



## **BACB Type 2 Approved Continuing Education (ACE) Syllabus**

### **ACE Provider Information**

**NAME OF ACE PROVIDER APPLICANT:** Shamoun Early Learning Center  
**NAME OF ACE COORDINATOR:** Kimberly Shamoun, Ph.D., BCBA-D, LBA-NY  
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### **Event Information**

**TITLE OF EVENT:** *Acceptance & Commitment Therapy (ACT): Episode 1: An Introduction to ACT*

**DATE, LOCATION AND TIME OF EVENT:** Asynchronous Online event

**NAME(S) OF EVENT INSTRUCTOR(S):** Ridda Sheikh, M.A., BCBA, LBA-NY

**NUMBER OF TYPE 2 CE UNITS:** 1.0 CE Unit

**EVENT IS DESIGNED FOR:**

- Board Certified Behavior Analyst (BCBAS)  
 Board Certified Assistant Behavior Analyst (BCABAS)  
 Both BCBA's and BCABAS

**DESCRIPTION OF TYPE 2 CE EVENT CONTENT:**

Learners with Autism Spectrum Disorder (ASD) experience higher levels of psychiatric concerns relating to increased levels of inflexibility and rigidity, and there is a growing need to adapt empirically-based interventions in order to reduce these cognitive and emotional stressors (Maisel, Stephenson, Cox, & South, 2019) and increase their quality of life. This event will cover a brief description of Acceptance and Commitment Therapy (ACT), which is a contextual behavior therapy, based on Cognitive Behavior Therapy (CBT). The ACT model includes techniques, or hexaflexes, such as cognitive defusion, acceptance, mindfulness, values and commitment methods (Pahnke, Lundgren, Hurtsi, & Hirvikoski, 2014). These techniques will be explored in more detail, with an in-depth review of empirical literature evaluating the effectiveness of the ACT training for a group of students with high-functioning ASD diagnosis (Pahnke, Lundgren, Hurtsi, & Hirvikoski, 2014), an evaluation of an online training program to improve family well-being (Pennefather, Hieneman, Raulston, & Caraway, 2018), and the use of the cognitive defusion technique to reduce distress in learners diagnosed with ASD (Maisel, Stephenson, Cox, & South, 2019). These adaptations of CBT models and strategies are helpful in planning for and training explicit skills, while meeting our ethical obligation, as clinicians, to utilize the most efficient strategies for our learners.

**EVENT COVERS THE FOLLOWING BEHAVIOR ANALYSIS CONTENT:**

- Responsible conduct of behavior analysts
- Behavior analysts' responsibility to clients
- Behavior analysts and the behavior-change program
- Behavior analysts' ethical responsibility to the profession of behavior analysis

- Behavior analysts and research
- Behavior analysts' ethical responsibility to the BACB

**LEARNING OBJECTIVES FOR PARTICIPANTS:**

1. Participants will consider the symptomology of the autism spectrum disorder (ASD) diagnosis and identify the characteristics that warrant an adaptation to traditional applied behavior analytic (ABA) teaching strategies.
2. Participants will review the initial studies that were conducted to evaluate the effectiveness of using Acceptance and Commitment Therapy (ACT) for learners with an ASD diagnosis through various modalities.
3. Participants will identify applications of ACT to treat behavioral excesses as well as behavioral deficits.
4. Participants will be able to state the six constructs and identify examples of each.
5. Participants will be given examples of how the core processes can be taught to learners of different age groups and different behavioral repertoires.

**DISCLAIMER:**

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