



LaMiss 2023

Hey y'all!

On behalf of the Program Committee, we warmly welcome you to the 2023 Louisiana Mississippi (LaMiss) Conference!

The purpose of the LaMiss conference is to resource the networking, dissemination, and development needs of contextual behavioral science researchers and practitioners, particularly those in Louisiana and Mississippi. We aim to make these resources as accessible as possible, and increasingly so with every not-for-profit event. The LaMiss conference registration fees are values-and-means based, meaning that attendees pay what the conference is worth to them considering their values and their financial resources. We are also piloting a pre-conference workshop this year, with registration fees set about 75% below U.S. market prices. All money collected from conference and pre-conference registration fees will be first allocated to conference expenses, with any profits divided among Keynote speakers. This year, we are extending our commitment to accessibility in using the virtual format and incorporating Spanish-English translation for native Spanish speakers. We are so pleased and grateful to welcome Spanish-speaking participants. We hope that these additions will lay the foundation for continued growth and development of our accessibility practices. Although a flexible cost, online format, and Spanish translation is not enough to make this event accessible to everyone for whom it would be meaningful, we are committed to increasing accessibility with each iteration of the conference. That commitment matters because we think LaMiss creates something quite precious - a context for folks interested in creating spaces for humans to thrive under all sorts of conditions to resource one another in those pursuits. We are so grateful to all those who are helping to co-create this year's event, LaMiss 2023, with us.

Emily Sandoz, LaMiss Officer & Co-Chair
Jessica Criddle, Manager
Thomas Sease, Manager
Abbey Warren, Submissions Coordinator,
Website, & Design
Vanessa del Aguila, Design & Translation
Coordinator

Josh DeLacerda, UL Lafayette DL Liaison &
Hosting Coordinator
MaKensey Sanders, Submissions Review
Michael May, Submissions Review & Scheduling
Tori Hutchinson, Submissions Review & Hosting
Matt Andersland, Submissions Review
Kate Kellum, LaMiss Officer & Co-Chair

LaMiss 2023 Conference

July 14th and 15th
Virtual
([versión en Español](#))

-updated 7.13.23-

****Day 1: July 14th****

****Room A****

8:30 – 9:00 AM CDT

[Welcome](#)

1A 9:00 – 10:00 AM CDT

[*NEW* All Appetitive All the Time: Convolving Breadth and Flexibility of Functional Relations \(Keynote; 60 mins\)](#)

2A 10:15 – 11:45 AM CDT

[Disability Justice and Values Led Accountability in Applied Professional Practice \(Panel; 90 mins\)](#)

3A 12:00 – 1:00 PM CDT

[Responsibility with Power, Assent, and Trust Building \(Keynote; 60 mins\)](#)

4A 1:15 – 2:15 PM CDT

[ACT and Body Image in Perú: Case Study \(60 mins\)](#)

5A 2:30 – 3:30 PM CDT

[Functional Contextualism in Spanish. Weaving Theory and Practice \(Workshop; 60 mins\)](#)

6A 3:45 – 5:45 PM CDT

[Interbehaviorism in Application: Post-Kantorian Implications for the Contextual Behavioral Clinician-Scientist \(4 Paper Symposium; 120 mins\)](#)

****Room B****

Keynote 9-10 in Room A-

7B 10:15 – 11:45 AM CDT

[Variation with Vignettes - Special Edition: Back to Basics with Clinical Behavior Analysis \(Round Table; 90 mins\)](#)

Keynote 12-1 in Room A-

8B 1:15 – 2:45 PM CDT

[Starting from Psychological Flexibility and Prosociality: Where are we going as contextual behavior scientists? \(Community Discussion; 90 mins\)](#)

9B 3 – 4:30 PM CDT

[Using Contextual Behavioural Science Principles to Design Engaging and Efficacious Digital Mental Health Tools \(Workshop; 90 mins\)](#)

10B 4:45 – 5:45 PM CDT

[Conceptual and Practical Developments in Assessment and Intervention in Contextual Behavioral Science \(Combination Session; 60 mins\)](#)

****Room C****

Keynote 9-10 in Room A

11C 10:10 – 11:50 AM CDT

[Up, Down, and All Around: Applying the Principles of Contextual Behavioral Science to Address Behavioral Health Concerns \(3 paper Symposium; 100 mins\)](#)

Keynote 12-1 in Room A

12C 1:15 – 3:15 PM CDT

[*The Power of a Way Out! Lengthening the Lens of Progress to See the Big Picture Value of Appetitive Learning* \(Workshop; 100 mins\)](#)

13C 3:30 – 5:00 PM CDT

[*Acceptance-Based Behavioral Therapy \(ABBT\) Approaches in Palliative Care* \(Panel; 90 mins\)](#)

14C 5:15 – 6:15 PM CDT

[*Inter-ACTing: Families in Context- A Cross Disciplinary Partnership* \(Workshop; 60 mins\)](#)

****Day 2: July 15th****

****Room A****

14A 9:00 – 10:00 AM CDT

[*Interbehavioral Psychology as a Scientific System* \(Keynote; 60 mins\)](#)

15A 10:15 – 11:45 AM CDT

[*Yoga + ACT: How to Incorporate Yoga into Psychotherapy* \(Workshop; 120 mins\)](#)

16A 12 – 1:45 PM CDT

[*The ACT Matrix Meets the Hexaflex: Introducing the ACT Wayfinder* \(Workshop; 90 mins\)](#)

17A 1:50 – 2:50 PM CDT

[*Behavioral Phenomenology, Functional Analysis, and a Case for the Poetics of Behavior* \(Keynote; 60 mins\)](#)

18A 3:05 – 4:35 PM CDT

[*Unveiling the Interplay of Frustration and Behavioral Variability from a CBS Perspective* \(Workshop; 90 mins\)](#)

19A 4:50 – 5:50 PM CDT

[*Other Ways of Knowing: Reorienting to the Behavior of the Scientist and Reconnecting with the Process of Research \(Over Outcome\) in Contextual Behavioral Science* \(Keynote; 60 mins\)](#)

****Room B****

Keynote 9-10 in Room A

20B 10:15 – 11:45 AM CDT

[*ML, AI, and Therapy Oh My: A Discourse on the Impact of Advanced Machine Learning on the Therapeutic Professions and Paths Forward* \(Overview & Discussion; 60 mins\)](#)

21B 11:55 – 12:55 PM CDT

[*An Evaluation of Reinforcement Contingencies and Rule Statements within the Good Behavior Game* \(Clinical Round Table; 60 mins\)](#)

Keynote 1:50 – 2:50 in Room A

22B 3:00 – 4:00 PM CDT

[*Psychological Flexibility in our Social Media Age* \(2 paper symposium; 60 mins\)](#)

Keynote 4:50 – 5:50 in Room A

****Room C****

Keynote 9-10 in Room A

23C 10:15 – 11:15 AM CDT [Do You Know How Supervision is Practiced in Brazil?: Some Initial Explorations \(Overview & Discussion; 60 mins\)](#)

24C 11:30 – 12:30 PM CDT [Mental Health in a Post-COVID-19 Digital World: A Contextual Behavioral Science Perspective \(Panel; 60 mins\)](#)

25C 12:45 – 1:45 PM CDT [Contextual Behavioral Science in Mental Health Help-Seeking \(2 paper symposium; 60 mins\)](#)

Keynote 1:50 – 2:50 in Room A

26C 3:00 – 4:30 PM CDT [Love letter to my younger self: radical self-care in practice in behavior analysis \(Panel; 90 mins\)](#)

Keynote 4:50 – 5:50 in Room A

****Room D****

Keynote 9-10 in Room A

27D 10:15 – 1:15 PM CDT [Acceptance and Commitment Therapy with Parents \(Workshop; 180 mins\)](#)

Keynote 1:50 – 2:50 in Room A

28D 3:00 – 4:45 PM CDT [Undermining Pliance \(Workshop; 105 mins\)](#)

Keynote 4:50 – 5:50 in Room A

July 14th (All times are CDT)

Zoom Room	8:30 – 9:00	9:00 – 10:00	10:15 – 11:45	12:00 – 1:00	1:15 – 2:15	2:30 – 3:30	3:45 – 5:45
A	Welcom e	<i>All Appetitive All the Time: Convolving Breadth and Flexibility of Functional Relations</i> (Keynote; 1A)	<i>2A Disability Justice and Values Led Accountability in Applied Professional Practice</i> (Panel; 2A)	<i>Responsibility with Power, Assent, and Trust Building</i> (Keynote; 3A)	<i>ACT and Body Image in Perú: Case Study</i> (4A)	<i>Functional Contextualism in Spanish. Weaving Theory and Practice</i> (Workshop; 5A)	<i>Interbehaviorism in Application: Post-Kantorian Implications for the Contextual Behavioral Clinician-Scientist</i> (Symposium; 6A)
Zoom Room			10:15 – 11:45		1:15 – 2:45	3:00 – 4:30	4:45 – 5:45
B			<i>Variation with Vignettes - Special Edition: Back to Basics with Clinical Behavior Analysis</i> (Round Table; 7B)		<i>Starting from Psychological Flexibility and Prosociality: Where are we going as contextual behavior scientists?</i> (Panel; 8B)	<i>Using Contextual Behavioural Science Principles to Design Engaging and Efficacious Digital Mental Health Tools</i> (Workshop; 9B)	<i>Conceptual and Practical Developments in Assessment and Intervention in Contextual Behavioral Science</i> (Combination Session; 10B)
Zoom Room			10:10 – 11:50		1:15 – 3:15	3:30 – 5:00	5:15-6:15

C			<i>Up, Down, and All Around: Applying the Principles of Contextual Behavioral Science to Address Behavioral Health Concerns (Symposium; 11C)</i>		<i>The Power of a Way Out! Lengthening The Lens of Progress to See the Big Picture Value of Appetitive Learning (Workshop; 12C)</i>	<i>Acceptance-Based Behavioral Therapy (ABBT) Approaches in Palliative Care (Community Discussion; 13C)</i>	<i>Inter-ACTing: Families in Context- A Cross Disciplinary Partnership (Workshop ; 14C)</i>
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July 15th (All times are CDT)

Zoom Room	9:00 – 10:00	10:15 – 11:45	12:00 – 1:45	1:50 – 2:50	3:05 – 4:35	4:50 – 5:50
A	<i>Interbehavioral Psychology as a Scientific System</i> (Keynote; 14A)	<i>Yoga + ACT: How to Incorporate Yoga into Psychotherapy</i> (Workshop; 15A)	<i>The ACT Matrix Meets the Hexaflex: Introducing the ACT Wayfinder</i> (Workshop; 16A)	<i>Behavioral Phenomenology, Functional Analysis, and a Case for the Poetics of Behavior</i> (Keynote; 17A)	<i>Unveiling the Interplay of Frustration and Behavioral Variability from a CBS Perspective</i> (Workshop; 18A)	<i>Other Ways of Knowing: Reorienting to the Behavior of the Scientist and Reconnecting with the Process of Research (Over Outcome) in Contextual Behavioral Science</i> (Keynote; 19A)
Zoom Room		10:15 – 11:45	11:55 – 12:55		3:00 – 4:00	
B		<i>ML, AI, and Therapy Oh My: A Discourse on the Impact of Advanced Machine Learning on the Therapeutic Professions and Paths Forward</i> (Overview & Discussion; 20B)	<i>An Evaluation of Reinforcement Contingencies and Rule Statements within the Good Behavior Game</i> (Clinical Round Table; 21B)		<i>Psychological Flexibility in our Social Media Age</i> (Symposium; 22B)	

Zoom Room		10:15 – 11:15	11:30 – 12:30	12:45 – 1:45		3:00 – 4:30	
C		<i>Do You Know How Supervision is Practiced in Brazil?: Some Initial Explorations (Overview & Discussion ; 23C)</i>	<i>Mental Health in a Post-COVID-19 Digital World: A Contextual Behavioral Science Perspective (Panel; 24C)</i>	<i>Contextual Behavioral Science in Mental Health Help-Seeking (Symposium; 25C)</i>		<i>Love Letter to My Younger Self: Radical Self-Care in Practice in Behavior Analysis (Panel; 26C)</i>	
Zoom Room		10:15 – 1:15				3:00 – 4:45	
D		<i>Acceptance and Commitment Therapy with Parents (Workshop; 27D)</i>				<i>Undermining Pliance (Workshop; 28D)</i>	

0A Welcome

8:30 – 9:00 AM CDT

Emily Sandoz, Program Co-Chair
Louisiana Contextual Science Research Group, UL Lafayette

1A All Appetitive All the Time: Convolving Breadth and Flexibility of Functional Relations (Keynote; 60 mins)

9:00 – 10:00 AM CDT

Keynote Speaker: Emily Sandoz, Louisiana Contextual Science Research Group, UL Lafayette, USA

The great beauty of behavior analysis lies in the incredible flexibility offered by the contextual perspective. From this perspective, behaviors are understood functionally, in terms of the contexts in which they occur, and contexts are understood functionally, in terms of the behaviors that occur in their presence. Implementing the contextual perspective for assessment and intervention to improve the lives of our clients, however, often presents serious challenges. Among these challenges are the incredible prevalence and extent of suffering and the lack of societal resources to support growth from suffering to thriving. Together, these features tend to orient our work toward the assessment and elimination of problem behaviors, which present as urgent and intolerable, and narrow and rigidify our repertoires.

An emerging approach within behavior analysis emphasizes the analysis of functional relations as appetitive or aversive to a particular degree. This approach may be most useful as part of an extension of the interbehavioral field construct, where appetitive describes breadth, flexibility, and direction of the convolving field. This approach to characterizing functional relationships has been applied to events of such sociocultural significance as privilege (LCSRG, 2022) and of affirmative sexual consent (LCSRG, 2021), and such clinical significance as the psychotherapy process (Sandoz et al., 2022). In fact, it may be particularly well suited to addressing some of the social and clinical challenges that face behavior analysis today. This paper will explore the concept of appetitive functional relations, and how commitment to interventions that limit programmed consequences to those that function appetitively (i.e., all-appetitive, all-the-time; AAAT) might serve this time and place in our field.

LO1: Participants will describe appetitive functional relations

LO2: Participants will describe implications of appetitive learning as a functional target for contextual intervention

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2A Disability Justice and Values Led Accountability in Applied Professional Practice (Panel; 90 mins)

10:15 – 11:45 AM CDT

Panelists:

Worner Leland, MS, BCBA, LBA, Sex Ed Continuing Ed, Assent Lab, LCSRG

Mari L. Cerda PhD., TR-BCBA, LBA-TX, The Lighthouse Learning Center, The Lighthouse for Equitable Access and Practices (The LEAP)

Jared Van, M.S., BCBA, Penn State University

"No body or mind can be left behind -- only moving together can we accomplish the revolution we require" - Sins Invalid (Berne, Morales, Levins, & Langstaff, 2018).

In a field in which 74.83% of BACB certificants report their primary area of professional emphasis to be Autism Spectrum Disorders or Intellectual & Developmental Disabilities (BACB, 2022), it is highly valuable for behavior analysts to reflect on cultural selection of oppression both of outside of and within the field of behavior analysis, as well as eugenics frameworks which have shaped western science and westernized helping professions. This panel discussion will introduce participants to concepts of disability justice and DisCrit (Disability Justice Collective, 2005; Annamma, Ferri, & Conner, 2016) and will examine the intersections of ableism and racism, along with other forms of oppression, in the context of behavior analysis. The selection of cultures as well as cultural-selection (Carvalho Couto & Sandaker, 2016) will be discussed, including the historical selection of behavior analytic practices and behavior analytic saviorism (Gingles & Preudhomme, 2020). The principles of disability justice (Sins Invalid, 2018) will be examined as we discuss showing up with accountability to ourselves, our clients, our behavior analytic community, and our broader community at large.

LO1: Name at least 1 way in which the history of eugenics is related to both historical and modern day behavior analysis

LO2: Identify at least 2 principles of disability justice

LO3: Examine the interplay of selection of cultures and cultural-selection and it pertains to the fostering of behavior analytic community values

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3A Responsibility with Power, Assent, and Trust Building (Keynote; 60 mins)

12:00 – 1:00 PM CDT

Keynote Speaker: Worner Leland, Sex Ed Continuing Ed, Assent Lab, Louisiana Contextual Science Research Group

When working as a helping professional, it is critical to be cognizant of the power dynamics inherent in that role, and to utilize power responsibly. Differing from the Professional and Ethical Compliance Code (BACB, 2014), The Ethics Code for Behavior Analysts (BACB, 2020) introduces a definition of client assent, and provides guidance around obtaining client assent in addition to obtaining consent both in research and in practice. This presentation focuses on the responsible use of power, and creating contexts to increase the probability of occasioning and reinforcing authentic expressions of assent and dissent. A concept analysis of pairing and a concept analysis of trust will be presented, and critical differences between the two will be examined.

LO1:Generate examples of both vocal and non-vocal responses indicating assent and withdrawal of assent.

LO2: Identify components of the Ethics Code for Behavior Analysts (BACB, 2020) related to consent, assent, and responsible use of power.

4A ACT and Body Image in Perú: Case Study (60 mins)

1:15 – 2:15 PM CDT

Trainer: Valerie Almendra Muedas Salguero, ACBS Perú Chapter

The presentation will have as general objective to analyze the body image in young women of Latin America. The basic theoretical concepts from ACT will be reviewed, as well as their relationship with today's society. In addition, it shows how the female population is linked to their body image through articles from Perú and other South American countries. On the other hand, a case study on ACT and Bulimia Nervosa will be reviewed. In this work it will be possible to observe how its development was during academic work, as well as from practice, how it can be difficult to work on oneself with body dissatisfaction, its relapses and progress throughout the psychological monitoring.

LO1: Know the context of body image in young women from Perú and other Latin American countries

LO2: Review a case study of ACT in Bulimia Nervosa.

5A Functional Contextualism in Spanish. Weaving Theory and Practice (Workshop; 60 mins)

2:30 – 3:30 PM CDT

Trainers:

Daniel Granados-Salazar, Asociación Contextual de Terapia

Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

Acceptance and Commitment Therapy has its philosophical basis in Functional Contextualism (FC), which is pragmatic and a-ontological. It is distinguished from other hypotheses of the world (mechanism, formism and organicism), by placing the *act in context* and having "successful working" as a criterion of truth. Currently there is a diversity of resources on FC in english. However, the material for spanish speakers is limited. The objective of this workshop is for attendees to learn about the 4 World Hypotheses proposed by Pepper with an emphasis on Functional Contextualism. Different exercises will be carried out so that the participants become familiar with the subject and the distinction between pragmatism and eclecticism will also be discussed.

LO1: Discriminate the truth criterion of FC in relation to the other hypotheses in the world through practical cases.

LO2: That attendees differentiate between pragmatism and eclecticism.

6A Interbehaviorism in Application: Post-Kantorian Implications for the Contextual Behavioral Clinician-Scientist (4 Paper Symposium; 120 mins)

3:45 – 5:45 PM CDT

Chair: Nicole Pyke, B.A., Louisiana Contextual Science Research Group, University of Louisiana at Lafayette

Discussant: Luisa Cañón, PsyD., BCBA-D, ACT to Thrive/IEBI

Symposium Abstract:

A clarified and coherent philosophy of science is of significant importance to the natural science approach to human behavior. Within recent years, there has been renewed contextual behavioral interest in JR Kantor's Interbehaviorism (Kantor, 1924), in particular. Despite the repeated characterizations of Interbehaviorism as merely descriptive, increases in interest appear to be primarily driven by enthusiasm around its practical implications. This renewed interest in a context far removed from that in which Interbehaviorism was developed may necessitate novel explorations of its implications. In what specific ways is Interbehaviorism useful to the contextual behavioral clinician in conceptualization, treatment planning, and intervention? How might Interbehavioral conceptualizations of learning increase a clinician's effectiveness in responding in the moment of the client-clinician interaction? Within this symposium, we will explore these questions by expanding upon previous conceptual analyses, and bringing these analyses to bear on the activities of the clinician through explicit examples. Beginning with a brief introduction to Interbehavioral concepts that will be of use to the contextual behavioral clinician, each subsequent contribution within this symposium will then proceed to examine these concepts with respect to matters of the therapeutic relationship, clinical behavior analysis (writ large), and exposure-based approaches to psychotherapy.

LO1: Participants will identify components of the interbehavioral field, and define basic interbehavioral terminology.

LO2: Participants will describe what it means to apply interbehavioral psychology to the therapeutic relationship.

LO3: Participants will generate two examples of how Interbehaviorism might inform exposure-based treatment.

Making Words Work for Us: Introducing a Contextual Behavioral Science Perspective to New Audiences with Components of Interbehavioral Psychology

Presenting Author: Karen Kate Kellum, Ph.D. BCBA-D, University of Mississippi

Authors: Matthew Andersland, Louisiana Contextual Science Research Group, University of Louisiana at Lafayette; Emily K. Sandoz, PhD, BCBA Louisiana Contextual Science Research Group, University of Louisiana at Lafayette

As is the case with most fields of study, contextual-behavioral science has philosophical assumptions, principles, and an array of terms describing such assumptions and principles. When introducing new audiences to these assumptions and principles, it is tempting to begin by providing definitions and examples of the relevant terms (e.g., reinforcement, elicit, cfunc, combinatorial entailment). It may be, however, that the terms themselves stand in the way of successful working for people without well-developed repertoires with these principles. It may be that we could effectively disseminate contextual-behavioral approaches by orienting the learner to their utility and providing opportunities for the learner to flexibly explore and refine their own interbehavior in context. In proposing such a method, this paper has two aims. First, this paper will demonstrate a method of introducing contextual-behavioral approaches with a small set of non-technical terms arising from Interbehavioral Psychology. Second, this paper will provide an overview of key concepts from Interbehavioral Psychology that may be useful for those with more developed contextual-behavioral repertoires when approaching their own work.

Into the Interaction: Reconceptualizing the Therapeutic Relationship with Interbehavioral Psychology

Presenting Author: Brad Parfait, BS, Louisiana Contextual Science Research Group, University of Louisiana at Lafayette

Authors: Michael C. May, Compassionate Behavioral Healthcare, LLC, Louisiana Contextual Science Research Group; Abbey Warren, University of Louisiana at Lafayette, Louisiana Contextual Science Research Group; Matthew Andersland, Louisiana Contextual Science Research Group, University of Louisiana at Lafayette; Emily K. Sandoz, University of Louisiana at Lafayette; Janani Vaidya, National Louis University

The therapeutic relationship, sometimes referred to as the therapeutic alliance, has been conceptualized from a variety of theoretical perspectives. Traditional accounts of behavior therapy have de-emphasized the importance of the therapeutic relationship in favor of the study of active ingredients and mechanisms of action (Dougher, 2004). This changed with the

development of Functional Analytic Psychotherapy (FAP), which demonstrated that critical aspects of the therapeutic relationship may be those that are functionally similar to other relationships out in the client's life (Kohlenberg and Tsai, 1991). Adopting an Interbehavioral stance extends this conceptualization beyond the interpersonal context such that any significant contexts can be made functionally present for direct observation and intervention. In this way, the therapeutic relationship can be conceptualized as the primary unit of analysis for the behavior analytic clinician (Sandoz, 2020). This paper will expand on the use of the therapeutic relationship that is consistent with evolving understandings of how to apply interbehavioral psychology to clinical settings.

Clinicians in the Field: Exploring the Implications of an Interbehaviorally-Informed Approach to Clinical Behavior Analysis

Presenting Author: Abbey Warren, BS, Louisiana Contextual Science Research Group, University of Louisiana at Lafayette

Authors: Michael C. May, Compassionate Behavioral Healthcare, LLC, Louisiana Contextual Science Research Group; Brad Parfait, Louisiana Contextual Science Research Group, University of Louisiana at Lafayette; Matthew Andersland, Louisiana Contextual Science Research Group, University of Louisiana at Lafayette; Emily K. Sandoz, University of Louisiana at Lafayette

Clinical Behavior Analysis (CBA) is the umbrella term for the systematic application of the principles of a natural science approach to human behavior in the treatment of various topographies of behavioral disorders (Dougher, 2000), colloquially, mental health disorders. As interest in CBA continues to grow among behavior analytic clinicians, likewise so has interest stirred in the basic philosophical and epistemological assumptions underlying clinical applications of behavior analytic principles. Among the various philosophies of behavioral science, J.R. Kantor's Interbehaviorism (Kantor, 1924) has been advanced as a philosophy that can, in particular, be invaluable to the behavior analytic clinician in their work with clients (Sandoz, 2020). With an emphasis on practical implications, the present paper will examine the ways in which Interbehavioral concepts may improve the effectiveness of clinical behavior analytic interventions. Some core components of Interbehaviorism with particular action implications for CBA will be discussed and illustrated utilizing concrete examples.

Unshackled Exposure: Practical Implications for Exposure and Response Prevention through the Lens of Interbehaviorism

Presenting Author: Michael C. May, MA, LPCC-S, Compassionate Behavioral Healthcare, LLC, Louisiana Contextual Science Research Group

Authors: Abbey Warren, University of Louisiana at Lafayette, Louisiana Contextual Science Research Group; Brad Parfait, Louisiana Contextual Science Research Group, University of Louisiana at Lafayette; Matthew Andersland, Louisiana Contextual Science Research Group, University of Louisiana at Lafayette; Evelyn Gould, New England Center for OCD and Anxiety; Emily K. Sandoz, University of Louisiana at Lafayette; Janani Vaidya, National Louis University

Exposure and Response Prevention (ERP), colloquially known as “Exposure Therapy”, is widely acknowledged as the gold-standard in the empirically supported treatment of anxiety-related disorders (Norton & Price, 2007; Tolin, 2010; Koran & Simpson, 2013; APA, 2010). Having its theoretical grounding in both classical as well as operant paradigms (Mowrer, 1960), its utility and effectiveness is of immediate relevance to the behavioral clinician-scientist. As an overarching approach grounded in basic scientific principles, ERP has been codified into numerous formal protocols (Foa & Rothbaum, 1998; Barlow & Craske, 2007; Foa, Yadin, & Lichner, 2012) and subject to numerous theoretical reconceptualizations (Foa & McNally, 1996; Craske et al., 2014). However, ERP has yet to receive a novel reconceptualization through the lens of J.R. Kantor’s Interbehaviorism (Kantor, 1924). The present paper will examine the core characteristics of Interbehaviorism in terms of their practical implications for ERP. Building upon recent calls for Interbehavioral conceptual analyses of clinical phenomena (e.g., Sandoz, 2020), we will examine the ways in which Interbehaviorism could facilitate a paradigmatic shift in ERP application allowing for increased sensitivity and effectiveness of contextual behavioral clinician-scientists.

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7B Variation with Vignettes - Special Edition: Back to Basics with Clinical Behavior Analysis (Round Table; 90 mins)

10:15 – 11:45 AM CDT

Panelists:

Lou Lasprugato, Private Practice

Emily Sandoz, Louisiana Contextual Science Research Group, University of Louisiana

Troy DuFrene, University of California

Evelyn Gould, New England Center for OCD and Anxiety

Drew Carr, VA Sierra Nevada Health Care System

Acceptance and commitment therapy (ACT) is a form of clinical behavior analysis (CBA). And yet, with the explosive increase in the dissemination of ACT in recent years, there’s growing risk of it decoupling from its foundational underpinnings that give ACT its power in the shaping of human behavior. As a result, ACT may be applied as de-contextualized, topographical techniques that miss the mark on effectively moving psychological processes of change. CBA can serve to reorient ACT practitioners to the ongoing stream of behavior in context that occurs in clinical exchanges. As a result, interventions become more functional, fluid, and precise in targeting processes of change. This panel discussion will call upon emerging experts of CBA to offer an idiographic functional assessment and proposed intervention in response to clinical video vignettes. The moderator will ask panelists to functionally assess moment-to-moment changes in the client’s behavior while presenting how they would directly intervene as if in the room with the client.

LO1: Describe how behavior and context intersect to create function in clinical exchanges.

LO2: Perform an explicit functional assessment of clinical behavior.

LO3: Propose contextual interventions informed by an ongoing functional analysis.

8B Starting from Psychological Flexibility and Prosociality: Where are we going as contextual behavior scientists? (Community Discussion; 90 mins)

1:15 – 2:45 PM CDT

Discussants:

Siri Ming, private practice

Evelyn Gould, New England Center for OCD and Anxiety

Julia H. Fiebig, Ball State University

Ryan Albarado, Louisiana Contextual Science Research Group

Brad Parfait, UL Lafayette, Louisiana Contextual Science Research Group

Hannah Kaplan-Reimer, ReSOURCE

In this community-led discussion, Drs. Siri Ming, Evelyn Gould, and Julia Fiebig answer questions posed by a student, clinical behavior analyst, and BCBA, discussing the topic of psychological flexibility and prosociality as key language repertoires for contextual behavior scientists to focus on in all that we do. A primary focus of this conversation will be rooting our work in functional analysis, and how that then can inform the tools we use as scientist-practitioners, rather than the tools we have being the source of our intervention. Viewing psychological flexibility and prosociality as complex composite repertoires allows us to maintain a conceptually systematic focus when integrating an ACT lens in behavior analytic interventions, by focusing on relevant repertoires within a functional analysis. We also need not restrict ourselves to the ACT hexagon as the only way to promote psychological flexibility: we can start by promoting the many underlying repertoires and general processes that build towards psychological flexibility as defined in terms of a languaging repertoire.

LO1: Describe psychological flexibility as a complex, composite repertoire, shaped through interlocking contingencies.

LO2: Describe the role of functional analysis in promoting psychological flexibility and prosociality.

LO3: Describe the role of ACT as a framework and toolkit within behavior analytic interventions.

-9B has unfortunately been canceled by the presenter. Please check out one of our other presentations in the 3 PM slot!-

~~9B Using Contextual Behavioural Science Principles to Design Engaging and Efficacious Digital Mental Health Tools (Workshop; 90 mins)~~

~~3—4:30 PM CDT~~

Trainer: Shaun Mehew, ieso

The demand for and use of Digital Mental Health products is increasing but fraught with challenges. In this workshop we will discover how to use CBS principles and concepts to overcome some of these challenges, and provide an inside view of how I use them inside an AI lab to develop products that achieve real world outcomes for our patients.

~~LO1: To understand the difficulties in developing digital mental health products~~

~~LO2: To understand how to apply CBS informed principles to overcome these difficulties~~

~~LO3: To understand how to develop engaging and efficacious digital mental health products using CBS based principles~~

10B Conceptual and Practical Developments in Assessment and Intervention in Contextual Behavioral Science (Combination Session; 60 mins)

4:45 – 5:45 PM CDT

Joint Attention and the Theory of Mind Trajectory

Presenting Author: Trudy Georgio, Texas A&M University

Having a functional Theory of Mind (ToM) is crucial for navigating social interactions, as it allows individuals to anticipate the mental states of others. ToM refers to the ability to infer mental states such as beliefs, thoughts, and intentions in oneself and others, and it is sometimes referred to as "mindreading" or "mentalizing." Language and ToM have a bidirectional influence, as communication provides a means of understanding what is going on in others' minds, while understanding others' mental states facilitates understanding their communication. Joint attention (JA) is the coordination of attention between two people on the same thing, intentionally and for social purposes. It emerges at the end of the first year of life and is considered a precursor to language and communication, as well as one of the earliest signs of ToM development. Research has shown that operant behavioral interventions can be used to teach JA skills to those with impaired joint attention, particularly individuals with autism. Recently, researchers and practitioners have begun to emphasize JA training for autistic children due to its relationship to the development of ToM and the development of perspective-taking, communication, and complex social language.

LO: Attendees will learn the relationship between language and Theory of Mind, and the implications for teaching joint attention skills to autistic children on the development of perspective-taking, communication, and complex social language.

Is the Acceptance and Action Questionnaire – II really that bad?

Presenting Author: Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

Authors: Mauricio Bastidas, Universidad Católica de Colombia; Eduar S. Ramírez, Universidad Autónoma de Madrid; Javier Bianchi-Salguero, Fundación Universitaria Konrad Lorenz; Valentina Peña, Fundación Universitaria Konrad Lorenz; Lizeth Barrero, Private practice; Karen Tatiana Pérez, Fundación Universitaria Konrad Lorenz

The Acceptance and Action Questionnaire – II (AAQ-II) is the most used measure of psychological inflexibility. However, based on a few factor-analytic studies, some authors have suggested that the AAQ-II may measure just trait negative emotion/neuroticism and that the studies employing the AAQ-II should be reread, changing "psychological inflexibility" for "neuroticism," "negative emotion," or "distress." We analyzed the discriminant validity of the Spanish version of the AAQ-II in three Colombian samples. In Study 1, we conducted exploratory graph analysis (EGA) to determine the number of dimensions in a general online sample (N = 2,398) and a treatment-seeking sample (N = 358) that responded to the AAQ-II and the Depression, Anxiety, and Stress Scale – 21 (DASS-21). In Study 2, we conducted the same analyses in a general online sample (N = 444) that also responded to the Big Five Inventory – 2 Neuroticism subscale. All EGAs indicated that the AAQ-II items pertained to a unique dimension, which strongly supports the discriminant validity of the AAQ-II. We highlight the need to collect more empirical evidence before suggesting the reinterpretation of hundreds of studies that employed the AAQ-II or discouraging journals from publishing articles using the AAQ-II as anything but a measure of distress.

LO: Describe the empirical evidence of the discriminant validity of the AAQ-II

Hierarchy of Therapeutic Skills

Presenting Author: Cordelia Kraus

Some days are better than others. As clinicians are behaving beings along with the rest of humanity, the context that we are in changes the therapeutic skills we have available in any one session. And not every day is stellar. I'll invite you to use a hierarchy pyramid to intentionally shift between your therapeutic skills based on what is happening in front of you... or within you.

LO: Explain concept of hierarchy pyramid as applied to available therapeutic skills.

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11C Up, Down, and All Around: Applying the Principles of Contextual Behavioral Science to Address Behavioral Health Concerns (3 paper Symposium; 105 mins)

10:15 – 11:45 AM CDT

Chair: Lindsay Lange, M.S., University of Texas at Tyler
Discussant: Olga Berkout, Ph.D., University of Texas at Tyler

Behavioral health concerns, including suicide, substance use, and obesity-related illness, remain a pertinent issue for people in the United States. Such concerns are often associated with responses to trauma and avoidance of distressing experiences. Recovery, defined through a functional contextual lens as increased meaningful engagement with life, is central to behavioral health treatments, with symptom reduction as a favorable byproduct. Contextual behavioral therapies provide novel opportunities for ameliorating such ongoing concerns through unique mechanisms of action, such as acceptance and engagement with meaningful experiences. This series of presentations will explore the transdiagnostic processes which facilitate recovery, peer support, and meaningful living for persons with behavioral health concerns. The first paper will explore State of Surrender, the willingness to accept what is to come without resistance, as a mechanism of change for legally-involved persons in substance use treatment. The second presentation will focus on facilitators of success when delivering a web and application-based Acceptance and Commitment Therapy for maladaptive obesity-related eating behaviors. The third talk will describe stigma and prior exposure in relation to perceived ability to address suicidal thoughts and behaviors (SBT). Finally, the fourth paper will discuss a mindful approach to exercise within posttraumatic stress disorder treatment. Implications related to barriers to care, treatment engagement, purported mechanisms of change, and the bidirectional relationships between psychological and physical well-being will be discussed.

LO1: Describe the application of novel contextual behavioral science-congruent interventions in substance misuse

LO2: Explain the incorporation of appropriate physical interventions for PTSD into contextual behavioral psychotherapies

LO3: Apply technological delivery and peer support in interventions for behavioral health concerns

State of Surrender as a Potential Mechanism of Change in Substance Use Treatment

Presenting Author: Thomas Sease, Texas Christian University

State of Surrender (SoS), the willingness to accept what is to come without resistance, was originally described by William James in their book *Varieties of Religious Experience*. James (1902) theorized SoS to be a psychological state that precipitates transformative experiences. In support, SoS has been found to be a key predictor of positive mystical experiences for people participating in a meditative retreat (Russ et al., 2017) and following the consumption of psilocybin (Russ et al., 2019a, 2019b). State of Surrender bears a conceptual resemblance to many third-wave cognitive-behavioral interventions' purported mechanisms of change (e.g., psychological flexibility, mindfulness). Indeed, in recent empirical studies, our lab has shown that SoS is closely related, yet statistically distinct, from the core processes of psychological flexibility (Sease et al., 2023a) and is associated with improved happiness, gratitude, positive

affect, and self-compassion (Sease et al., 2023b). The current paper considered SoS as a mechanism of change in the context of substance use treatment using a sample 127 legally-involved persons in a prison. Self-reported treatment engagement, including assessments of treatment participation, counselor rapport, and peer support, were all positively associated with SoS ($R^2 \geq 0.27$). Moreover, SoS statistically mediated the positive association between measures of treatment engagement and self-reported meaning in life while controlling for time in treatment. State of Surrender may be a targetable process in substance use treatment that aids in recovery by orienting clients towards what they find meaningful in life. Future directions and practical considerations will be discussed in terms of their application for acceptance- and mindfulness-based interventions for substance use.

A Literature Review of Integrating Exercise into PTSD Treatment

Presenting Author: Joseph Brewer, University of Texas at Tyler

Authors: Lindsay Lange, University of Texas at Tyler

Posttraumatic stress disorder (PTSD) is an issue that plagues the world and does not discriminate against any population. Furthermore, there are ongoing concerns about difficulties with treatment engagement and challenges with achieving significant improvements of PTSD symptoms, which call for novel approaches to address trauma recovery. One alternative approach in particular is gaining popularity in combating the negative symptoms of PTSD: exercise. There is a substantial amount of research that demonstrates symptom improvement, such as engagement with life rather than experiential avoidance, with exercise as the primary form of treatment or in conjunction with psychotherapy such as contextual behavioral therapies and prolonged exposure. The purpose of this review is to highlight the current evidence supporting the use of exercise in PTSD treatment, to describe existing gaps in the literature, and identify important areas for future research. An electronic search using the keywords “exercise” and “PTSD” were used to find 20 articles relevant to this review. Across studies, exercise-based interventions have been shown to decrease hyperarousal, improve stress management, increase social enjoyment, and improve sleep. The key gaps in the available literature include the lack of diversity among samples (e.g., ethnicity, gender), a limited focus on one type of exercise, potential restrictions to exercise applications available for home use, and no follow-up data to assess the long-term impact of interventions. One promising avenue of PTSD treatment emphasizes the mind-body connection by incorporating mindfulness with strength training and aerobic activities. Strategies for future research and implications for the field of contextual behavioral science will be discussed.

Peer Response and Assistance to Suicide Thoughts and Behavior in University Students

Presenting Author: Lindsey Hunter, Murray State University

Authors: Michael Bordieri, Murray State University

Suicide represents the second leading cause of death in adolescents and young adults (CDC, 2022). Many interventions employed on college campus focus on peer support, which has been

previous correlated to reductions in suicidal thoughts and behaviors (STB), but students may not have the experience needed to increase confidence or knowledge in providing support (Hirsch & Barton, 2011; King et al., 2008) Exposure to STB in others and direct engagement in STB have been linked to increased knowledge of suicide, suggesting that exposure may increase confidence and helping intentions (Schurtz et al., 2010; King et al., 2008). However, there are mixed conclusions regarding exposure to STB's impact on stigma (Otzurk & Akin, 2018; Chan, 2014). Myth-busting may be a tact to reduce stigma, as endorsement of myths has been associated with reduced helping intentions (Schurtz et al., 2010) The current study aims to expand previous research by examining university students' ability, confidence level, and perceived ability to respond to a peer in suicidal crisis. The study further examines the relationships among these variables and explores exposure to STB, stigma, knowledge, and direct engagement in STB as predictors of ability. An open response task using a vignette based on Jorm et al. (2018) interview was utilized to code responses for ability and sufficiency. Participants further completed questionnaires to measure their perceived ability, confidence, suicide stigma (SOSS), knowledge (LOSS), exposure to STB in others (SBX), and direct engagement (C-SSRS). Findings from an undergraduate sample (N = 121) indicated that most students (72.72%) sufficiently respond to a peer in crisis. Student perceived ability and confidence fell at moderate levels. Further, direct engagement, stigma, exposure to STB, and knowledge of suicide significantly predict perceived ability to respond to a peer, ($F(4, 116) = 8.24, p < 0.001$). Future directions for suicide prevention research and clinical implications for peer support interventions are offered.

12C *The Power of a Way Out! Lengthening the Lens of Progress to See the Big Picture Value of Appetitive Learning (Workshop; 120 mins)*

1:15 – 3:15 PM CDT

Trainer: Rosalie Prendergast

Behavior analytic programming historically and currently has a near sighted lens of progress and is often looking for the quickest way to achieve as many small picture goals as possible. While acquiring millions of small picture goals looks amazing on paper, brings light emotions when reviewing charts, and provides a lot of reinforcement from supervisors and funders, how does it function for the individual being served? We have powerful principles, tactics, and schedules of reinforcement at our disposal that can be used under aversive or coercive control to produce relatively quick responding, however with a very narrow repertoire of skills. How does this serve the individual in the big picture of their life? Does it help them build strong repertoires for connection, choice, communication, and emotional capacities? As the scientist, we can choose to lengthen our lens of progress and look towards the big picture for the individual! We can decide to create an intervention environment under appetitive control for the individual, where they have the power to say no if our intervention or the context becomes too aversive for them.

Using The Noticing Grid and other frameworks from The Happy Medium Approach, we will dive into lengthening the lens of progress, selecting big picture goals, and creating an appetitive intervention context for the individual to achieve their goals while always having a way out!

LO1: Differentiate between aversive, coercive, and appetitive environmental conditions.

LO2: Describe and create big picture goals for individuals around connection, choice, communication, and emotional capacities.

LO3: Describe and utilize The Noticing Grid to support appetitive learning

LO4: Explain the power and design intervention contexts that always allow for an opt-out option.

13C Acceptance-Based Behavioral Therapy (ABBT) Approaches in Palliative Care (Panel; 90 mins)

3:30 – 5:00 PM CDT

Panelists:

Ashlyne Mullen, Flexible Mind Psychological Services

Tracy Protti, Southeast Louisiana Veterans Health Care System

Stephanie Caldas, Hassenfeld Children's Hospital at NYU Langone

Aimee Caramico, North Star Psychological Services

Palliative care is an integrative, interdisciplinary approach that addresses the physical, psychological, and social needs to reduce the suffering and improve quality of life of patients with life threatening, complex, or life limiting illness (WHO, 2020). Palliative care also addresses the management of grief at the patient, family, and caregiving level. Typical manualized psychological interventions are often neither feasible nor indicated in the context of palliative care due to multiple barriers, including time and logical constraints, complex and diverse medical conditions, and multicultural factors. One of the benefits of process-based approaches, [i.e., Acceptance and Commitment Therapy (ACT) and other Acceptance- Based Behavioral Therapies (ABBTs)], is the flexibility to provide an idiographic, patient-centered approach. Acceptance-based behavioral approaches also offer a unique and practical lens for the management of loss, suffering, and grief. Given the growing evidence for the effectiveness of ABBTs in the palliative care context (Low et.al, 2016; Martin, 2022), this panel will discuss the integration of ABBTs in adult and pediatric palliative care. Included topics of discussion are as follows: assessment and implementation of psychological approaches within palliative care, caregiver and familial stress and coping, ethical concerns, end of life care, and bereavement.

LO1: Discuss the benefits of acceptance-based behavioral approaches in the management of complex medical conditions, loss, suffering, and grief within palliative care context.

LO2: Review ethical considerations of psychological assessment and treatment specific to palliative care with a multicultural lens.

LO3: Discuss the unique challenges specific to pediatric palliative care and bereavement, as well as the similarities and shared challenges with adult palliative care.

14C Inter-ACTing: Families in Context- A Cross Disciplinary Partnership (Workshop; 60 mins)

5:15 - 6:15 PM CDT

Trainers:

Toni Hanna, Accredited Mental Health Social Worker

Sarah Mooy, Psychologist and Contextual Behaviour Analyst

This workshop will explore a cross-disciplinary approach to working with families in context, using both social work and psychology perspectives. Participants will learn about the benefits of this approach using a CBS lens and practical strategies for effectively building relationships with families. The workshop will focus on the importance of considering the unique cultural, social, and environmental factors that impact family dynamics and how to apply this understanding to inform therapeutic practices.

LO1: Participants will be able to begin to identify the benefits of a cross-disciplinary approach to working with families in context

LO2: Participants will be introduced to practical strategies for effectively building relationships with families using a CBS lens

LO3: Participants will explore how cultural, social, and environmental factors impact family dynamics and learn how to apply this understanding to inform their therapeutic practices.

14A Interbehavioral Psychology as a Scientific System (Keynote; 60 mins)

9:00 – 10:00 AM CDT

Keynote Speakers:

Linda Hayes, University of Nevada, Reno

Mitch Fryling, California State University, Los Angeles

Interbehavioral Psychology is Kantor's approach to the scientific system of the discipline of Psychology. Kantor's (1958) system of interbehavioral psychology involves the description of a system building procedure, one by which scientific disciplines may undergo a continuous process of evaluation and revision, aiming towards validity, significance, and comprehensiveness. This presentation provides an overview of interbehavioral psychology as a scientific system, including Kantor's system building procedure more generally. Special attention

will be given to aspects of this work that have implications for behavior analysis today, including that work known as contextual behavioral science.

LO1: List two parts of scientific systems

LO2: Describe two implications of system building for behavior analysis today

15A *Yoga + ACT: How to Incorporate Yoga into Psychotherapy* (Workshop; 120 mins)

10:15 – 11:45 AM CDT

Trainers:

Ashlyne Mullen, PsyD, RYT 200, Flexible Mind Psychological Services

Paola Ricardo, PsyD, RYT 300 Montefiore Medical Center

Tracy Protti, PhD, Southeast Louisiana Veterans Health Care System

Much of psychotherapy involves shifting cognitive frames and behavioral patterns, however there is less emphasis on practically incorporating the body. The body is what holds our emotions, physiological sensations, thoughts, and performs behaviors. By integrating yoga into psychotherapy, particularly Acceptance and Commitment therapy (ACT), we can develop deeper relations with our inner and outer struggles, potentially leading to greater outcomes. This workshop will present an overview of ways movement can be used therapeutically in psychotherapy and in Acceptance and Commitment Therapy (ACT). This workshop will also review specific exercises that can be incorporated into an existing ACT framework. Lastly, the workshop will cover strategies to incorporate ACT-based movement in individual and group format based on previous research (Mullen et al., 2021) to use in clinical practice.

LO1: Demonstrate the importance of movement for psychological flexibility and overall well-being.

LO2: Explore the ways physical movement reflects and expands upon each of the ACT processes.

LO3: Identify the practical applications of physical movement in clinical practice to increase effectiveness of ACT interventions.

LO4: Provide additional yoga tools for the appropriate integration of physical movement and ACT in clinical practice.

16A *The ACT Matrix Meets the Hexaflex: Introducing the ACT Wayfinder* (Workshop; 90 mins)

12 – 1:45 PM CDT

Trainer: Chad E. Drake, Battle Creek VA Medical Center

The ACT Matrix is remarkable tool for increasing psychological flexibility. It is readily adapted for any clinical presentation and has been used in both individual and group therapy contexts. Its

simplicity allows clinicians and clients to sidestep some of the conceptual challenges that may arise when working with the six-component “Hexaflex” organization of ACT. However, in certain respects it is difficult to fully translate some of the six components of the Hexaflex through the simplified lens of the Matrix. This limit on the conceptual breadth of the Matrix may limit the tool’s potential with respect to clinical outcomes of interest. Some small modifications to the ACT Matrix can provide a much more seamless integration with the Hexaflex while also preserving the conceptual elegance of the Matrix. This modification of the ACT Matrix is called the ACT Wayfinder. Its applicability for increasing psychological flexibility will be demonstrated with examples from its ongoing development in an outpatient program for addressing substance misuse.

LO1: Name the four types of experience depicted by the Wayfinder.

LO2: Describe defusion from the perspective of the Wayfinder.

LO3: Describe how one’s history and current environment can be incorporated into the Wayfinder.

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17A Behavioral Phenomenology, Functional Analysis, and a Case for the Poetics of Behavior (Keynote; 60 mins)

1:50 – 2:50 PM CDT

Keynote Speaker: Kelly G. Wilson, University of Mississippi

Some social contingencies are readily articulated. But a great deal of learning and motivation lies inapparent in the bright dumb light of awareness. We often don’t know what we want, why we do what we do, and in important ways, who we are or might be. Our learning history isn’t collected by microphones and cameras pointing in all possible directions. We don’t have a personal historian helping us tease apart the fallibilities of recollection. Sometimes not knowing, or very partial knowing, is functional and allows for easier navigation of social relationships. But learning that occurs outside awareness, as with all learning, can extend beyond the contingencies that produced it. Interpersonal patterns learned in abusive contexts can alter trust, intimacy, and motivation years even decades later. Humans will also work for coherence, so when we don’t understand our own behavior, we create narratives that make sense of our history and current circumstances. Noted radical behaviorist Willard Day developed a method of “reading” responses in context—sometimes called “behavioral phenomenology.” In this paper, I will discuss the reading of response patterns with special attention to what I will call the “poetics of behavior.” I will examine the implications of this analysis for psychotherapy.

LO1: Attendees will be able to give examples of interpersonal learning without awareness.

LO2: Attendees will be able to define the “poetics of behavior.”

18A *Unveiling the Interplay of Frustration and Behavioral Variability from a CBS perspective* (Workshop; 90 mins)

3:05 – 4:35 PM CDT

Trainer: Raul Vaz Manzione, Brazilian Center for Contextual Behavioral Science (CECONTE) / Pair Institute for Behavioral Science (Instituto Par)

This workshop offers an immersive exploration of the intricate interplay between frustration and behavioral variability within the context of contextual behavioral science. Frustration, a deeply human emotional experience arising from obstructed goals or unmet needs, holds significant sway over behavioral patterns and variability. The workshop aims to provide attendees with a holistic understanding of the underlying mechanisms and practical strategies for analyzing and addressing frustration-driven behavioral variability. When a stream of reinforcement maintaining behavior ceases, operant behavior becomes more variable, often giving rise to extinction bursts and novel responses. It is within the realm of frustration and the cultivation of patience that meaningful change has the potential to occur. As therapists, it is essential to acknowledge and embrace frustration as an integral part of the therapeutic process, being willing to bear the frustration experienced by our patients. Embarking on a reflective journey, participants will delve into the conceptual foundations of frustration and its profound impact on behavior. The multifaceted nature of frustration will be explored, encompassing its antecedents, consequences, and intricate interplay with an individual's unique learning history. Additionally, the disruptive and frustrating nature of interrupting well-worn patterns, the process of slowing down and reflecting, and the sensations akin to operant extinction will be examined. Through interactive discussions and practical exercises, participants will gain insights into strategies for navigating frustration, understanding the reemergence of familiar patterns, and cultivating an environment conducive to change.

LO1: Gain a comprehensive understanding of the conceptual foundations of frustration and its impact on behavioral variability.

LO2: Explore practical strategies for analyzing and addressing frustration-driven behavioral variability.

LO3: Develop insights into the role of frustration in the therapeutic process.

19A *Other Ways of Knowing: Reorienting to the Behavior of the Scientist and Reconnecting with the Process of Research (Over Outcome) in Contextual Behavioral Science* (Keynote; 60 mins)

4:50 – 5:50 PM CDT

Keynote Speakers:

Luisa Cañón, ACT to Thrive

Evelyn Gould, New England Center for OCD and Anxiety

Authors: Emily K. Sandoz, University of Louisiana; Orla Moran, Dundalk Institute of Technology, Ireland; Mikala A. Grimaldi, New England Center for OCD and Anxiety, Boston, USA

Building on Skinner's work examining the behavior of the scientist, Luciano (2021) emphasizes the importance of analyzing the behavior of the scientist as an operant class beyond the formal aspects of scientific work, that is, the variables that control the scientist's behavior, their motivations and the process that leads to acquiring control over the scientist's subsequent responding. Repertoires of enjoyment, curiosity, humility, and creativity can be categorized as scientific behavior but are rarely reported or valued in research literature. The presenters will invite the audience to explore these ideas within the context of their recent work published in JCBS and BAP and their own experiences as contextual scientists.

LO1: Discuss the implications of considering and valuing the context of the scientist and the scientific process for the advancement of science

LO2: Discuss how repertoires of humility, curiosity, and creativity (and other repertoires) are important in the pursuit of scientific knowledge

LO3: Discuss how the behavior and history of the presenters has shaped their line of research and practice

20B ML, AI, and Therapy Oh My: A Discourse on the Impact of Advanced Machine Learning on the Therapeutic Professions and Paths Forward (Overview & Discussion; 60 mins)

10:15 – 11:45 AM CDT

Presenter-Discussants:

Emerson Lebleu, Louisiana Contextual Science Research Group

Ryan Albarado, Louisiana Contextual Science Research Group

It is difficult to not have heard of large language machine learning models such as GPT-3. Discussions of artificial intelligence, on social media and in the news, are increasingly common largely due to the introduction of these models to the public. Less common is an understanding of the training, behavior, and consequent limitations, or domains of application, of these kinds of models. Here we will discuss at a general level how these models are created, how they function, and what can be expected in terms of model behavior. Secondly, we will bridge into an overview of therapeutic practices, and touch on how varying approaches may overlap or differ from learning models. The impact these technologies have on certain practices, and ideas for adaptation as these technologies become more advanced will be discussed in an audience focused question and discussion format.

LO1: Audience will become familiar with the function, training, and capabilities of popular large language models such as GPT-3.

LO2: Audience will be given a brief overview of different theoretical orientations to talk therapy, and how those approaches may overlap and differ from what language models such as GPT-3 can offer.

21B *An Evaluation of Reinforcement Contingencies and Rule Statements within the Good Behavior Game* (Clinical Round Table; 60 mins)

11:55 – 12:55 PM CDT

Panelists:

Dr. Kayla Crook, The University of Mississippi

Dr. Rosie Cooper, Louisiana State University Shreveport

Dr. Margaret Gifford, Louisiana State University Shreveport

The Good Behavior Game (GBG) is an evidence-based classroom management program that has been shown to reduce disruptive classroom behavior in a variety of academic settings. In typical application, the GBG utilizes an interdependent group contingency, and the teacher explains to the students what contingencies are in place and how they relate to behavior (i.e., a rule statement is provided). This approach provides at least two potential explanations for resultant behavior change: (a) contact with a reinforcement contingency or (b) students behaving in accordance with rule statements. To address this question, the current study evaluated the efficacy of GBG in the presence and absence of a reinforcement contingency (i.e., rule statement plus contingency or rule statement only) across four classrooms. Results of the study indicated that the reinforcement contingency was an important component necessary to yield maximum behavior change. Results are discussed as they relate to implementation of GBG and its component parts.

LO1: Describe behavior analytic classroom management practices

LO2: Analyze reinforcement contingencies and rule statements within the good behavior game

22B *Psychological Flexibility in our Social Media Age* (2 paper symposium; 60 mins)

3:00 – 4:00 PM CDT

Chair: Emily Barena, University of Texas at Tyler

Discussant: Michael Bordieri, Murray State University

The pervasive influence of social media on our lives continues to be a subject of major research interest, particularly regarding its impact on mental health. This symposium will focus on the role of psychological flexibility in mitigating the challenges associated with clinical perfectionism

and harmful social comparison in the context of social media engagement. The first paper reviews the literature regarding the intersection between clinical perfectionism and psychological flexibility within a social media setting. The paper discusses the role of psychological flexibility in mitigating the risks of social media use, focusing on evidence-based strategies for enhancing psychological flexibility as a prevention mechanism. The second paper investigates the relationship between social media use and well-being among individuals with unmet mental health needs. It considers the potential moderating role of psychological flexibility on the relationship between upward social comparisons and psychological distress. Together, these papers will illuminate the potential for psychological flexibility to facilitate healthier interactions with social media, highlighting areas of opportunity for intervention and prevention. In doing so, these papers contribute to a greater understanding of the role that psychological flexibility plays in mental health in the context of social media, paving the way for future research and clinical applications in this domain.

LO1: Explain the interactions between social media engagement and clinical perfectionism and the potential protective role of psychological flexibility.

LO2: Explain the role social comparison and psychological flexibility may have in adaptive and problematic engagement with social media.

Clinical perfectionism and psychological flexibility in a social media context: Challenges and opportunities for prevention

Presenting Author: Madison Doucet, University of Texas at Tyler

Authors: Alma Bluesummers, University of Texas at Tyler; Olga V. Berkout, University of Texas at Tyler

As social media use has become increasingly widespread (Naslund et al., 2020) concerns have been raised about the manner in which individuals engage with platforms (Office of the Surgeon General, 2023). Although technology can provide opportunities for connection and social support (Office of the Surgeon General, 2023), there are also more chances to compare ourselves to others (Naslund et al., 2020) and form unrealistically high standards. Clinical perfectionism has been defined as a cluster of behaviors and thought patterns that are centered around the pursuance of harmfully high standards. When standards are not met, the individual may engage in self-criticism and experience negative emotional states (Ong et al., 2019). Those with clinical perfectionism may display patterns of social withdrawal, hesitance to begin tasks, and cessation of tasks unnecessarily (Ong et al., 2019). Moreover, clinical perfectionism has been found to be related to the development and maintenance within several domains of psychopathology (Egan et al., 2011). As such, prevention efforts aimed at reducing engagement in clinical perfectionism related behavior have the potential have a beneficial impact. Psychological flexibility is characterized by the individual's ability to act in accordance with their personal value system, rather than being led by psychological responses (Levin et al., 2012). Psychological flexibility has been inversely related to psychopathology in a number of

examinations (Fischer et al., 2016) and brief digital interventions aimed at promoting psychological flexibility have received empirical support (Firestone et al., 2019). Distilling evidence-based kernels from such strategies may offer opportunities for prevention of difficulties (Embry et al., 2011) as individuals continue to engage with social media platforms. This paper will discuss the literature on problematic engagement with social media as relevant to clinical perfectionism and potential applications of the psychological flexibility model to prevent the development of difficulties within this domain.

Social media and well-being among individuals with unmet mental health needs: An examination of psychological flexibility as a moderator

Presenting Author: Alma Bluesummers, University of Texas at Tyler

Authors: Olga V. Berkout, University of Texas at Tyler

Social networking sites (SNSs) are services such as Facebook and TikTok, where people can post and view content and interact with others; these sites are used by most adults in the United States (Pew Research Center, 2021). Although social networking sites offer opportunities to connect with others, they are also fraught with potential opportunities to engage in less adaptive behavior, such as harmful social comparison. Through facilitating social comparison, social media may contribute to psychological distress and decreased life satisfaction and upward social comparison has been associated with poorer wellbeing (Gomez et al., 2020). These relationships may be particularly important to understand among individuals who struggle with mental health, who may be more vulnerable to potential deleterious effects (Coyne et al., 2020). Although social media may make it easier for individuals to engage in social comparison, its impact may vary in relation to how individuals respond to these thoughts. Psychological flexibility has been defined as the ability to respond adaptively in the face of difficult thoughts and feelings (Kadshan, 2010) and has been inversely related to psychological and physical difficulties and poorer interpersonal function (Bluett et al., 2014; Dax & Rogge, 2020; Gloster et al., 2017). The current study will examine psychological flexibility as a moderating variable between upward social comparison through social media and psychological distress and well-being among 296 individuals who report being diagnosed with unmet mental health needs while controlling for time spent on social media. Implications of findings will be discussed.

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23C Do You Know How Supervision is Practiced in Brazil?: Some Initial Explorations (Overview & Discussion; 60 mins)

10:15 – 11:15 AM CDT

Presenter-Discussants:

Jorge Quintero, Instituto Par

Paulo Emanuel Cenacchi Pereira, Instituto Par

Matheus Henrique de Souza Mello, PUC-SP

Juliana Kikuchi Guazzelli, Instuto Par

Despite not being regulated either by the Conselho Federal de Psicologia (CFP, translates to Federal Council of Psychology), or by the formative institutions of psychology in Brazil supervision is considered a cornerstone in the formation of psychotherapists. The activity of a supervisor in practice or the ethical responsibility of an acting supervisor is not described in our ethics code and our institutions do not provide courses aiming to inform the practice of a supervisor. There is little scientific production on the subject in Brazil (Stilita, 2022), although is considered a cornerstone in the formation of psychotherapists. Aiming to better understand the formation of supervisors, their definition of what supervision is, and style of supervision some supervisors with varied levels of experience were interviewed. In our presentation we share the preliminary results of this endeavor.

LO1: Sharing the history and practice of supervision in Brazil, bringing reflection on the practice of supervision as a whole

LO2: To present the main characteristics of the style, formative history and conduction of the interviewed Brazilian supervisors in practice, in order to incite discussion and reflection on supervision styles, formative history and culture, favoring a flexible and contextual view of the supervision practice.

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24C Mental Health in a Post-COVID-19 Digital World: A Contextual Behavioral Science Perspective (Panel; 60 mins)

11:30 – 12:30 PM CDT

Panelists:

Olga Berkout, University of Texas at Tyler

Angela Coreil, Better Living Center for Behavioral Health

Michael Bordieri, Murray State University

Technology has played a large and growing role in mental health and care provision, with changes being accelerated by the COVID-19 pandemic (Lattie et al., 2022). Telehealth, assessment, and adjunctive and stand-alone mobile applications may expand access and improve care (Borghouts et al., 2021; Schueller & Torous, 2020). Although these strategies have held promise in reducing disparities and supporting care provision (Daehn et al., 2022; Schueller et al., 2019), challenges have also arisen. Additionally, questions have been raised about issues related to privacy, informed consent, and ethical considerations in their application (Lattie et al., 2022). Our panelists represent a broad range of expertise in the intersecting domains of technology and contextual behavioral science, with scholarly and clinical experience in digital mental health, particularly as these relate to increasing access and rural populations and delivery of evidence-based behavioral strategies.

LO1: Understand potential challenges and benefits of technology in mental health from a contextual behavioral science perspective

LO2: Apply sound clinical, scientific, and ethical approaches informed by contextual behavioral science in integrating technology into practice

25C Contextual Behavioral Science in Mental Health Help-Seeking (2 paper symposium; 60 mins)

12:45 – 1:45 PM CDT

Chair: Madison Doucet, University of Texas at Tyler

Discussant: Olga Berkout, University of Texas at Tyler

Mental health concerns are experienced by a substantial proportion of the population, but most of those struggling do not seek help. Scholarship aimed at understanding this discrepancy has highlighted attitudinal barriers, such as stigma, and extant and perceived structural barriers, such as limited cost, time, and distance to care, as contributing factors. The manner in which these aspects intersect with potentially modifiable contextual behavioral science variables of self-compassion and psychological flexibility may suggest strategies for addressing the gap in care. The papers in this symposium consider relationships between help-seeking and psychological flexibility and self-compassion among two populations with increased risk for struggling with mental health, undergraduates and individuals who report having unmet mental health needs. The first paper examines structural and attitudinal barriers and psychological flexibility in relation to care and identifies psychological flexibility as an important predictor of likelihood of care seeking. The second paper will examine self-compassion as a predictor and potential moderator of the relationship between stigma and openness to care-seeking and explore relationships between these variables and distress. By explicating these associations, the presented scholarship offers potential opportunities for working to address challenges with mental healthcare access.

LO1: Describe the potential utility of psychological flexibility as a target for mental health promotion efforts among undergraduate students.

LO2: Describe the role of stigma and self-compassion in relation to mental health help-seeking.

Exploring the Moderating Role of Psychological Flexibility on the Relationship Between Structural Barriers, Attitudinal Barriers, and Stigma on Mental Health Treatment-Seeking

Presenting Author: Hannah E. Hays, Murray State University

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College students face a multitude of stressors that have been found to significantly impact mental health, including symptoms of anxiety, depression, and substance use problems (Hubbard et al., 2018; American College Health Association 2022a; American College Health

Association 2022b). Despite a rising concern regarding mental health, over 70% of college students denied seeking mental health treatment in the past year (American College Health Association, 2022b). Psychological flexibility could be an area of intervention because it has been found to be negatively associated with psychological distress and positively associated with mental health service seeking (Christodoulou et al., 2021; Komiya et al., 2000; Masuda & Tully, 2011). The purpose of this thesis was to explore the relationship between structural barriers, attitudinal barriers, stigma, and psychological flexibility on the likelihood of seeking mental health treatment in college students. The first hypothesis was that structural/attitudinal barriers, self-stigma, and public stigma will be negatively correlated with likelihood of seeking mental health treatment, as consistent with previous literature (Bathje & Pryor, 2011; Ebert et al., 2018; Nordberg et al., 2013; Walker et al., 2015). The second hypothesis was that psychological flexibility will predict the propensity to seek mental health treatment above and beyond these established predictors (Komiya et al., 2000). Lastly, it was hypothesized that psychological flexibility will moderate the relationship between these barriers and likelihood of seeking mental health treatment, with higher levels of psychological flexibility associated with attenuated impacts of these barriers. The obtained results (N = 102) fully support hypotheses 1 and 2, and partially support Hypothesis 3, with no support for moderation but robust evidence of a conditional effect of psychological flexibility. Clinical implications, limitations, and avenues for future research are discussed.

Self-Compassion and Stigma: Impact on Help-Seeking for Mental Health Issues

Presenting Author: Chloe Hicks, University of Texas at Tyler

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Many individuals who struggle with mental health concerns may not seek treatment. Stigma is a factor often associated with mental health treatment seeking due to instances of social disapproval and self-blame (Sweetman et al., 2021). Although stigma impacts the experience of mental health concerns, some individuals who experience stigma are able to respond adaptively which may evidence less relationship with willingness to seek help. Self-compassion is known to be effective at lowering defensiveness and self-blame (Terry & Leary, 2011). Self-compassion is recognized as being supportive toward oneself when experiencing suffering (Neff, 2023) and may reduce the potential negative impact of stigma on care-seeking, as well as lessen the extent to which individuals experience stigma. Interestingly, it is noted that self-compassion may provide a buffer between the internalization of perceived public stigma as self-stigma (Heath, et. al, 2018). When considering help-seeking specifically for mental health issues, self-compassion has been identified as an important factor for the promotion of physical-health-related behavior (Terry & Leary, 2011). The current study will examine these relationships among 296 individuals with self-identified unmet mental health needs. Participants completed measures of self-compassion, stigma, and help-seeking intentions as part of a larger survey. We will examine relationships between self-compassion, stigma, and help-seeking intentions using a hierarchical linear regression. Self-compassion and stigma were

entered in the first step and their interaction in the second step to predict help seeking intentions. Additionally, the relationships between self-compassion, stigma, and distress will be explored using bivariate correlations.

26C *Love letter to my younger self: radical self-care in practice in behavior analysis* (Panel; 90 mins)

3:00 – 4:30 PM CDT

Panelists:

Areana Bell, BS (she/her); Little Seeds Consulting

Nasiah Cirincione-Ulezi, EdD, BCBA, LBA (she/her); ULEZI, LLC

Luisa Cañón, PsyD BCBA-D (she/ella); ACT to Thrive

Michael C. May, MA, LCPC, LPCC-S (he/him), Compassionate Behavioral Healthcare;

Evelyn Gould, PhD BCBA-D CPsychol (she/they); New England Center for OCD and Anxiety (Chair)

The term “radical self-care” emerged in the late 1960s during the Civil Rights Movement, when Black and Latinx feminist writers (e.g., Anzaldúa, 1987; hooks, 1993; Lorde, 1988), and political activist groups, such as The Black Panther Party, began to emphasize self-care as a tool for social justice and survival for marginalized groups. Radical self-care means prioritizing one's well-being over others, with an emphasis on self-preservation, self-appreciation, and full acceptance of oneself (body and mind) (Lorde, 1988). However, since the “self” is grounded in specific political histories and current systems of violence and injustice, learning how to care for oneself in sustainable ways can be extremely challenging (Davis, 2018; Michael, 2017). This panel will explore radical self-care in practice from a behavior analytic (functional contextual) perspective, including defining what it means to ‘care for oneself’ and identifying key repertoires that support and sustain well-being and resilience, across contexts and levels of analysis (from self and individual, to groups, systems and cultures). Presenters will conclude by sharing a ‘love letter’ to their younger self, as an active practice of radical self-care, and effort to model the power of self-reflection (i.e., language) in supporting thriving.

LO1: Discuss radical self-care from a behavior analytic perspective

LO2: Identify key historical and current contextual factors that support the continued relevance of radical self-care for marginalized groups

LO3: Identify at least one radical self-care practice that you might adopt into your practice at work or in your personal life

27D *Acceptance and Commitment Therapy with Parents* (Workshop; 180 mins)

10:15 AM – 1:15 PM CDT

Trainers:

Chris McCurry; Private Practice

Emma Waddington; Private Practice

This workshop will survey the current literature and clinical lore on the use of ACT with parents. We will look at the benefits of psychoeducation for parents; teaching important aspects of early child development as it relates to psychological inflexibility and subsequent behavioral tendencies. Through case presentation and experiential exercises, we will demonstrate techniques for helping parents identify unhelpful behavior patterns or “dances” between themselves and their child or adolescent. We will discuss and demonstrate engaging the parents as “co-clinicians” or “assistant coaches”, giving them strategies for turning challenging situations into teaching and skill building opportunities in the important contexts of home and community. We will describe a three-step ACT-based model that can help parents get unstuck from habitual and ineffective parent-child transactions. These overlapping steps employ the six core ACT processes with an emphasis on present-moment awareness, acceptance, context-sensitivity, and orienting toward valued family goals. We will describe the benefits of helping parents notice their own private events in challenging situations and to then engage the ACT processes themselves. This engaging the parent as “co-client” is often important for the success of treatment with a child or adolescent and does require empathy and tact. A bibliography will be provided.

LO1: Participants will gain familiarity with the small but growing research literature on ACT with parents.

LO2: Participants will learn the benefits of, and techniques for, teaching parents important aspects of child bio-psycho-social development as they relate to psychological inflexibility and subsequent behavior concerns.

LO3: Participants will gain experience using the ACT matrix and other tools with parents to inform case formulation.

LO4: Participants will learn to utilize strategies for engaging parents as Co-Clinicians: helping parents teach and encourage the child or adolescent’s use of the six core ACT processes in the contexts of home and community.

LO5: Participants will gain knowledge and experience in doing Values work with parents.

LO6: Participants will learn to respectfully engage parents as Co-Clients; helping parents use the six core ACT processes to increase their own psychological flexibility, and parenting effectiveness, in challenging situations.

28D Undermining Pliance (Workshop; 120 mins)

3:00 – 4:45 PM CDT

Trainers:

John Powell, LMHC



Katie Palmer, M.Ed, BCBA, VigeoBx

While many terms from Relational Frame Theory have made their way throughout the contextual science world, pliance often goes under-discussed. Yet pliance is an integral phenomenon in acceptance/experiential avoidance, defusion/fusion, and self-as-context/content processes. In this workshop, we'll use a mixture of experiential exercises and clinical examples to explore what pliance looks and feels like, how to assess for it, and how to use it to leverage effective behavior change.

LO1: Participants will be able to define pliance

LO2: Participants will be able to give examples of workable and unworkable pliance

LO3: Participants will be able to recognize pliance in themselves and clients.

LO4: Participants will learn how to undermine pliance in ways that can help clients gain more flexible and contextually sensitive responding.