

Start Time by time zone			ANZ ACBS Online 2022 Conference - Full Program			
AWST Perth	AEDT Sydney /Melbourne	NZDT Christchurch /Wellington	Day 1: Friday 18 th November 2022			
06:00	09:00	11:00	1. Opening and welcome session Formal			
06:30	09:30	11:30	2a. Virtual Foyer Social/Networking			
07:15	10:15	12:15	3. Developing mātauranga Māori and wellbeing during COVID-19 and beyond Plenary Moana Waitoki Andre McLachlan			
08:15	11:15	13:15	2b. Virtual Foyer Social/Networking			
08:30	11:30	13:30	Break and stretch			
08:45	11:45	13:45	Workshop 4. Flexibility around the clock: how to promote a less rigid and values-based approach toward sleep Lauren Lawson Eric Morris Amanda Richdale	Workshop 5. LGBTQI+ in CBS Networking Workshop Andrew Duirs James Fowler Kenneth Pakenham	Workshop 6. Loving yourself and holding your work lightly: Common stumbles in the search for perfectly imperfect ACT therapy Giselle Bahr Kerry Makin-Byrd Ben Sedley Kathryn Whitehead	Workshop 7. Lessons learned in developing an ACT for ADHD group program in private practice Sarah Morris
10:15	13:15	15:15	Break and stretch			
10:45	13:45	15:45	Panel 8. Working at the pointy end: Using CBS to address risky behaviours Eric Morris Daniel Simson Tiffany Rochester Lisa Soares Justin Doran Katie Wyman	Workshop 9. Parenting Neurodivergent Kids and Teens Jodie Wassner	Workshop 10. Where's my Hoverboard? Taking cutting-edge Relational Frame Theory (RFT) for a 'ROEM' around the skatepark of human language and cognition Tim McLauchlan	Workshop 11. Meaningful Choice: 11 things you need to know about antidepressants Giselle Bahr Nigel Guy
12:15	15:15	17:15	Break and stretch			
12:30	15:30	17:30	12. Creating hope even as our world changes: Using acceptance and commitment practices today Workshop Louise Hayes			
14:00	17:00	19:00	Break			
14:30	17:30	19:30	Member-organised local get-togethers/social events Social/Networking			

Key

Plenary	Workshop	Panel	Social/Networking	Formal	Break
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Start Time by time zone			ANZ ACBS Online 2022 Conference - Full Program			
AWST Perth	AEDT Sydney /Melbourne	NZDT Christchurch /Wellington	Day 2: Saturday 19th November 2022			
5:00	8:00	10:00	Long Workshop 13. Self care for therapists in a disconnected world Grant Dewar Chris Fraser	Long Workshop 14. Don't Let Them See My Flaws: The Intersection of Perfectionism, Body Image and Eating Disorders Jennifer Kemp Sarah Pegrum	Long Workshop 15. As core of a process-based model, working with Self in psychological diagnosis, case conceptualization and treatment Penny Brabin Hash Wijesinghe	Long Workshop 16. 'NeuroDivACT': ACT for Neurodivergent Clients: Autism and ADHD - A Neurodiversity Affirming Approach Aisling Leonard-Curtin Trish Leonard-Curtin
8:00	11:00	13:00	Break			
9:15	12:15	14:15	Symposium 17. Psychological flexibility and health: research across settings Chair: Eric Morris Discussant: Lauren Lawson 17a. The role of psychological flexibility in understanding the impact of trauma symptoms in helpers Angelika Radeka (speaker) 17b. The role of psychological flexibility in palliative care Christopher Martin (speaker) 17c. Sleep in context: a Bayesian network analysis of psychological flexibility dimensions, pre-sleep arousal, autism traits, anxiety and depression Lisa Mastin-Purcell (speaker)	Workshop 18. Using the ACT Kidflex with Anxious Children 5-12 Years Old to Increase Psychological Flexibility Tamar Black	Workshop 19. Control is still the problem: Aware, open and active exercises for burnout prevention and protection Kerry Makin-Byrd Debbie Sorenson	Workshop 20. ACTing on aggression: An introduction to using contextual behavioural principles to understand and address violence Daniel Simsion
10:45	13:45	15:45	Break and stretch			
11:00	14:00	16:00	21. Psychological Flexibility and Resilience in a Pandemic Context Kenneth Pakenham			Plenary
12:00	15:00	17:00	Break/end of day			
14:00	17:00	19:00	22. ANZ ACBS Online Social			Social/Networking

Key

Plenary	Workshop	Symposium	Social/Networking	Formal	Break
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Start Time by time zone			ANZ ACBS Online 2022 Conference - Full Program			
AWST Perth	AEDT Sydney /Melbourne	NZDT Christchurch /Wellington	Day 3: Sunday 20th November 2021			
6:00	9:00	11:00	23. Supporting the mental health and wellbeing of forcibly displaced people Plenary Ross White			
7:00	10:00	12:00	Break and stretch			
7:15	10:15	12:15	24. How can we encourage increased focus on LGBTQI+ experiences in CBS research and clinical practice? Andrew Duirs James Fowler Kenneth Pakenham	25. Parenting and Children Research Symposium 25a. Parenting Acceptance and Commitment Therapy (PACT): an RCT of an online course with families of children with Cerebral Palsy Koa Whittingham (speaker) Jeanie Sheffield Catherine Mak Ashleigh Wright Roslyn Boyd 25b. Randomised controlled trial of a brief online self-compassion intervention for mothers of infants Koa Whittingham (speaker) Georgina Lennard Amy Mitchell 25c. "... for real life!" Teaching ACT to children using one of Australia's most popular TV dogs! Georgina Cox	26. Research and Practice Symposium 26a. Learn about Health Improvement Practitioners (HIPs) at work in Wellington Monica Barnes Millie Tapusoa Elizabeth Morton 26b. What is self-compassion? A practical, process-based approach to understanding self-compassion definitions and interventions Joseph Ciarrochi (speaker) Madeleine Ferrari Jiesi Guo Steven C. Hayes	27. ACT with clients of Asian ethnicity – why and how? Sehar Moughal
8:45	11:45	13:45	Break and stretch			
9:00	12:00	14:00	28. Weaving the Future together (so it doesn't fall apart): Prosociality, Community Resilience and Scaling up Plenary Melissa Schellekens			
10:00	13:00	15:00	Conference Closes			

Key

Plenary	Workshop	Symposium	Break
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Session Abstracts

Title, Presenters, Keywords	Session Abstract
<p style="text-align: right;">Formal</p> <p>1. Opening and welcome session</p> <p><i>Ngāi Tūāhuriri</i> <i>Melissa Schellekens</i></p>	<p>The conference will be opened with a Mihi whakatau. This is the Māori term used to describe a formal speech of welcome that is undertaken by a Māori representative or representatives of the local rūnanga or area, in this case Ngāi Tūāhuriri.</p> <p>Mihi whakatau are traditionally used for welcoming, introductions, and openings which take place off the marae, that is, away from the meeting house and surrounding area. Marae are the cultural and political centres for whānau (family) and iwi/hapū (tribes/sub-tribes). When the welcoming takes place on the marae it is called a pōwhiri: the mihi whakatau is a scaled down version of this.</p> <p>At a mihi whakatau a speech (or speeches) of greeting are made during an official welcome to acknowledge those gathered together for a particular purpose. It can have several steps, in our case these will be:</p> <ol style="list-style-type: none"> 1. Manuhiri (visitors/guests) gather (in our case by logging in and joining the room). To keep this authentic, mana whenua will be zooming in from their marae. Mana Whenua are the people of the land we are in, in this case Waitaha/Canterbury and Ngāi Tūāhuriri, who have indigenous rights to this land. 2. A Pao is given for attention and to begin the Whakatau 3. A Mihi or Welcome Speech is delivered from Mana Whenua 4. Whakamoemiti (thanksgiving) is undertaken to open and bless the event 5. A Waiata Kīnaki (a song that fits our kaupapa or purpose) is sung. The kupu (words) and tune for this will be sent out in advance 6. Kamutu – Formalities Conclude <p>Translations and explanations will be provided at each step of the process as it is an important aspect of manaakitanga (hospitality and taking care of each other) that the process is inclusive and comfortable for people - especially our colleagues from Te Papaka-a-Mauī (Australia) who may not be familiar with our processes. Māori protocol places a high value on experiential learning, as we do in CBS. As in this description here, translations will be woven into the speech, rather than explicitly tagged as such.</p> <p>Melissa Schellekens (ANZ ACBS president) will then follow with an Acknowledgement of Country on behalf of those joining from Australia, and will welcome attendees to the conference.</p>
<p style="text-align: right;">Networking</p> <p>2. Virtual Foyer</p>	<p>An opportunity to connect with other conference attendees, and chat in small groups about what you're looking forward to at the conference.</p>
<p style="text-align: right;">Plenary</p> <p>3. Developing mātauranga Māori and wellbeing during COVID-19 and beyond</p> <p><i>Waikaremoana Waitoki</i> <i>Andre McLachlan</i></p> <p>Keywords: Māori Indigenous wellbeing</p>	<p>COVID-19 through 2020, 2021 and now 2022 has had a significant impact on lives across the globe and throughout Aotearoa New Zealand. Faced with limited resources that spoke to a mātauranga Māori worldview, resources had to be developed as the pandemic moved through levels and lockdowns. This curated presentation describes the development of three wellbeing resources that centred Māori understandings of a flourishing mauri (life-force, energy) in relation to self, family, culture and the environment.</p> <p>Waikaremoana and Andre will discuss their book <i>Mauri Tau a therapeutic guide</i> to help tamariki when they experience strong emotions. They will also discuss ways of understanding how to recognise and manage changes in mauri – what to look for and how to respond using Mauri Ora Tai Pari. Finally, they describe a wellbeing model, <i>Whiti te Rā</i> and its use in health, education, leadership, and alcohol and addiction issues. This presentation is informed by research developed from a Royal Society Marsden Grant, and with support from Te Rau Ora, the centre of excellence in Māori workforce education.</p>

<p style="text-align: right;">Workshop</p> <p>4. Flexibility around the clock: how to promote a less rigid and values-based approach toward sleep</p> <p>Lauren Lawson Eric Morris Amanda Richdale</p> <p>Keywords: Sleep Insomnia Psychological flexibility Values Acceptance and Commitment Therapy (ACT)</p>	<p>Many people struggle with their sleep, experiencing life-limiting effects during periods of insomnia and poor sleep quality (e.g., fatigue, inattention, less capacity to manage emotions, greater arousal, and tension, etc.). In Australia and New Zealand there are social and economic costs associated with poor sleep, making this a major public health target. Psychological practitioners play an important role in supporting people to have better sleep and ACT for insomnia has demonstrated efficacy as a promising intervention.</p> <p>This workshop will outline the key knowledge and skills to engage people in effective ACT for sleep problems, either as a primary focus or as part of a wider intervention. We will demonstrate using ACT exercises and metaphors to target processes associated with hyperarousal and sleep disturbance for adults: inflexibility, cognitive fusion, and experiential avoidance. We will show how shifting from rigidity and over-control to values-based living can support sleep drive and circadian rhythms.</p>
<p style="text-align: right;">Workshop</p> <p>5. LGBTQI+ in CBS Networking Workshop</p> <p>Andrew Duirs James Fowler Kenneth Pakenham</p> <p>Keywords: LGBTQI+ Research Clinical Gender and Sexuality Minority (GSM) Self-care Recommendations</p>	<p>The hosts request that only attendees who self-identify as LGBTQI+ attend this event. If you would like contact the facilitators about attending please email andrewduirs@psychologyforthriving.com or james.fowler@uqconnect.edu.au</p> <p>Summary: In this workshop, we will provide a safe and supportive opportunity for conference attendees who identify as LGBTQI+ to network and workshop issues affecting LGBTQI+ research, clinical practice, and self-care. We will review Capriotti and Donaldson's article, "<i>Why don't behavior analysts do something?</i>" <i>Behavior analysts' historical, present, and potential future actions on sexual and gender minority issues</i> to guide our conversations together. You can read the article here.</p> <p>Purpose: To provide a safe and supportive opportunity for conference attendees who identify as LGBTQI+ to network and discuss issues affecting LGBTQI+ research, clinical practice, and self-care.</p> <p>Structure:</p> <ul style="list-style-type: none"> • Open discussion addressing experiences related to contextual behavioural research, clinical skills, and self-care for LGBTQI+ clients (Facilitated by James and Andrew) • Identification of key actions to be recommended to conference attendees and ANZ ACBS board (Written up by James Fowler and Andrew Duirs and reviewed by Ken Pakenham)
<p style="text-align: right;">Workshop</p> <p>6. Loving yourself and holding your work lightly: Common stumbles in the search for perfectly imperfect ACT therapy</p> <p>Giselle Bahr Kerry Makin-Byrd Ben Sedley Kathryn Whitehead</p> <p>Keywords: Acceptance and Commitment Therapy (ACT) Compassion Mindfulness Supervision Practice Values</p>	<p>ACT clinicians are urged to be fluid, responsive, and process-based while nesting their work within interpersonal, intrapersonal processes (Hayes & Hoffman, 2018; Walser, 2019). Phew! It is no wonder that ACT therapists can enact an array of "clinical mistakes" (Brock, Batten, Walser, & Robb, 2015) and doubt their own abilities (Nissen-Lie et al 2017). Nissen-Lie and colleagues (2017) suggest therapist effectiveness and patient success is maximised when therapists love themselves and hold healthy professional self-doubt.</p> <p>In this workshop, we will highlight common clinical missteps in ACT application with the goals of normalising missteps typical (and necessary) on the path to mastering a complex skill set and discussing these pitfalls. Using compassion and humour, presenters will share personal "worst therapist" moments and lead group reflection. Experientially, we will practise openness to difficult emotions and memories, celebrate our common humanity, and refresh our own professional values, holding them as a practice, not a destination.</p>

<p style="text-align: right;">Workshop</p> <p>7. Lessons learned in developing an ACT for ADHD group program in private practice</p> <p><i>Sarah Morris</i></p> <p>Keywords: Acceptance and Commitment Therapy (ACT) ADHD Private Practice Group therapy</p>	<p>In 2022, Dr Sarah Morris developed and piloted a group program for adults with ADHD in the Australian private practice context. ACT for ADHD draws from existing Acceptance and Commitment Therapy group programs including those developed for adults experiencing psychosis, social anxiety, and workplace challenges. It also adopts the approach of providing psychoeducation and behavioural skills and strategies that formed part of a CBT-based group program developed for College students with ADHD.</p> <p>During this workshop, Sarah will share some of the things she has learned in the process of developing and piloting this program, and potential directions for the future.</p>
<p style="text-align: right;">Panel</p> <p>8. Working at the pointy end: Using CBS to address risky behaviours</p> <p><i>Eric Morris Daniel Simson Tiffany Rochester Lisa Soares Justin Doran Katie Wyman</i></p> <p>Keywords: Acceptance and Commitment Therapy (ACT) Dialectic Behaviour Therapy (DBT) Contextual Risk Suicide Self-harm Violence</p>	<p>Regardless of work setting, Contextual Behavioural Science (CBS) practitioners are often called upon to work with those presenting with risk behaviours, including suicide, self-harm and violence. These behaviours, within the context of legal liability, ethical obligations, clinician anxiety and involvement of multiple different services, can pose a unique set of challenges.</p> <p>This panel discussion will draw upon expertise from a range of settings, including working with the courts, youth mental health, private practice, adult public mental health and forensic mental health. We will explore the specific opportunities and challenges when using CBS to address high risk behaviours. This will include discussion of how to best understand and approach these behaviours through a CBS lens, applying CBS skills when working with risk, barriers to applying these approaches and applying positive risk-management principles.</p>
<p style="text-align: right;">Workshop</p> <p>9. Parenting Neurodivergent Kids and Teens</p> <p><i>Jodie Wassner</i></p> <p>Keywords: Neurodiversity Parenting Autism ADHD Acceptance Language Acceptance and Commitment Therapy (ACT) Emotion regulation</p>	<p>Through an Acceptance Commitment Therapy framework, participants will learn how to assist parents to promote flexibility in neurodivergent young people via:</p> <ul style="list-style-type: none"> • Recognising best times and best methods for teaching social expectations. • Celebrating neurodiversity and its impact on emotion regulation. • Teaching of flexibility to young people to enable them to handle difficult thoughts and feelings as they emerge. • Utilising language that promotes better listening and calmer responses. • Understanding differences in brain function that impact a child's responses. • Preventing meltdowns. • Increasing persistence via distress tolerance techniques • Recognising the "why" behind a behaviour to help guide adult action with the best chance of success. • Guiding young people towards a valued and meaningful life in the face of difficulty.

<p style="text-align: right;">Workshop</p> <p>10. Where's my Hoverboard? Taking cutting-edge Relational Frame Theory (RFT) for a 'ROEM' around the skatepark of human language and cognition</p> <p><i>Tim McLauchlan</i></p> <p>Keywords: Relational Frame Theory (RFT) Relating Orienting and Evoking and Motivating variables (ROEm) Hyper-Dimensional Multi-Level (HDML)</p>	<p>This workshop will hold your hand as you step off your old skateboard (using classic A-B-C's to understand behaviour) and onto your newly developed Hoverboard (using Relational Frame Theory (RFT) to understand human behaviour, including human language in cognition).</p> <p>The focus will be on the stuff clinicians want to know about when working with clients. We will highlight some recent developments in RFT (HDML/ROE-m). Ultimately, this workshop aims to serve as a fun and easy introduction to RFT as presented in Harte, C. & Barnes-Holmes, D. (2021).</p>
<p style="text-align: right;">Workshop</p> <p>11. Meaningful Choice: 11 things you need to know about antidepressants</p> <p><i>Giselle Bahr Nigel Guy</i></p> <p>Keywords: Antidepressants Medication Consent</p>	<p>Antidepressant use is widespread and increasing every year. Despite the requirement that people give informed consent, they are rarely provided with accurate information about the risks and benefits of antidepressants. Accurate summaries, even for clinicians, are rare. Moncrieff et al's review (2022) and Ang et al's analysis (2022) are the most recent of many studies that illustrate obstacles to identifying and disseminating clear, accurate information about antidepressants.</p> <p>As clinicians we can support our communities to make better-informed choices about the use of antidepressants. Using a fun quiz format, this workshop will update you about the risks associated with antidepressant use, and provide time for reflection and discussion about how we might respond helpfully to people's questions about them.</p>
<p style="text-align: right;">Invited Workshop</p> <p>12. Creating hope even as our world changes: Using acceptance and commitment practices today</p> <p><i>Louise Hayes</i></p> <p>Keywords: Psychological flexibility DNA-v Coping Thriving Process-based Therapy (PBT)</p>	<p>We are living with a growing list of challenges, both social (climate, politics, wars, economics etc) and personal (relationships, careers, health etc.). The research on how we change shows that we survive well when we are connected to our deepest sense of meaning and take purposive action. This is called psychological flexibility. Research shows that if we build psychological flexibility, we will maximise our capacity to cope and thrive, and it accounts for a whopping 40% of the variability in behaviour change.</p> <p>But how does one learn or teach others to be psychological flexible? This workshop will introduce you to a cutting-edge framework of DNA-V based on evolution and contextual behavioural sciences, which allows everyone to learn psychological flexibility quickly and use it daily. With this approach, you can use your energy to live with vitality while also having the skills to manage difficult thoughts and feelings. You can build relationships while also learning how your history triggers you. You can face external challenges such as climate change instead of turning away.</p> <p>What you will get out of this workshop:</p> <ul style="list-style-type: none"> ● Learn the key aspects of psychological flexibility ● Apply these key steps to a wicked problem such as our changing world ● Deepen your understanding of value and vitality ● Learn key steps to build flexible thinking ● Learn key steps to help with emotions

<p style="text-align: right;">Workshop</p> <p>13. Self care for therapists in a disconnected world</p> <p><i>Grant Dewar Chris Fraser</i></p> <p>Keywords: Self-care Peer support Personal growth Compassion Self-forgiveness Acceptance and Commitment Therapy (ACT) Compassion-Focused Therapy (CFT)</p>	<p>Contextual behavioural science is both liberating and challenging for the health professional. The freedom to look past diagnostic labels brings both flexibility and the need to enter into challenging spaces. This brings risk for health professionals and clients.</p> <p>We propose that self-forgiveness allows health professionals to develop insight, inner resilience, and capacity for change. The flexibility required to practice therapy using CBS requires therapists to take risks and inevitably to experience failure. We provide an experiential framework to derive courage and flexibility to learn from and grow from such failure. The presenters have used these principles in both individual reflective practice and to form a basis for peer support and practice growth.</p> <p>Self-forgiveness is presented as a strategy derived from self-compassion to develop our psychological immune systems and to become stronger and more adaptable by responding more effectively to life setbacks. We will present experiential exercises that include how to deal with the imposter syndrome, our inner critic - our own source of hell and confusion. We propose this workshop provides a way of supporting your therapeutic response to complex transdiagnostic comorbidities for which there is no therapeutic map or standardized manual.</p> <p>Educational Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate an experiential understanding of self-care for health professionals utilising principles of self-forgiveness by applying Contextual Behavioral Science (CBS) principles to self-care in a therapeutic environment that requires experimentation, innovation and risk of failure 2. Integrate values-based approaches to developing assertiveness in approaching rigid fearful paradigms of treatment and lean into courage and flexibility through the use of self-forgiveness a self-care approach to overcoming destructive self-criticism 3. Correlate how Acceptance and Commitment Therapy (ACT), Functional Analytic Psychology (FAP), Compassion Focussed Therapy (CFT), and other third-wave contextual therapies respond to self-care and peer support for health professionals by experientially applying CBS techniques that promote behavioural changes supported by Self-Forgiveness
<p style="text-align: right;">Workshop</p> <p>14. Don't Let Them See My Flaws: The Intersection of Perfectionism, Body Image and Eating Disorders</p> <p><i>Jennifer Kemp Sarah Pegrum</i></p> <p>Keywords: Perfectionism Eating disorders Body image Conceptualisation Acceptance and Commitment Therapy (ACT)</p>	<p>In a society that equates physical appearance including thinness, symmetry, and muscularity as proxies for success, the pressure to achieve perfection can lead to numerous physical and mental health issues (Egan, Wade, & Shafran, 2012; Limburg, Watson, Hagger, & Egan, 2016). Clinicians have an important role in helping clients to somehow lead fulfilling lives within pervasive norms that include diet culture, fat phobia, and 'body positivity'.</p> <p>The relationship between body image, disordered eating and perfectionism has been well captured in research (Boone & Soenens, 2015) however how these issues function together is less clear.</p> <p>This interactive workshop will offer insight into what binds together perfectionism, body image and eating disorders by providing an integrative functional contextual behavioural conceptualisation. This exploration will also consider the potential influence of neurodiversity on these shared processes.</p> <p>Emerging from this framework, participants will learn strategies to help clients to broaden their behavioural repertoires, disentangle from the battle, and live fulfilling lives within the imperfections of being human.</p> <p>Participants will be given opportunities to reflect on their own struggles with perfectionism, body image and eating throughout, using this understanding to inform their work with clients.</p>
<p style="text-align: right;">Workshop</p> <p>15. As core of a process-based model, working with Self in psychological diagnosis, case conceptualization and treatment</p> <p><i>Penny Brabin Hash Wijesinghe</i></p> <p>Keywords: Self-concept Extended Evolutionary Meta-Model (EEMM) Hexaflex Pro-Social world</p>	<p>Integrating the dimensions of the Extended Evolutionary Meta-Model (Hayes and Hofmann, 2020) and the processes of the ACT Hexaflex, this workshop presents a dynamic model embedding 'self' at its core as:</p> <ul style="list-style-type: none"> • the maladaptive, automatically derived, judged view of self, reinforced by self-esteeming – the Not-OK self – this false 'sense of being' with ego-driven survival reactions and their associated behavioural solutions which typically compound the problem, has a Pro-Me focus <p>vs</p> <ul style="list-style-type: none"> • the adaptive, intuitively known, non-judged view of Self as 'being', the withstanding context from which we experience living, reinforced in conscious awareness – the OK Self – our real experience, being free to express our creative capacities including fostering a Pro-Social world. <p>Presenting factor loadings from a pilot study differentiating these two views of self, the value of the model in clinical practice will be demonstrated also highlighting a shift away from language which promotes the maladaptive, judged view of self as content.</p>

<p>Invited Workshop 16. 'NeuroDivACT': ACT for Neurodivergent Clients: Autism and ADHD - A Neurodiversity Affirming Approach</p> <p><i>Aisling Leonard-Curtin Trish Leonard-Curtin</i></p> <p>Keywords: Acceptance and Commitment Therapy (ACT) Neurodivergence Neurodiversity ADHD Autism Hexaflex</p>	<p>This workshop will focus on working with clients who are neurodivergent, from a minority stress theory (Meyer, 1995, 2003), human rights based and neurodiversity affirmative approach. It will also present data from clinical practice to highlight the impact and consequences of undiagnosed neurodivergence in psychological therapy, and will address the potential challenges of traditional therapeutic and behavioural approaches if not modified for neurodivergent populations. We will present a modified Hexaflex applicable to neurodivergent people, and a specialised minority stress and human rights consistent and affirmative guide to ACT intervention, for this client group.</p>
<p>Symposium 17. Psychological flexibility and health: research across settings</p> <p><i>Chair: Eric Morris Discussant: Lauren Lawson</i></p> <p>Keywords: Psychological flexibility Palliative care Public health Trauma Sleep quality</p>	<p>Psychological flexibility has been identified as a fundamental aspect of health (Kashdan & Rotterberg, 2010). A growing empirical literature demonstrates the benefits of flexibly responding to situations to enable valued goal pursuit, especially in the face of distress and health challenges. There is still much to understand: in this symposium we will present research on the potential buffering role of psychological flexibility in challenging contexts (palliative care; helping with trauma), and novel ways to understand dimensions of flexibility with sleep and wellbeing.</p>
<p>17a. The role of psychological flexibility in understanding the impact of trauma symptoms in helpers</p> <p><i>Angelika Radeka (speaker) Eric Morris</i></p>	<p>Helpers working with trauma survivors can vicariously experience trauma many times over and helpers experience a high prevalence of trauma. Alongside arousal, intrusion and avoidance symptoms, helpers can experience reduced belief in their professional self-efficacy and disruptions to their personal and professional sense of self. The current study investigated whether psychological inflexibility, a core set of transdiagnostic processes, mediated the effect of exposure to traumagenic events on trauma symptoms among helpers. The current cross-sectional study of Australian trauma professionals (N=311) examined the combined influence of three transdiagnostic psychological inflexibility processes implicated in trauma (experiential avoidance, cognitive fusion and inflexibility in taking self-perspective) alongside experiences of trauma, wellbeing and burnout. Results supported the prediction that psychological inflexibility predicted the presence and intensity of trauma symptoms and led to reduced wellbeing for trauma workers; cognitive fusion was the strongest predictor of trauma symptoms. Findings indicate psychological flexibility can help support trauma professionals.</p>
<p>17b. The role of psychological flexibility in palliative care</p> <p><i>Christopher Martin (speaker) Kenneth Pakenham</i></p>	<p>Psychosocial distress for palliative patients has at least an equal or greater impact on quality of life (QoL) compared to physical or spiritual distress. Psychological flexibility (PF) is a protective factor related to better psychosocial outcomes in various adverse health contexts. This study tests the applicability of the PF framework in accounting for variability in four palliative patient outcomes (death attitudes, distress, pain and QoL) and the stability of these variables over one month. Fifty-four patients from a specialist palliative care service completed a questionnaire at Time 1 and one month later (Time 2). Results indicated no change in PF or patient outcomes, and that higher Time 1 total PF significantly predicted better Time 2 outcomes across QoL, distress, and death attitudes. These findings support the role of PF in improving palliative patient outcomes, and prior calls for the evaluation of Acceptance and Commitment Therapy (ACT) in palliative care.</p>
<p>17c. Sleep in context: a Bayesian network analysis of psychological flexibility dimensions, pre-sleep arousal, autism traits, anxiety and depression</p> <p><i>Lisa Mastin-Purcell (speaker) Lauren Lawson Amanda Richdale Eric Morris</i></p>	<p>Network analysis is an increasingly popular approach for understanding the relationships between psychological variables, without assuming a latent disorder structure. In network analysis we seek to discover the structure and influence of psychological variables by treating them as nodes connected in network. In this paper we describe a network analysis to understand influences on sleep quality and wellbeing in a cross-sectional study. An international sample of 754 participants completed an online survey about their experience of sleep, anxiety, depression and potential psychological processes (pre-sleep arousal, psychological flexibility dimensions, autistic traits). The undirected network structure suggested cognitive fusion and self-as-context/ centering (reacting calmly to unwanted experiences) were central nodes, showing strength and betweenness. A bootstrapped directed network subsequently indicated anxiety, pre-sleep cognitive arousal and cognitive fusion may be drivers of poor sleep, depressive symptoms and the other psychological processes. The implications and limitations of this network analysis will be discussed.</p>

<p style="text-align: right;">Workshop</p> <p>18. Using the ACT Kidflex with Anxious Children 5-12 Years Old to Increase Psychological Flexibility</p> <p><i>Tamar Black</i></p> <p>Keywords: Acceptance and Commitment Therapy (ACT) Hexaflex Children Counselling Anxiety</p>	<p>ACT can be used effectively with children for a wide range of issues. This highly practical workshop will teach you how to use ACT with anxious children aged 5-12 years old. You will be introduced to the new ACT Kidflex, a developmentally appropriate adaptation of the ACT Hexaflex, and learn how to use quick, simple and engaging techniques to assist anxious children.</p> <p>Educational Objectives:</p> <ol style="list-style-type: none"> 1) Demonstrate effective, simple and engaging ACT techniques with anxious children. 2) Describe how to identify where in the ACT Kidflex to begin therapy with children. 3) Explain how ACT can be used to help anxious children reduce the use of avoidance as a coping strategy.
<p style="text-align: right;">Workshop</p> <p>19. Control is still the problem: Aware, open and active exercises for burnout prevention and protection</p> <p><i>Kerry Makin-Byrd Debbie Sorenson</i></p> <p>Keywords: Burnout Health professionals Control Avoidance</p>	<p>Clients, as well as clinicians ourselves, are at increased risk of depletion, disconnection, and burnout. This workshop teaches core ACT exercises to prevent burnout and increase prosocial and values-consistent behaviour. First, we provide an ACT framing for understanding the context and struggle of burnout, mapping the cycle of burnout on experiential avoidance and disengagement. Next, attendees learn helper-specific exercises to address the three core flexibility processes (Hayes, 2011). The bulk of the workshop is dedicated to teaching and experiential application. Exercises target agency, connectedness, meaning-making, and compassion satisfaction, all key variables associated with the positive outcomes described above. Exercises are designed to be beneficial in preventing clinician burnout, and to be used with clients experiencing burnout. Finally, the workshop will provide ample time for personal reflection, discussion, and exercise adaptation for cultural or clinical considerations.</p>
<p style="text-align: right;">Workshop</p> <p>20. ACTing on aggression: An introduction to using contextual behavioural principles to understand and address violence</p> <p><i>Daniel Simson</i></p> <p>Keywords: Violence Aggression Acceptance and Commitment Therapy (ACT) Assessment Intervention</p>	<p>Clinicians across all settings are sometimes faced with clients who engage in acts of aggression (e.g., perpetrators of intimate partner violence). Working with this population can pose a series of unique challenges for clinicians, both personally and in terms of effectively and safely intervening. Yet, significant advances have been made in this area which are rarely discussed and taught outside of forensic psychology.</p> <p>This workshop will provide an introduction to the assessment and intervention of aggression, using an ACT approach. It will cover an overview of how aggressive behaviour typically develops as well as functional analysis of aggressive behaviour. Participants will be introduced to how they can adapt intervention strategies for working with aggressive behaviour, through considering ACT processes as they apply to aggression.</p>
<p style="text-align: right;">Plenary</p> <p>21. Psychological Flexibility and Resilience in a Pandemic Context</p> <p><i>Kenneth Pakenham</i></p> <p>Keywords: Psychological flexibility Resilience Coping Pandemic</p>	<p>In this presentation Kenneth will bring together two intersecting strands of his recent research and position them in the broader bodies of relevant literature. One line of research investigates the mental health impacts of the COVID-19 pandemic and the protective roles of the six psychological flexibility processes. The other research strand focuses on the evaluation of innovative ACT-based resilience-training interventions which have at times overlapped with the COVID-19 pandemic. Surprises are revealed about the roles of some of the psychological processes during the pandemic – indeed, context counts! Additionally, Kenneth’s research on COVID-19 and resilience training has been conducted across five different countries. He will discuss the possibility that despite language and cultural variations, the trans-diagnostic psychological flexibility processes are in essence also trans-cultural.</p>
<p style="text-align: right;">Networking/Social</p> <p>22. ANZ ACBS Online Social</p>	<p>An optional opportunity to connect for some fun at the end of day 2 of the conference.</p>

<p style="text-align: right;">Plenary</p> <p>23. Supporting the mental health and wellbeing of forcibly displaced people</p> <p>Ross White</p> <p>Keywords: Displacement Asylum-seekers Refugees Self-Help Plus (SH+)</p>	<p>The United Nations High Commissioner for Refugees (UNHCR) estimated that as of 2021 there were 84 million who have been forcibly displaced from their homes across the globe. The conflict in Ukraine has led to a further marked increase in these numbers. Mental health difficulties have been shown to be elevated in forcibly displaced people (including asylum seeking and refugee populations). Risk factors can be associated with events that occurred prior to, during, and after the migratory journey. Whilst there is recognition of the important impact that a history of traumatic events (e.g. torture, abuse and neglect) can have, social adversity in the form of 'daily stressors' (e.g. a lack of access to basic resources, isolation, lack of safety and security, family violence) is being increasingly recognised as an important determinant of the mental health of forcibly displaced people. Concerns have been raised about the potential medicalization of social adversity faced by displaced populations. There has also been a comparative lack of research investigating approaches that may be helpful for enhancing the quality of life and subjective wellbeing of forcibly displaced people. Psychosocial interventions and low-intensity psychological interventions can provide scalable opportunities for treating common mental disorders and promoting wellbeing.</p> <p>This plenary will focus on research studies that Ross has been involved in which have been undertaken in the EU and in sub-Saharan Africa to evaluate the efficacy of psychosocial interventions for forcibly displaced people. These projects have involved the linguistic and cultural adaptation of interventions (including the ACT-based 'Self Help Plus' intervention) and assessment measures. The plenary will also focus on conceptual frameworks that provide opportunities for situating determinants of mental health in the socio-political context in which forcibly displaced people live their lives, and not just risk- and protective-factors specific to the individual.</p>
<p style="text-align: right;">Panel</p> <p>24. How can we encourage increased focus on LGBTQI+ experiences in CBS research and clinical practice?</p> <p>Andrew Duirs James Fowler Kenneth Pakenham</p> <p>Keywords: LGBTQI+ Research Clinical Gender and Sexuality Minority (GSM) Self-care Recommendations</p>	<p>Purpose: To provide an opportunity to share and discuss strategies to improve a focus on LGBTQI+ experiences in CBS research and clinical practice.</p> <p>Structure:</p> <ul style="list-style-type: none"> James Fowler will present his research (<i>A call for ACTION: A systematic review of empirical evidence for the use of Acceptance and Commitment Therapy (ACT) with LGBTQI+ individuals</i>) and provide an overview of his PhD which will take a community-oriented approach to the re-design of a digital, self-guided ACT program (YOLO, designed by Shelley Viskovich and Kenneth Pakenham) to make an LGBTQI+ tailored and affirming ACT program. Open discussion addressing the question of how we can increase contextual behavioural research and clinical skills for working with LGBTQI+ clients. Key actions identified in panel discussion will be recommended to the ANZ ACBS board.
<p style="text-align: right;">Symposium</p> <p>25. Children & Parenting Research Symposium</p> <p>Keywords: Children Parenting Acceptance and Commitment Therapy (ACT) Cerebral Palsy Self-compassion Hexaflex</p>	<p>This symposium will present research and discuss models for contextual behavioural science-based interventions for families, parents, and children.</p>
<p>25a. Parenting Acceptance and Commitment Therapy (PACT): an RCT of an online course with families of children with Cerebral Palsy</p> <p>Koa Whittingham (speaker) Jeanie Sheffield Catherine Mak Ashleigh Wright Roslyn Boyd</p>	<p>Aim: To test an online parenting course, Parenting Acceptance and Commitment Therapy (PACT), in an RCT with families of children with cerebral palsy. Method: 67 families of children with cerebral palsy were randomly assigned to either waitlist or PACT. Assessments were conducted at baseline, post-intervention and six-month follow up, focussing on emotional availability, parent and child adjustment and quality of life. Results: At post-intervention (T2), an intervention effect was demonstrated for two aspects of emotional availability: parental non-intrusiveness MD = 0.68 (-0.56 - 1.92), p = .050 and child involvement, MD = 0.91 (-0.36 - 2.18), p = .011. Intervention effects were also found for parent-reported child involvement, child quality of life and parental mindfulness. Parents reported greater acceptance, support seeking, social connection, and meaning. Interpretation: PACT showed benefits for parent-child emotional availability, particularly parental non-intrusiveness and child involvement, as well as for parental mindfulness and child quality of life.</p>

<p>25b. Randomised controlled trial of a brief online self-compassion intervention for mothers of infants</p> <p><i>Koa Whittingham (speaker)</i> <i>Georgina Lennard</i> <i>Amy Mitchell</i></p>	<p>Aim: To test effectiveness of online self-compassion resources for mothers of infants in a randomised controlled trial.</p> <p>Methods: A community sample of mothers of infants (<24 months old) were then randomised to one of two groups: intervention or waitlist. Intervention mothers received immediate access to resources including a psychoeducational video, a guided self-compassion exercise, and a tip-sheet. Mothers were invited to complete post-intervention assessment eight weeks later with 248 mothers (intervention n=94, waitlist-control n=154) doing so.</p> <p>Results: 62.8% of the intervention group accessed the resources. Intention to treat analyses showed intervention effects for hyperarousal (p =.038). Per-protocol analyses showed intervention effects for post-traumatic stress symptoms (total p=.028, intrusion p=.026, hyperarousal p=.034), depressive symptoms (p=.023), self-compassionate action (p=.012), and engagement with compassion from others (p=.034). Intervention effectiveness was moderated by fears of compassion.</p> <p>Interpretation: Findings support the potential effectiveness of compassion focussed therapy resources in the postpartum period.</p>
<p>25c "...for real life!" Teaching ACT to children using one of Australia's most popular TV dogs!</p> <p><i>Georgina Cox (speaker)</i></p>	<p>Working with children requires a developmentally appropriate approach, with creative, play-based activities being especially important. With the rise of screen time in this population, we have the opportunity to harness the power of popular media in the therapy room, and explain therapeutic concepts to children and parents/caregivers through much-loved and relatable characters. Superhero Therapy, developed by Janina Scarlet, is one such example, where children can identify their 'origin story' and embody the positive qualities of their own superheroes, to enable them to live their best life.</p> <p>The past few years have seen a growth in the use of ACT with younger children, for example, with an abundance of school-based programs promoting mindfulness, as well as training and books for clinicians that interweave ACT into creative and easily accessible approaches.</p> <p>This presentation will explore the use of the children's animated show 'Bluey' as a therapeutic tool for working with children and parents. Together we will take a trip around Tamar Black's KidFlex, exploring how the ACT processes of Stay here, Know What Matters, Do What Matters, Let It Be and Let It Go, as well as the broader I am Flexible, are woven into Bluey Episodes and can be used to promote the use of ACT in younger populations.</p>
<p style="text-align: right;">Symposium</p> <p>26. Research & Practice Symposium</p>	<p>This session will include a presentation on the Health Improvement Practitioner model and how it is used to support primary health care settings, as well as a paper exploring a process-based model of self-compassion.</p>
<p>26a. Learn about Health Improvement Practitioners (HIPs) at work in Wellington</p> <p><i>Monica Barnes</i> <i>Millie Tapusoa</i> <i>Elizabeth Morton</i></p> <p>Keywords: Health Improvement Practitioners (HIPs) Acceptance and Commitment Therapy (ACT) Focused Acceptance and Commitment Therapy (fACT) Workforce development</p>	<p>Health Improvement Practitioners (HIPs) are an emerging workforce based within General Practices in New Zealand. HIPs have a wide range of clinical disciplines and use behavioural health interventions to support patients to make lifestyle changes to improve their health and wellbeing. HIP services are free to patients and are funded from Ministry of Health mental health funding.</p> <p>HIPs support patients who present with mild to moderate symptoms. A core focus of the HIP model is to meet patients early to prevent further deterioration and mitigate the need for more specialist input in the future.</p> <p>HIP training is based on Acceptance and Commitment Therapy (ACT) and Focussed Acceptance and Commitment Therapy (fACT).</p> <p>Our presentation outlines the work that a Wellington PHO, Tu Ora Compass Health, has undertaken to expand, develop and support its HIP workforce to use ACT to support improved patient outcomes within primary care.</p>

<p>26b. What is self-compassion? A practical, process-based approach to understanding self-compassion definitions and interventions</p> <p><i>Joseph Ciarrochi (speaking)</i> <i>Madeleine Ferrari</i> <i>Jiesi Guo</i> <i>Steven C. Hayes</i></p> <p>Keywords: Extended Evolutionary Meta-Model (EEMM) Self-compassion Process-Based Therapy (PBT)</p>	<p>The last few decades have seen an explosion of self-compassion research, and yet the measurement of self-compassion remains fiercely debated. Rakhimov et al (2022) add fire to the debate by showing that a single factor model fits Neff's (2003) self-compassion scale (SCS) extremely well and arguing that a single total score should therefore be used in future research and practice.</p> <p>In this paper, we disagree with this conclusion, and argue that the debate can only be resolved by stating analytic assumptions, examining self-compassion theory, and considering the pragmatic purposes of the instrument. We examine self-compassion in terms of pragmatic analysis and process-based theory that brings together different self-compassion approaches. We then apply these considerations to an empirical analysis of the role of parenting in self-compassion and show that a dual factor model (positive and negative aspects of self-compassion are distinguishable) and a focus on subscales corresponds best to our pragmatic goals. We discuss implications for theory and practice.</p> <p>[due to a schedule clash, this session will be pre-recorded]</p>
<p>Workshop</p> <p>27. ACT with clients of Asian ethnicity – why and how?</p> <p><i>Sehar Moughal</i></p> <p>Keywords: Acceptance and Commitment Therapy (ACT) Asian Cultural Diversity Metaphor</p>	<p>How do you use Acceptance and Commitment Therapy (ACT) with clients of Asian ethnicity? What metaphors do you use? How does language play a role when delivering ACT to Asian clients?</p> <p>In this workshop, we will learn some of the contextual factors that must be considered when implementing ACT with clients of Asian ethnicity. Sehar will share her clinical experience working with this population, the questions she pondered, and how they led to her current doctoral study. Sehar will delve deeper into her current doctoral work and the importance of context when working with people of Asian ethnicity.</p>
<p>Plenary</p> <p>28. Weaving the Future together (so it doesn't fall apart): Prosociality, Community Resilience and Scaling up</p> <p><i>Melissa Schellekens</i></p>	<p>Melissa will close our 2022 conference with her president's address, after serving a year as president of the Australia and New Zealand chapter of ACBS.</p>

Presenters (listed alphabetically by last name)

BAHR, Giselle

Giselle worked as a clinical psychologist since 1999, mostly in Child and Adolescent Mental Health Services. For the last few years, she's worked in private practice. She also provides supervision and training to other clinicians and enjoys opportunities to share ACT in the community. Her areas of specialist experience are parenting, trauma, identity, teenagers, sexuality, depression and anxiety.

BARNES, Monica

Monica works as both a Health Improvement Practitioner (HIP) and Professional Lead for the HIP workforce within Tu Ora Compass Health. She trained as a UK mental health nurse in Scotland and worked for 15 years within inpatient, community mental health and day services. In 2012, she moved with her family to Saudi Arabia where she took up a post as Head Nurse of psychiatry services for Prince Sultan Military Medical Hospital. After three years, she was promoted to Head Nurse of the Royal Clinic.

In 2018 upon moving to NZ, Monica took up a leadership position within inpatient services at Mid-Central DHB. Here, she saw first-hand the deterioration that occurs when patients do not have access to appropriate care and treatment early in their patient journey. Her transition to a HIP role in 2021 has been transformative both personally and professionally.

BLACK, Tamar

Tamar is an educational and developmental psychologist in Melbourne, Australia. She has 20 years' experience working as a school psychologist, and 21 years' experience in private practice, working with children, adolescents and parents. Tamar has extensive experience providing clinical supervision to early career and highly experienced psychologists. She also provides training in ACT to clinicians and teachers in using ACT with children and adolescents, and using ACT in schools. Tamar is the author of *ACT for Treating Children* (New Harbinger, 2022).

BRABIN, Penny

Penny has worked in clinical psychological practice for over 35 years in Melbourne. Training in REBT through the Albert Ellis Institute (New York) she became aware, after some years of practice, of the contextual limitations of traditional REBT practice formulation. She identified a maladaptive 'view of self' typically at the core of client's emotional and behavioural presentations and, exploring beyond empiricism, developed a model of the adaptive view of Self confirmed through numerous resources like the New York analyst Dr Karen Horney, the philosopher Martin Heidegger, the work of Advaita Vedanta practitioners and other wise authors including Rev. Dr Harry Fosdick. Integrating right vs left brain processing, her further observations and the research findings from Steven Hayes and colleagues (bi-directional learning/relational framing, the influence of language-based learning, for example), deepened an understanding of human behaviour and led to a modified format in her clinical practice over the last 15-20 years.

CIARROCHI, Joseph

Joseph is a professor at the Institute for Positive Psychology and Education at Australian Catholic University. He has published more than 160 scientific journal articles and many books, including the widely acclaimed *Emotional Intelligence in Everyday Life* and *The Weight Escape*. His latest book is *What makes you stronger: How to thrive in the face of uncertainty using Acceptance and Commitment Therapy*. Ciarrochi has been honoured with more than four million dollars in research funding. His work has been discussed on TV and radio, and in magazines and newspaper articles. He is ranked in the top 1% of scientists in the world across all disciplines.

COX, Georgina

Georgina is a Senior Clinical Psychologist at the Royal Children's Hospital in Melbourne, Australia. She works across the hospital, in the Department of Neurodevelopment and Disability, supporting parents of children who have neurodevelopmental differences, complex medical needs, and at times life-limiting conditions, and the Psychology Service, providing psychological intervention to children and young people who have mental health difficulties associated with a physical/chronic health condition. She commonly supports children and families to increase their adherence to medical treatment, to face and tolerate their fears of medical procedures and phobias, as well as preparing them for surgery. Georgie has a passion for using ACT across the lifespan, and being a coach and cheerleader with the family team to live a meaningful life, whatever their circumstances.

When not at work, Georgie loves being the big kid with her best teachers, her kids. She can be found rollerskating, playing old 90s video games, out in nature camping, and riding her bike.

DEWAR, Grant

Grant, a Health Psychologist, was a late starter in the world of psychology gaining his registration at the age of 51 through the Master of Psychology (Health). He has Master's Degree in Education and has graduated in 2017 with a PhD and Master of Psychology (Clinical). He implements the scientist-practitioner model of service delivery practice in the delivery of psychological skills to the needs of individuals, families and communities. He has a particular interest in developing new approaches allowing the effective application of psychological skills to real-life settings – one such area is self-forgiveness. He has addressed a series of ACBS world conference workshops and symposia on the work he is doing to join self-forgiveness research with contextual behavioural science. His practice as a Health Psychologist has a focus on: health promotion, treatment of chronic diseases, the treatment of anxiety, depression, and the treatment of alcohol and drug use.

DORAN, Justin

Justin is a Clinical Psychologist working in Sydney, Australia. He is a general board member on the ANZ ACBS. Justin works with young people and adults in private practice. He provides supervision to Intern Clinical Psychologists completing the Master of Clinical Psychology program at Macquarie University. Justin also consults within the Voice Connection Clinic – a unique multidisciplinary team treating people with voice difficulties. From 2012 to 2021, Justin worked in child and adolescent mental health teams at Royal North Shore Hospital. During this period, he gained extensive experience working with young people who had presented to hospital in the context of suicidal behaviour. He now provides training to organisations on suicide risk assessment and intervention. Justin has also co-published research papers in the areas of bipolar disorders and coaching psychology. His main therapeutic approaches include ACT and attachment-based family therapies.

DUIRS, Andrew (He/Him)

Growing up in a remote conservative farming community in a religious family Andrew encountered messages about masculinity and sexuality that did not resonate with his own experience and that frightened him. Along with the 80's narrative that AIDS was a gay disease Andrew experienced a strong sense of needing to keep himself safe by trying to "fit in" and despite accessing mental health support on several occasions as an adult it was not until his introduction to ACT that he discovered workable tools and affirming collegiate support that helped him to unhook from deficit thoughts about himself, self and take life-affirming steps towards living more authentically and courageously. He is passionate about sharing his experiences with other LGBTQI+ people and does so in a range of contexts.

Andrew has broad experience working in a diverse range of clinical and community settings including schools, universities counselling services, prisons, trauma centres, refugee and asylum seeker services as well as private practice. Andrew has worked across a range of cultural settings including Aotearoa New Zealand, China and Australia and specialises in working with LGBTQI+ people.

FERRARI, Madeleine

Madeleine's research interests are in the areas of clinical and health psychology. She is passionate about self-compassion and cultivating a healthy and supportive way of relating to oneself, as opposed to harsh self-criticism. She is published in peer-reviewed international journals in clinical and health psychology and maintains an active research profile. She has an emerging interest in digital innovation in clinical interventions and targeting psychological wellbeing in university student populations. Madeleine completed the D(Clin)Psych at Macquarie University in 2015 and a Ph.D at the University of Sydney in 2021 titled *Self-Compassion in Adolescence: A Protective Psychological Framework for Relating to Oneself*.

FOWLER, James (He/Him)

Growing up in a small regional town the idea of accessing LGBTQI+ affirming mental health support felt like a distant dream for James. However, after eventually accessing affirming care, he experienced the profound impact of dropping the struggle and taking action. Due to these experiences, he feels concerned that within contemporary systems of mental health support many people are still relying on "luck" to find sensitive affirming care. He is, therefore, passionate about promoting mental health and affirming LGBTQI+ practice and proliferating this knowledge and creating a safer Australia for LGBTQI+ people.

James is a Doctor of Philosophy (PhD) Candidate within The University of Queensland (UQ) School of Public Health (SPH). James' work primarily involves the use of mixed-methodologies and community-based participatory research to address the needs of vulnerable communities – with a specialist focus on LGBTQI+ issues. His PhD focuses on the co-design and implementation considerations of a web-based Acceptance and Commitment Therapy program for the LGBTQI+ community.

Within UQ SPH, James project-manages two Australian government-funded, multi-site projects exploring gender-affirming hormone therapy and syphilis in pregnancy. James is also involved with projects exploring the needs of the aromantic community, gratitude in university students, and the continual evaluation of a web-based ACT program for university students. He also co-directs the UQ Positive Psychology Lab Group and sits on the Advisory Board for Lady Gaga's Born This Way Foundation. James has 4 peer-reviewed publications and 11 conference presentations and invited talks.

FRASER, Chris

Chris Fraser is the Co-founder of the Compassionate Mind Collaborative and the owner of Positive Path Counseling based in Dublin, Ohio. He is also the author of *Freedom: How Teens Can Use Mindful Compassion to Thrive in a Chaotic World and Grow a Purpose-driven Life*.

Since 1996, he has served a variety of individual clients, couples, and families in both public and private settings. Chris has a passion for and an expertise in helping children, teens, and adults develop compassionate mind skills and how to use these skills to be the best versions of themselves.

GUO, Jiesi

Jiesi is an Associate Professor at Australian Catholic University with current research focuses on (1) the academic motivational factors (e.g., task value, self-concept) and choice behaviours, (2) the impact of school climate and family socialization on students' motivational beliefs, (3) cross-cultural differences in motivational processes; (3) how multiple ecological systems on the cultural, social, motivational, and behavioural development of youth shape their major and career choices particularly in STEM (Science, Technology, Engineering, and Mathematics); (4) methodological issues in Structural Equation Modelling (e.g., multi-group and multi-level modelling).

GUY, Nigel

Nigel is a therapist and registered nurse based in Te Whanganui-a-Tara/Wellington. He works in an Adult Community Mental Health Team within the public health system and is a Co-founder of The Queer Therapy Collective, a group of queer identifying private therapists. He is trained in EMDR and cognitive & behaviour based therapies, including ACT, CBT and DBT. He is passionate about engaging in evidence-based treatment with tangata whaiora/clients.

HAYES, Louise

Louise is a clinical psychologist, author, international speaker and educator. Louise currently holds a position as Adjunct Senior Research Fellow at La Trobe University, where she collaborates on projects using contextual behavioural science. She is a peer-reviewed Acceptance and Commitment Therapy/Training trainer, engaged in training professionals worldwide. She is also a Fellow and Past President of ACBS.

Together with Joseph Ciarrochi, she developed DNA-V, a leading Acceptance and Commitment Therapy model that has sparked international studies and school curricula. Louise is also an active clinician working with adults and adolescents.

She is the co-author of best-selling books for young people, *Get Out of Your Mind and Into Your Life for Teenagers*; and *Your Life Your Way*; for practitioners, *The Thriving Adolescent*; and this year for adults, *What Makes You Stronger*.

Louise leads a community of mindfulness practitioners, and is a certified Buddhist meditation teacher. She takes professionals into the Himalayas to develop their mindfulness skills and raise funds for children in remote Nepal.

HAYES, Steven

Steven is a Nevada Foundation Professor of Psychology in the Behavior Analysis program at the University of Nevada. An author of 47 books and nearly 670 scientific articles, his career has focused on an analysis of the nature of human language and cognition and the application of this to the understanding and alleviation of human suffering. He is the developer of Relational Frame Theory, an account of human higher cognition, and has guided its extension to *Acceptance and Commitment Therapy* (ACT), a popular evidence-based form of psychotherapy that uses mindfulness, acceptance, and values-based methods. He is a co-developer of *Process-Based Therapy* (PBT), a new approach to evidence-based therapies more generally.

KEMP, Jennifer

Jennifer is a Clinical Psychologist who works with clients who are struggling with perfectionism and the mental health problems perfectionism causes and maintains. Jennifer is the author of *The ACT Workbook for Perfectionism*. She integrates Acceptance and Commitment Therapy (ACT), behavior analysis, exposure and Compassion-Focused Therapy approaches in her therapeutic and consultation work. Jennifer presents internationally on the topic of perfectionism and is available for public speaking, conferences, and workshops.

LAWSON, Lauren

Lauren is Lecturer in Clinical Psychology in the School of Psychology & Public Health at La Trobe University. She is a clinical psychologist who has been practicing ACT for 5 years, including supervising and training provisional psychologists. Her research interests are focused on mental health and wellbeing of autistic adults, understanding the impact of transdiagnostic factors (e.g. psychological flexibility, experiential avoidance) on the development and maintenance of mental health and sleep difficulties, and developing evidence based psychological interventions to effectively support autistic adults

LEONARD-CURTIN, Aisling

Aisling is a neurodivergent Chartered Counselling Psychologist and is a peer-reviewed ACT and FAP trainer. She has experience working across a variety of settings including organisational, psychiatry, addictions, psycho-oncology, community, public, and educational settings.

She is a senior psychologist for ADHD Ireland and is rolling out the *Understanding and Managing Adult ADHD Programme* (UMAAP) - the first public access government funded programme for adult ADHD in Ireland.

Aisling teaches on multiple university courses and regularly delivers ACT workshops internationally; most notably she has given workshops at Harvard Medical School and teaches at Trinity College Dublin at Doctorate level. She is a lecturer on the Masters in Coaching in UCC and the Masters in Pluralistic Psychotherapy at IICP.

Aisling is a published author, co-authoring *The Power of Small: Making Tiny Changes When Everything Feels Too Much*, a number one bestseller in Ireland. Aisling's first book, an edited volume co-edited by Matthew Skinta, *Mindfulness and Acceptance for Gender and Sexual Minorities* was published by New Harbinger.

LEONARD-CURTIN, Trish

Trish is a neurodivergent counselling psychologist who lives in Ireland with her wife and five cats. Over the last number of years she has practised using an integration of mostly acceptance and commitment therapy (ACT), compassion-focused therapy (CFT) and body-based modalities of working with complex trauma.

Trish co-authored *The Power of Small: Making Tiny Changes When Everything Feels Too Much* alongside her wife Aisling. Since her autism diagnosis last year, and ADHD diagnosis more recently, Trish became increasingly disheartened that the vast majority of autism resources and services did not have much, if anything, to offer autistic adults.

Trish is curious and passionate about bringing her interest in various theories of trauma, along with her own lived experience of complex trauma as an autistic adult, to help understand how we can build a kinder, more compassionate, supportive and understanding world for neurodivergent lived experiences of trauma.

MAKIN-BYRD, Kerry

Kerry is a United States-trained clinical psychologist and Certified Compassion Educator with expertise in trauma, compassion science, and behavioral interventions. Kerry received her Ph.D. from Pennsylvania State University and advanced training at the University of California, San Francisco and Stanford University. Kerry has presented her clinical and research findings in over 50 professional and community national and international venues. Kerry currently works in Oncology and is building a private practice in Lower Hutt, Wellington. Finally, Kerry enjoys volunteering with animal welfare and tramping around New Zealand with her husband and daughter.

MARTIN, Chris

Chris is a Clinical Psychologist who has worked in the field of palliative care for the past decade, with additional prior clinical experience in cancer care and acute mental health services, as well as teaching within undergraduate and postgraduate psychology training programs. Acceptance and Commitment Therapy (ACT) is his primary treatment modality, having been introduced to the psychological flexibility framework during his own postgraduate training and witnessing the beneficial outcomes for patients across multiple clinical contexts.

Chris undertook a PhD to formally explore the role of ACT in supporting palliative patients' quality of life as despite there being prior calls for this research to occur, a gap in the literature remained. Two studies have been completed to date, with a third study trialling a self-help ACT intervention currently underway. Chris is passionate about equipping health professionals to successfully support palliative patients' psychosocial wellbeing.

MASTIN-PURCELL, Lisa

Lisa is a provisional psychologist and postgraduate psychology student at La Trobe University. In 2019 Lisa had the opportunity to undertake her honours thesis under the supervision of Eric Morris looking at the role of Psychological Flexibility in sleep and that's where her ACT journey really began. Since then, she has become interested in both the research and applied sides of ACT, Psychological Flexibility and CBS - and is undertaking research into ACT and sleep from an idiographic perspective. She is interested in the clinical application of research and the measurement of psychological flexibility and process-based measures. Lisa is also the current secretary of the Australia and New Zealand Chapter of ACBS and is passionate about the dissemination and promotion of CBS in clinical training settings.

MCLACHLAN, Andre

Andre (Ngāti Apa and Muaūpoko iwi) is a Clinical Psychologist. He has a background in working within Forensic Mental Health and Addictions; and teaching Mental Health and Addictions across programs at the Waikato Institute of Technology (WINTEC). He has been a panel member on the United Nations Office on Drugs and Crime (UNODC). He is passionate about creative and innovative approaches to working with whānau (service users and their families).

MCLAUHLAN, Tim

Tim is a Clinical Psychologist, and a Board approved clinical Supervisor. Tim has over 15 years' experience working with youth mental health. He had the privilege of being the Clinical Team Leader for headspace Canberra for almost a decade. He is now spending his time working in private practice and providing supervision and training to other psychologists. In 2021 Tim was accepted as a peer-reviewed ACT trainer by the Association for Contextual Behavioural Science.

MORRIS, Eric

Eric is a Senior Lecturer at La Trobe University and Consultant Clinical Psychologist at Northern Health, Melbourne, Australia. He has over twenty-five years' experience working as a clinical psychologist in Australia and the United Kingdom, engaging people with complex mental health problems and their families using contextual cognitive behavioural therapies. Eric has been practising ACT since 2000, and training and supervising contextual therapists since 2006. Through ACTUALISE Lab at La Trobe University, Eric researches ACT as an intervention for recovery from psychosis, anxiety, insomnia, to support caregivers, and for workplace resilience training. He is a co-editor of *Acceptance and Commitment Therapy and Mindfulness for Psychosis*, co-author of the self-help guide, *ACTivate Your Life*, and co-author of the group treatment manual, *ACT for Psychosis Recovery*. Eric is on the Editorial Board of the Journal of Contextual Behavioral Science. He is a Fellow of the Association for Contextual Behavioural Science.

MORRIS, Sarah

Sarah is a clinical psychologist and director of Solid Rock Psychology, a small private practice in Melbourne. Originally trained as a teacher, Sarah worked for many years in a chaplaincy-type role with university students in Australia and south-east Asia, and finally retrained as a psychologist, publishing three papers in international journals on the topic of ADHD. Sarah has taken particular inspiration from her late father who had ADHD, and also loved to use ACT in his work as a GP.

MORTON, Elizabeth

Elizabeth trained as an Occupational Therapist in the 1980's in New Zealand. She then moved to Australia, inspired by the Richmond Report and its deinstitutionalization of the mental health facilities, and stayed in Australia for the next 13 years working in a variety of mental health settings. She returned to NZ in the late 90's and after a 10 year pause, reentered the workforce as a community OT with the Older Persons Mental Health Team.

In 2020 the opportunity came up for Elizabeth to work in primary care as a HIP, an exciting new field which brought together a workforce of people with a wide diversity of backgrounds and experience, united by a desire to provide people with brief effective behavioural interventions that give them tools for managing psychological distress, solving problems, and moving forward in their lives.

MOUGHAL, Sehar

Sehar is a registered psychologist, a Board Certified Behaviour Analyst (BCBA), and a professional teaching fellow at the University of Auckland. Sehar is a 1.5th generation immigrant, an advocate, a researcher, and a storyteller. Sehar is also a doctoral student and her research focuses on how ACT can be culturally tailored and trauma-sensitive for people of Asian ethnicity with family violence trauma. Sehar's passion for work stems from her own lived experiences.

PAKENHAM, Kenneth (He/Him)

Kenneth is an Emeritus Professor of clinical and health psychology at The University of Queensland. His research and clinical practice in psychology span 40 years. Through his 180 publications, 10,000 citations of his work, 80 conference presentations, 3 research awards, 5 teaching awards, and more than 3 million dollars of competitive grant funding, he has become a leader in the application of positive frameworks to coping with adversity. He developed the first ACT university course in Australia which integrates training in therapist competencies and self-care skills and shows published empirical evidence of fostering competent and resilient clinicians. His most significant professional contribution to the LGBTQI+ community was his research and clinical practice over 5 years during the AIDS crisis. In particular, he conducted the first large-scale needs assessment in Australia of people affected by HIV/AIDS and published 10 articles that forged the application of positive coping frameworks and interventions.

The following excerpt from the synopsis of Kenneth's memoir *The Trauma Banquet* provides a sketch of his personal life: "Brutal and relentless domestic violence carved his early childhood. His emerging gender fluidity and sexual diversity mystified and enraged his father and peers. When he was 13, his mother, the centre of his life, committed suicide. From this early intimacy with death, he discovered he could suck the life from pain, and this insight became his guiding light.

Cared for by an older sibling in the midst of a shattered family, he suffered violent beatings at high school that punished his gender and sexual diversity. A deep desire to find meaning in his suffering led him on a roller-coaster of drug addiction, hippie communal living, homelessness and the use of sex for material survival. Close to tasting his own death, he found salvation and re-entered society. He took the straight and narrow path through religion, university, marriage, fatherhood and career advancements. The AIDS crisis touched him professionally, a 'crucifixion' experience, the death of loved ones from suicide and accidents, and the threat of a degenerative illness skewed him along the way. After he was shattered by divorce, a new path opened that drew him back to his authentic self and gay love."

According to statistics on the mental health of the LGBTQI+ community, the significant traumas and psychosocial challenges Kenneth encountered, reflect what many sexually and gender-diverse people experience.

PEGRUM, Sarah

Sarah graduated from her combined Master of Psychology (Clinical)/Doctor of Philosophy at Australian Catholic University in 2010. She has gone on to practice in Newfoundland, Canada, specializing in body image and eating disorders. Dr. Pegrum's practice is integrative and draws heavily from contextual behavioural science. She was introduced to Acceptance and Commitment Therapy (ACT) in 2007, and since that point in time she has attended multiple workshops, trainings and conferences to hone her knowledge and skills. Dr. Pegrum is passionate about training others in ACT, and has been providing workshops, consultation, and supervision since 2013. In 2022 she became a ACBS Peer Reviewed trainer. She is currently the president of the ACBS Atlantic Canada chapter and runs the ACTing with Body Image Facebook group and meetings.

RADEKA, Angelika

Angelika works as a psychologist in public health and recently completed the Master of Clinical Psychology at La Trobe University. While at La Trobe Angelika identified a strong interest and affiliation in the applied and research sides of ACT and CBS. Alongside her psychology studies, Angelika has spent much of the past decade working as a counsellor in crisis work and suicide prevention with key roles in one of Australia's largest crisis services. This work left her keenly aware of the challenges of vicarious trauma and workplace burnout and how profoundly they affect the sense of self. She had the opportunity to explore helper trauma further under the supervision of Dr. Eric Morris for her master's thesis (2018-2020) which focused on the role of psychological flexibility in vicarious trauma. Angelika's research interest focuses on the role of self within psychological flexibility and how this is impacted by trauma.

RICHDAL, Amanda

Amanda is an adjunct professor at the Olga Tennison Autism Research Centre in the School of Psychology and Public Health at La Trobe University. She is a researcher and psychologist (Educational & Developmental) who has worked in the fields of autism and sleep for over 30 years. Her current interests are in understanding transdiagnostic processes underlying sleep and mental health conditions in autism and other populations and the application of ACT as an intervention for these conditions.

ROCHESTER, Tiffany

Tiffany has provided Clinical Psychology services in Perth for 18 years. She has always worked within a systems framework with a particular interest in complex families, including separated families, often with high-conflict families involved in the Family Court. Tiffany also has a specific interest in working with Neurodivergent teens and families. Tiffany is passionate about applying an ACT/CBS lens to working with families and sees that practitioners who work from a contextual behavioural analysis/ACT framework are ideally and uniquely skilled for working with complex systems. Tiffany provides client services at Three Waters Psychology Clinic, supports separated co-parents at Co-Parenting Companion, and provides clinical supervision and training through The Same Mountain.

SHELLEKENS, Melissa

Melissa is a research fellow at the Research for Educational Impact centre at Deakin University, with a PhD in educational psychology focusing on socio-educational equity particularly for young Indigenous Australians. Working in Colombia, she used ACT-based art approaches with female adolescents exposed to conflict related sexual violence. In Australia, she is working toward the application of contextual behavioural science and evolutionary science in schools internationally through Prosocial schools and Positive Peace international networks. Melissa is a co-founding member of Prosocial Australia Cooperative which seeks to assist groups of people to work better together to create deliberate futures through collaborative governance and cultural behaviour change. Melissa has over 20 years of experience across a range of organisations from government departments, private consulting, and NGOs, in Australia and in Colombia. Melissa is a past treasurer of ANZ ACBS, has been an active member of the ACBS Chapter and SIG committee committees and has presented at past ACBS World Conferences.

SEDLEY, Ben

Ben is a clinical psychologist and ACT therapist with fifteen years' experience in both primary health centres and community mental health teams in New Zealand and London, working with children, adolescents, adults and families facing mental health difficulties. Currently, Ben works as a Clinical Practice Advisor at Victoria University of Wellington, and well as maintaining a private practice. His book *Stuff that Sucks: A Teen's Guide to Accepting what you can't change and Committing to what you can* has received praise from young people, parents and clinicians around the world and was included in the UK Reading Well programme, which has led to it being recommended by GPs across England. Since the release of that book, Ben has been touring New Zealand and Australia introducing ways to use ACT with young people. Ben's new book, co-authored with Lisa Coyne is called *Stuff that's Loud: A Teen's Guide to Unspiralling from OCD*.

SIMSION, Daniel

Daniel is a senior clinical psychologist with the Victorian government specialist forensic mental health service, Forensicare. Following undergraduate studies in law and psychology, he completed his clinical training at La Trobe University, where he was introduced to ACT and CBS through training and supervision with Dr. Eric Morris. Since this time, Daniel's professional home has been with ACBS and he has focused particularly on implementing ACT interventions with acute populations, both in a community mental health service and in a forensic inpatient context. He is currently based on a specialist prison-based unit which works to address complex and challenging behaviours. He is also a member of the La Trobe University Actualise CBS lab and a past president of ANZ ACBS.

SOARES, Lisa

Registered since 2003, Lisa has over 18 years' experience working in both public mental health and the private sector, predominantly with people over the age of 16 years who are struggling with a wide range of mental health difficulties. She draws from a range of evidence-based therapy approaches tailored to recognise and respond to the individual needs and experiences of her clients, favouring a process driven approach to therapy.

Lisa has served on the ANZ ACBS board as a General Member as well as President-Elect. In addition to being a Private Practitioner, Lisa has worked in a range of leadership roles as well as in the University sector and is the creator and co-ordinator of the *NWMH ACTivating Recovery Program* at The Royal Melbourne Hospital Northwestern Mental Health, based in Melbourne, the first of its kind in the world. Lisa also provides professional supervision and training to psychologists and other health practitioners across a variety of sectors.

SORENSEN, Debbie

Debbie is a clinical psychologist with a Ph.D. from Harvard and 15 years of experience, who has worked on interdisciplinary medical teams and in healthcare settings for many years. She is currently in private practice in Denver, Colorado (USA), working with healthcare professionals and other adults with burnout, depression, and anxiety using an evidence-based behavioral approach. In addition to private practice, she is a co-creator and co-host of the podcast *Psychologists Off the Clock*.

TAPUSOA, Millie

Millie is Wellington South Mental Health Team Lead, and a Health Improvement Practitioner for Tu Ora Compass Health. She is of Samoan ancestry, and considers being a mother and grandmother to be her greatest achievement. Professionally, she has over 30 years of nursing experience within a variety of areas including mental health, public health and primary health. She also has expertise in adult education, including experience in adult literacy and working with refugees and migrants. She has raised three boys with disabilities, and has strength in the area of disability services. She holds a Bachelor Adult Education, Te Wananga o Aotearoa; a Post-Graduate Certificate in Education Practice, Auckland University of Technology; and a Diploma of Nursing, Parumoana Polytechnic.

WAITOKI, Waikaremoana

Moana (Ngāti Hako and Ngāti Māhanga iwi) is a Senior Lecturer/Pūkenga Matua in Te Pua Wānanga ki te Ao Faculty of Māori and Indigenous Studies - with interests in mātauranga Māori, health/hauora and Māori wellbeing and the social determinants of health.

Moana is also a clinical psychologist with work and research interests in Kaupapa Māori psychology, adult mental health, child and adolescent mental health, supervision, accreditation and curriculum development. She is the President of the New Zealand Psychological Society, an advisory member of the Suicide Prevention Office, and a member of the Film and Literature Classifications Review Board.

WASSNER, Jodie

Jodie Wassner is an Educational and Developmental psychologist with over 25 years of experience counselling young people and their families. She divides her professional time equally between clinic work with young people and educational training for psychologists and other health professionals, via local and international workshops, as well as supervision.

Her two professional passions are Acceptance and Commitment Therapy (ACT) and neurodiverse children and adolescents. Jodie currently runs a successful private practice where she works predominantly with anxiety, autism, OCD and ADHD. Jodie has always had a knack for connecting with young people. She harbours a genuine love for kids and teens and treats them with compassion and understanding from the outset. Young people and their families often comment that they feel safe and understood in Jodie's care.

Jodie has co-written a ten-session manual for psychologists working with anxious children using the principles of Acceptance and Commitment Therapy. She is Immediate Past President of the International ACT and Autism ACBS SIG and Fellow of the APS College of Educational and Developmental Psychologists.

WHITE, Ross

Ross is a Professor of Clinical Psychology at Queen's University Belfast, an ACBS peer-reviewed Acceptance and Commitment Therapy trainer, and a Fellow of the ACBS.

He is an expert in Global Mental Health. He was lead editor of 'The Palgrave Handbook of Socio-cultural Perspectives on Global Mental Health'. Ross has research collaborations with the World Health Organization and United Nations High Commissioner for Refugees investigating the efficacy of psychosocial interventions for reducing distress experienced by refugees particularly in the context and/or aftermath of humanitarian crises. He also has an interest in the processes involved in the linguistic/cultural adaptation of psychological therapies. Ross is the Principal Investigator on the ESRC/AHRC funded Community-based Socioterapy Adapted for Refugees (COSTAR) project that is evaluating a psychosocial intervention for Congolese refugees living in Uganda and Rwanda. Ross was a co-investigator on the EU Horizon2020 funded Refugee Emergency: DEFining and Implementing Novel Evidence-based psychosocial interventions (RE-DEFINE) project that is evaluating a group-based guided self-help intervention for refugees and asylum seekers across the EU and in Turkey.

WHITEHEAD, Kathryn

Kathryn (PGDipClinPsych, MA, MNZCCP) is a therapist, artist, facilitator, author, and gardener. Currently a Consultant Clinical Psychologist in private practice, Kathryn's work centres on individual therapy, supervision and research consultancy. Passionate about equity, Kathryn supports bicultural partnership, tino rangatiratanga and is an ally for diversity. She is the co-author, with Sonya Watson, of *Postpartum Depression and Anxiety: the Ultimate Survival and Recovery Guide* (2017). Specialising in attachment and ACT, Kathryn cares about helping diverse clients, infants and their families build strong, connected, and compassionate lives and relationships. These values flow into Kathryn's work as a supervisor, mentor, and facilitator for colleagues. Kathryn coordinates the Ōtautahi ACT Interest Group, is co-creating a Kaupapa Māori informed mindfulness treatment for ADHD, and features as a guest lecturer in local professional programmes. She has conducted and worked on research projects related to mindfulness, temperament, impulsivity and borderline personality disorder.

WHITTINGHAM, Koa

Koa is a senior research fellow at The University of Queensland and a registered psychologist with specialisations in both clinical and educational/developmental psychology. Her research focuses on three key interests: (1) parenting, (2) neurodevelopmental disabilities and (3) acceptance and commitment therapy (ACT) and compassion focussed therapy (CFT). She is particularly passionate about the application of ACT and CFT to parenting. Koa is the author of *Becoming Mum*, a self-help book for the transition to motherhood grounded in ACT and the first author of *Acceptance and Commitment Therapy: The Clinician's Guide to Supporting Parents*.

WIJESINGHE, Hashan

Hash has supported this work in a research assistant role. He shares concerns about the experience for kids in schools today, which he recognises as deeply embedded in self-esteeming and over identification with one's attributes, actions and affect. He is passionate about using his studies in Psychology, Philosophy and Commerce towards contributing to our cultural evolution, and promoting a safer Prosocial world for his and future generations. With a passion for content creation, he is heavily invested in resonating important ideas of Psychology and Philosophy with future generations of social media users. In commitment to his further studies in Psychology and endeavours in presentation and content creation, he hopes his work will contribute a positive impact on preventing and mitigating psychological suffering for all.

WYMAN, Katie

Katie is a Clinical and Counselling Psychologist. She currently operates her own private practice which aims to infuse ACT principles into the way the practice is run. Prior to working privately she worked as a senior clinician at Spectrum for ten years, contributing to the development of *Wise Choices*; an ACT program for people with BPD. Katie's understanding of ACT has led her to experience clients presenting with self-harm and suicidality not as a situation requiring management, but as a moment in the therapy which can lead to greater connection, understanding and therapeutic opportunities.