pillars of open, aware, and engaged. Then, the clinician can give options for learning new skills to the person/family and teach the skill they select through experiential and/or psychoeducational methods.