

Content Item	Description on BACB/BCaBA Talk List (5 th ed.) & ACT Connection
F-3	<p>Identify and prioritize socially significant behavior-change goals</p> <ul style="list-style-type: none"> •The ACT focus is entirely rooted in selecting pragmatic goals for the client; all behaviors targeted for intervention directly relate to the client’s natural environment, and therapeutic goals must relate to adaptive, flexible behaviors.
G-1	<p>Use positive and negative reinforcement procedures to strengthen behavior</p> <ul style="list-style-type: none"> •The “Reinforcer Core” of the ACT model emphasizes contingency management, and incorporates reinforcement procedures to strengthen adaptive, flexible behaviors.
G-2	<p>Use interventions based on motivating operations and discriminative stimuli</p> <ul style="list-style-type: none"> •ACT intervention conditions natural environmental stimuli as motivating operations evoking adaptive, flexible behavior, and reduces the influence of delayed reinforcement on current behavior, increasing the saliency of discriminative stimuli for delayed reinforcers and their potency.
G-6	<p>Use instructions and rules</p> <ul style="list-style-type: none"> •ACT addresses problem behavior that is the result of rule-governed behavior that maintains maladaptive and inflexible behavior. As well, ACT will develop instructions and rules that occasion the occurrence of adaptive, flexible behavior.
G-10.	<p>Teach simple and conditional discriminations.</p> <ul style="list-style-type: none"> •Both the “Mindful Core” and “Reinforcer Core” require instruction in simple and conditional discriminations. For example, the client must learn to discriminate between stimuli present in the environment and those in their verbal behavior, as well as the distinction between “literal” and “nonliteral” thoughts. As well, the client must discriminate between behavior related to values and behavior that is not related to values.
G-19	<p>Use contingency contracting</p> <ul style="list-style-type: none"> •The “Reinforcer Core” relies on both therapist and client input in the development of contingency contracts related to the client’s valued behavior and therapeutic goals. These contracts will be monitored by both the therapist and the client to evaluate therapeutic outcomes.
G-20	<p>Use self-management strategies.</p> <ul style="list-style-type: none"> •As part of the “Mindful Core,” clients will learn to monitor their own behavior in order to learn when to implement therapeutic techniques (i.e. defusion); he or she will need to discriminate between behavior that is “mindful” and behavior that is not, and respond accordingly. As part of the “Reinforcer Core,” clients will learn to monitor their own behavior related to valued outcomes, and implement self-management strategies in order to increase adaptive, flexible behavior, and evaluate their own progress.
G-22	<p>Use procedures to promote maintenance.</p> <ul style="list-style-type: none"> •Although ACT exercises may occur in analog settings, transfer to the natural environment is a key component of ACT. The overarching therapeutic goal of ACT is the development of an operant that includes adaptive, flexible behavior, which is mediated by both natural environmental contingencies and the clients’ verbal behavior.