

# ACT Advanced SFC Coaching Certificate



Practitioner & Coaching Certification



# Practitioner & Coaching Certification Course

**ACT: Acceptance  
Commitment  
Techniques/Training/Therapy**

**Advanced Level**





Coach Hall

Life Mastery  
Coach

Self  
Relationship  
Leadership  
Management  
Creation  
Transition



Your  
Acceptance  
Commitment  
Therapy  
Advance  
Level  
Instructor



# ACT Life Coach Certificate

Advance Level



## Introduction



# Section Overview

- › **Meet your instructor**
- › **Get Ready to take the course**
- › **Goals of this Course**
- › **What you Should Know**
- › **Course Sections Overview**







# Coach Hall

Life Mastery Coach

International Best Selling Instructor

Creator of :

- The Stars Developmental System
- The Cogniton Tower aka CTME
- 6FEM Self Development Modality

## Introduction

ACT Coaching Certificate Advanced Level

Course includes

- Video & Associated Audio Lectures
- Matched to lecture Workbook
- Support via joining the Star Family Coaching facebook page.
- ACT overview and breakdown of frameworks, tools & techniques
- Focus on the Coach Client engagement
- Session Structure
- Before & During Session Steps
- A case study and demonstration



# GETTING READY TO TAKE THIS COURSE

- Download Workbook
- Pace yourself use Pomodoro method
- Adequate Energy Levels
- Find a study buddy
- Use it right away
- Join Star Family Coaching Facebook page





# Goals of the Course

## ACT Coaching Certificate Advanced Level

- What is ACT & How it compares to other modalities
- Teach the Frameworks & Primary Tools of ACT
- Hexaflex, Psychological Flexibility & Rigidity Unpacked
- The triflex Flow of ACT & introduction you to Rachel & Eddie
- Get you (the Life coach) ready to see your first client
- First 3 sessions with Rachel & Eddie step by step demonstration
- How to proceed after the Initial sessions
- 16 Value Identification exercises, 16 Acceptance Exercises, 5 Defusion techniques, Multiple tools over a dozen blank ready to use Coach/Client worksheets
- What should be on the mind of the Coach during session.
- Your coaches role, style, session flow and the business of being an ACT Life Coach





# WHAT YOU SHOULD KNOW FOR THIS COURSE

✓ The MAP of choice

✓ Introduction to 6FEM

✓ Choices & our Mindset

✓ ACT revealed, history, hexaflex, triflex, and What is Psychological Flexibility?

✓ ACT tools like Four square, Matrix and Choice point

✓ Break down the six points of the ACT Hexaflex

✓ 6 Categories of Cognitive Fusion

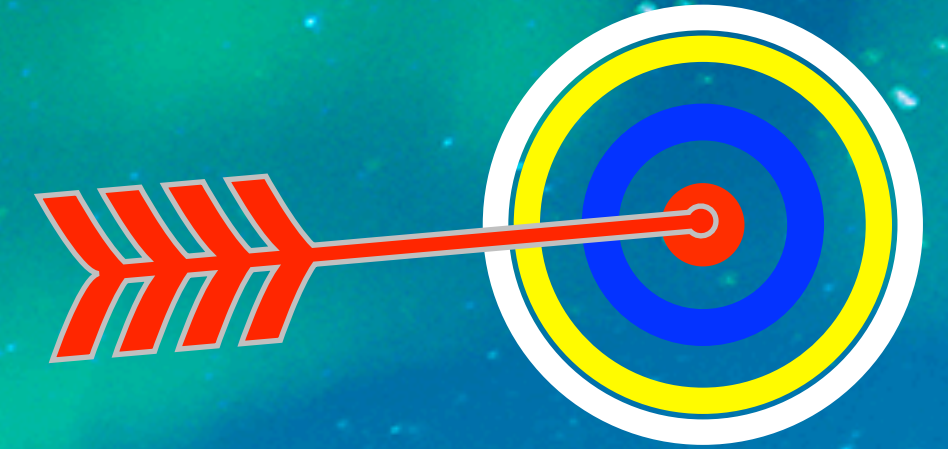
✓ 6 core pathologies of Psychological Rigidity

✓ A number of ACT terms and a few SFC terms

✓ How to get unhooked?

✓ ACT Flow

✓ ACT wrap up





# Course Sections Overview

1

Introduction

2

Helping???

3

Framework,  
Tools, & Terms

4

Hexaflex &  
Triflex Under  
the Scope

5

To be an ACT  
Life Coach

6

Additional  
Fundamentals

7

Getting Started  
Let's Help Eddie!

8

Session 1  
Step by Step

9

Sessions 2&3

10

More Essentials

11

Acceptance

12

Wrap up





# Notes



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# Helping???



# Section Overview

- **KISS the A2B of helping**
- **What is ACT?**
- **Why is it Useful?**
- **Comparisions to other modalities**
- **Lecture of comparing ACT...pt 1**
- **Lecture of Comparing ACT...pt 2**





# KISS

KISS is an  
Acronym



Keep it Super Simple  
or  
(as the famous Rock Band)  
Keep it Simple Stupid



If we KISS  
Coaching we  
would find a  
very simple  
**FORMULA**

**A to B,**

**A ==> B,**

**or**

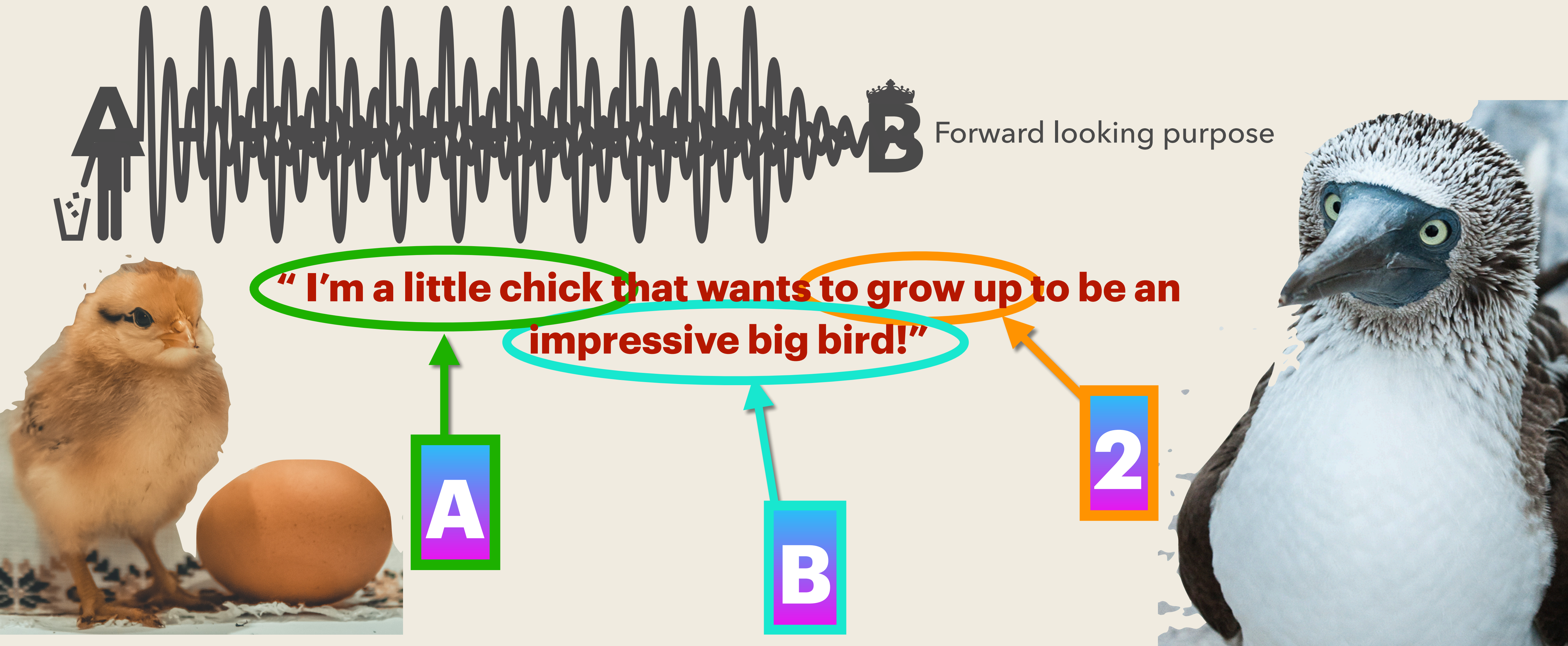
**A 2 B**



TYPICAL LIFE COACHING: EXPLAINING OUR CLIENT'S "A" (WHERE WE ARE AT)

HELP TO DISCOVER OUR CLIENT'S "B" (WHERE/WHAT WE WANT)

THEN WE HELP THEM TO CREATE THE "2" OR MAP FROM "A" TO "B"







# Notes





## What is ACT?



**ACTion**

ACT pronounced Act & not spelled out as A-C-T is referred to as an action oriented therapy. ACT uses a variety of techniques to help us resolve issues, achieve goals, and enables us to become free of all dependencies. ACT delivers us empowerment & opens the door of life mastery.

**ACT generally stands for  
Acceptance, Commitment, Therapy.**

**However, As a Life Mastery Coach and one who uses a number of different modalities to help others, including one I created called 6FEM, I prefer to interpret it as:**

**Acceptance, Commitment, Techniques.**





# Notes





## Why is it Useful?

# ACTion

ACT's usefulness is expressed in the first two letters of the acronym. Acceptance & Commitment. ACT deals with our human nature to be emotional, feeling, thinking and thought producing creatures. We are generally driven by motivative operatives. This means something inside our mind pushes us to be and do. ACT looks at the whole of our experiences and our participation in these experiences, not to be judged as good or bad, rather as natural. In a nutshell this represents the Acceptance part. Once we validate the wholeness and understand our mind we can create a plan of action to move towards where we wish to be in life via committed action. Hence the Commitment part of ACT. So, ACT is Useful because it helps us understand and uses all of our natural abilities to our benefit. Making it so your Feelings & Thoughts no longer work against you, instead they work for you.





# Notes

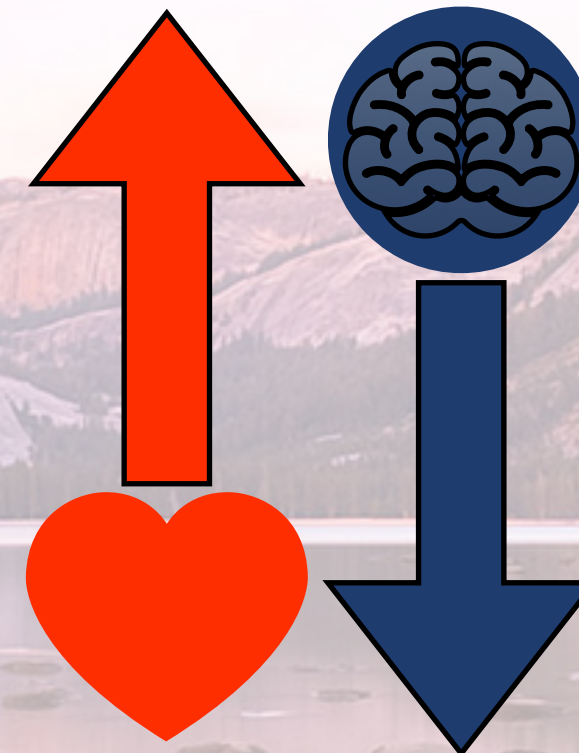




## Comparison to other Modalities

vs **CBT, NLP, Traditional L.C. +**

ACT utilizes the Motivational Power of Emotion with a thinking & thought driven Strategy for achievement.



ACT is a  
Thinking &  
Feeling  
Modality



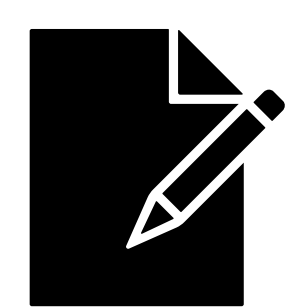
NLP  
CBT  
Life Coaching  
SMART  
TGROW  
CCOACH



Thinking Modalities in  
general do not take  
advantage of the power of  
emotions. To the contrary  
they attempt to disarm  
this power by thinking  
around it.





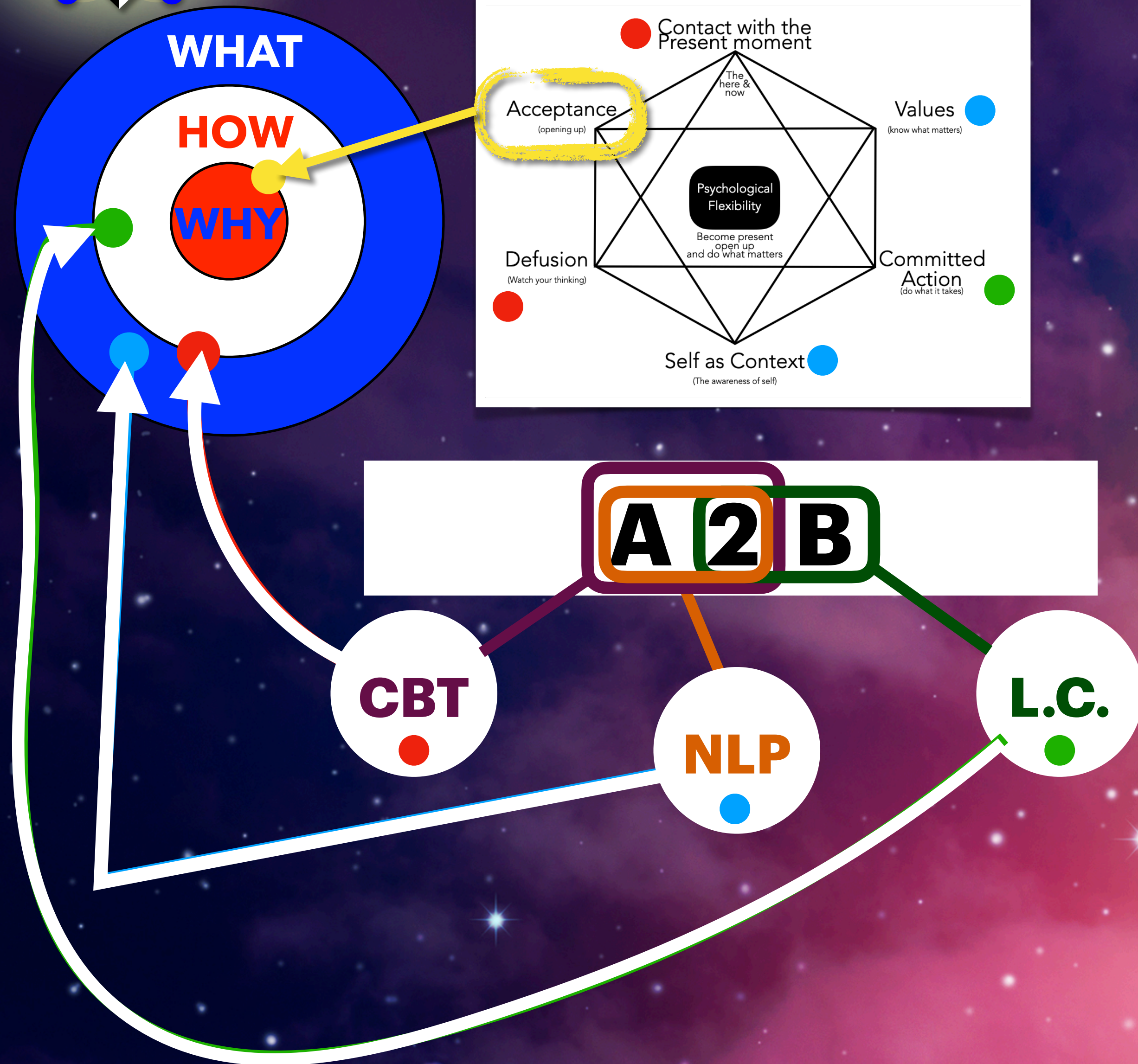


# Notes



# Lecture comparing Modalities

## Part 1





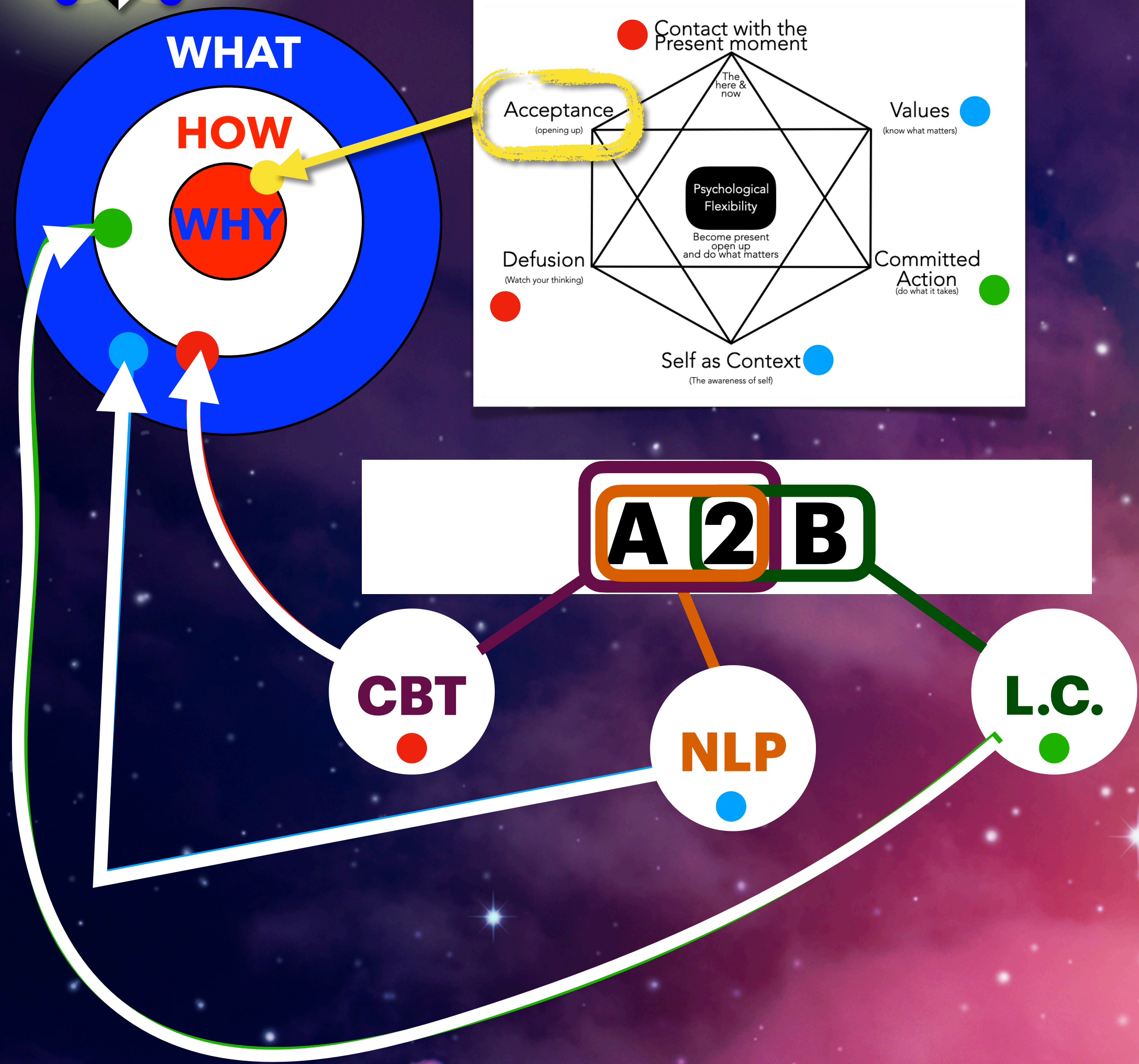


# Notes



# Lecture comparing Modalities

## Part 2







# Notes



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# Framework, Tools, & Terms



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# Section Overview

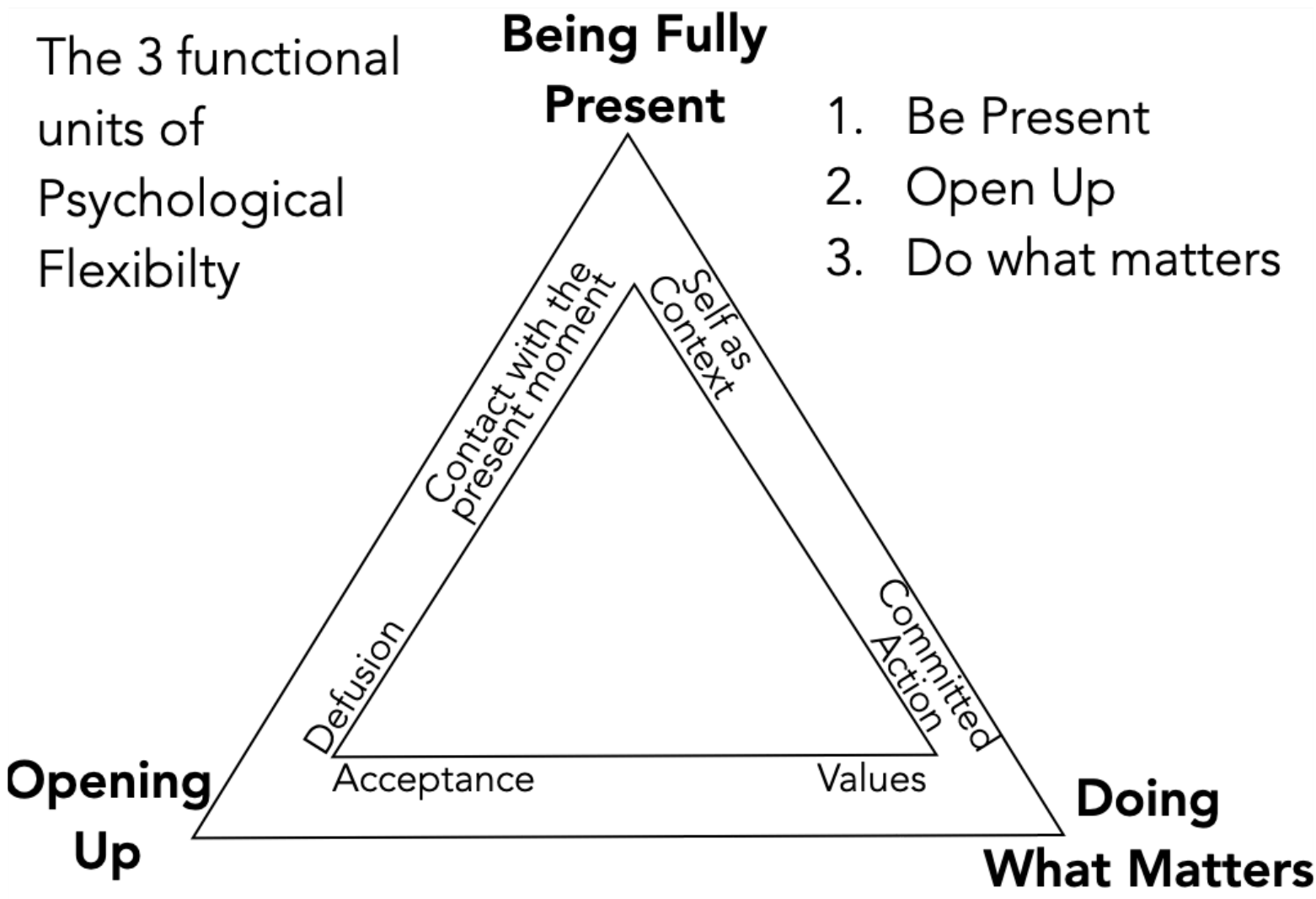
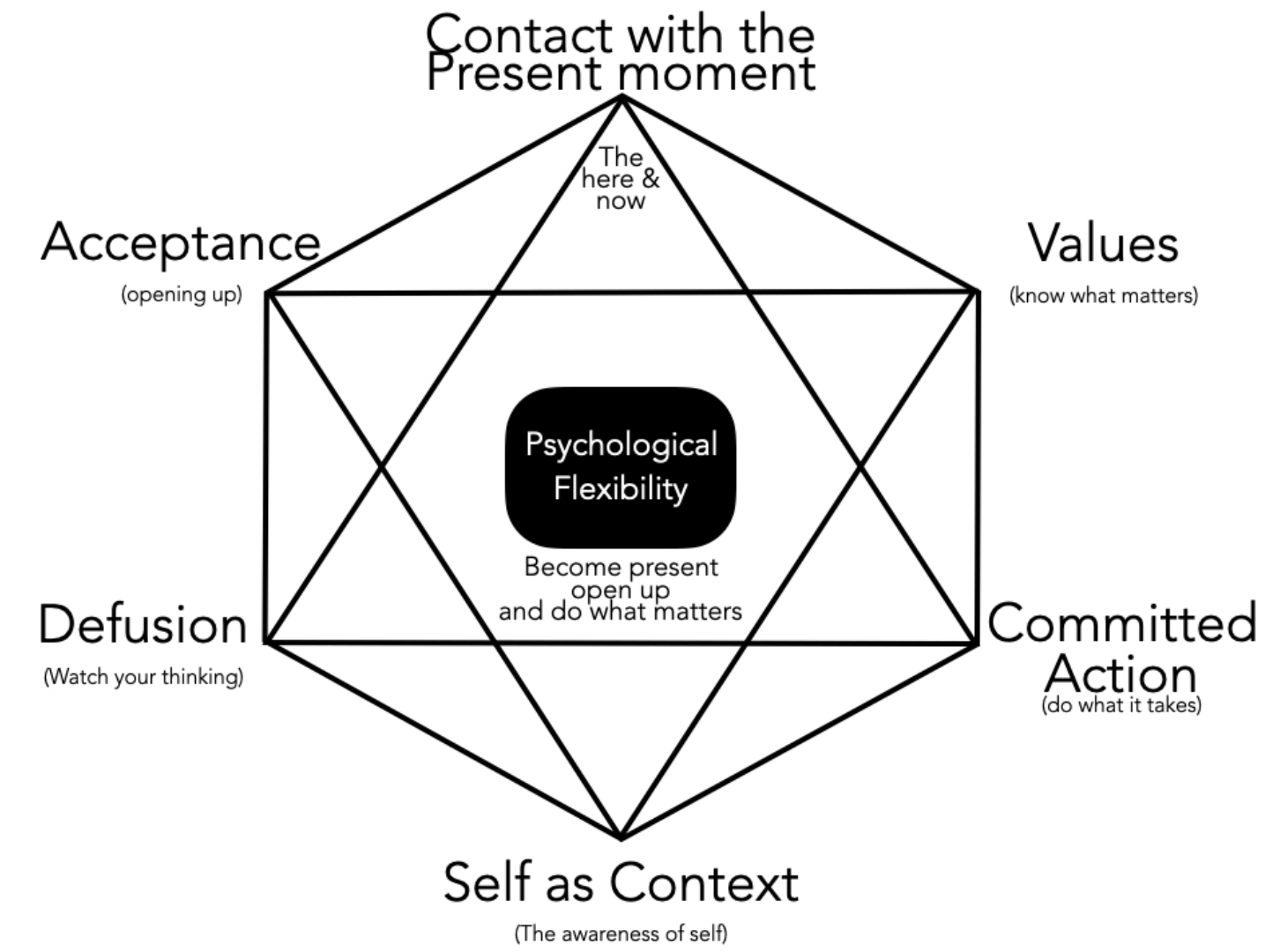
- HEXAFLEX & TRIFLEX**
  - FOUR-SQUARE**
  - ACT MATRIX**
  - CHOICE POINT**
  - A&L WORKSHEET**
  - COMMON TERMS PT 1**
  - COMMON TERMS PT 2**
- 



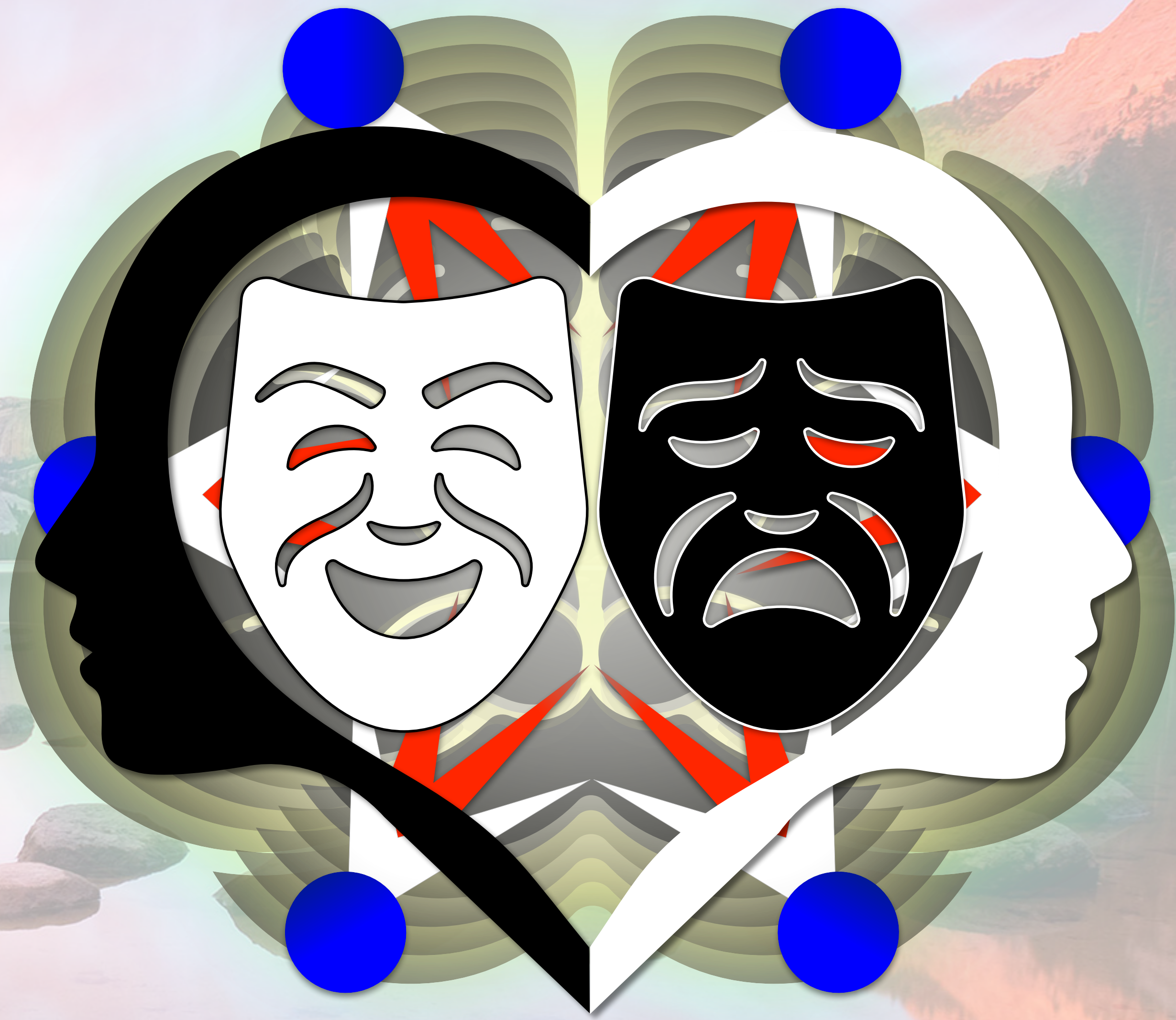


# Hexaflex & Triflex

HEXAFLEX



TRIFLEX



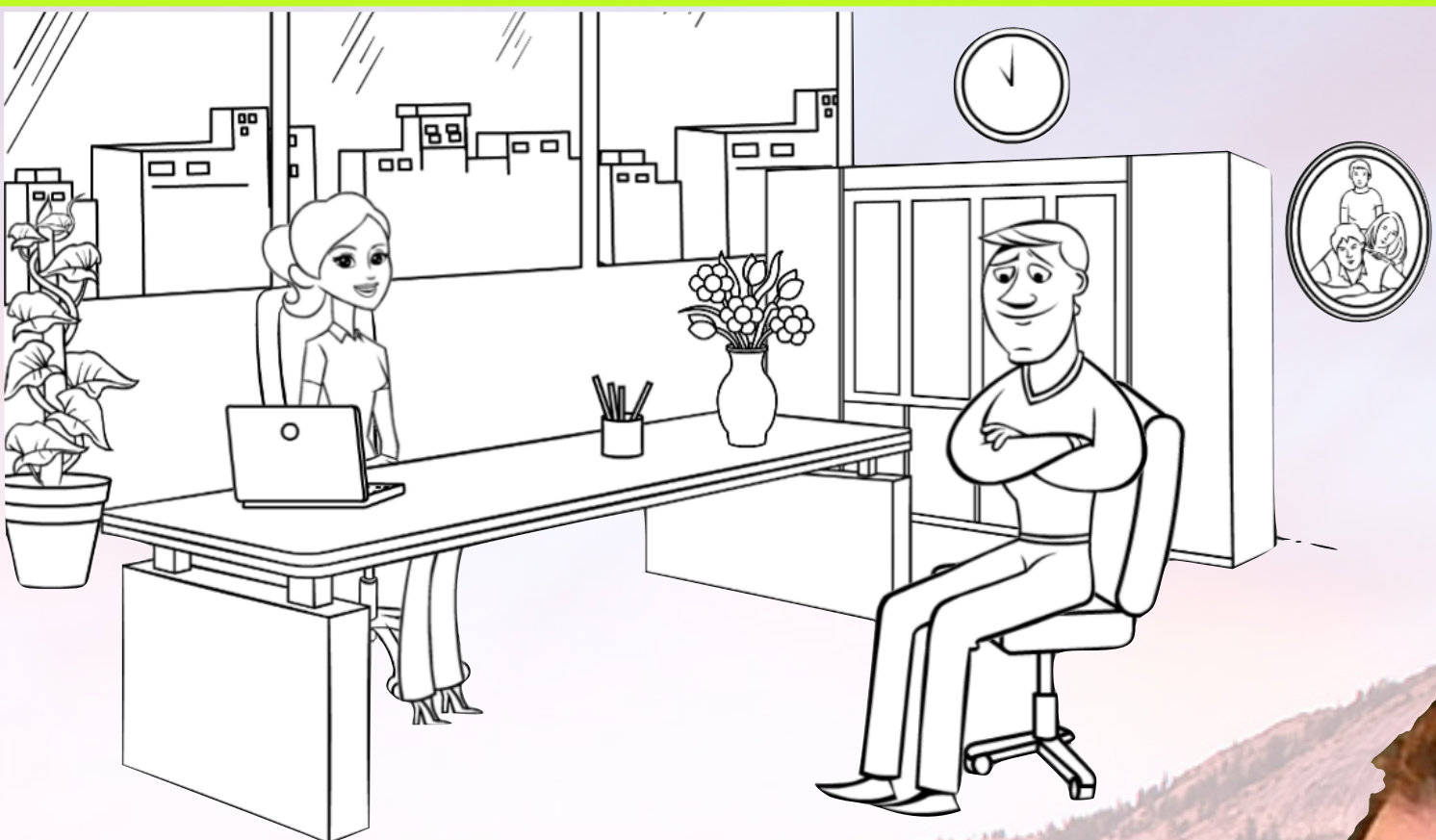




# Notes



# Four Square



## Four-square

		A Workability	
		Not Working (Less Meaning)	More Workable (More Meaning)
B Behavior	Public		
	Private		



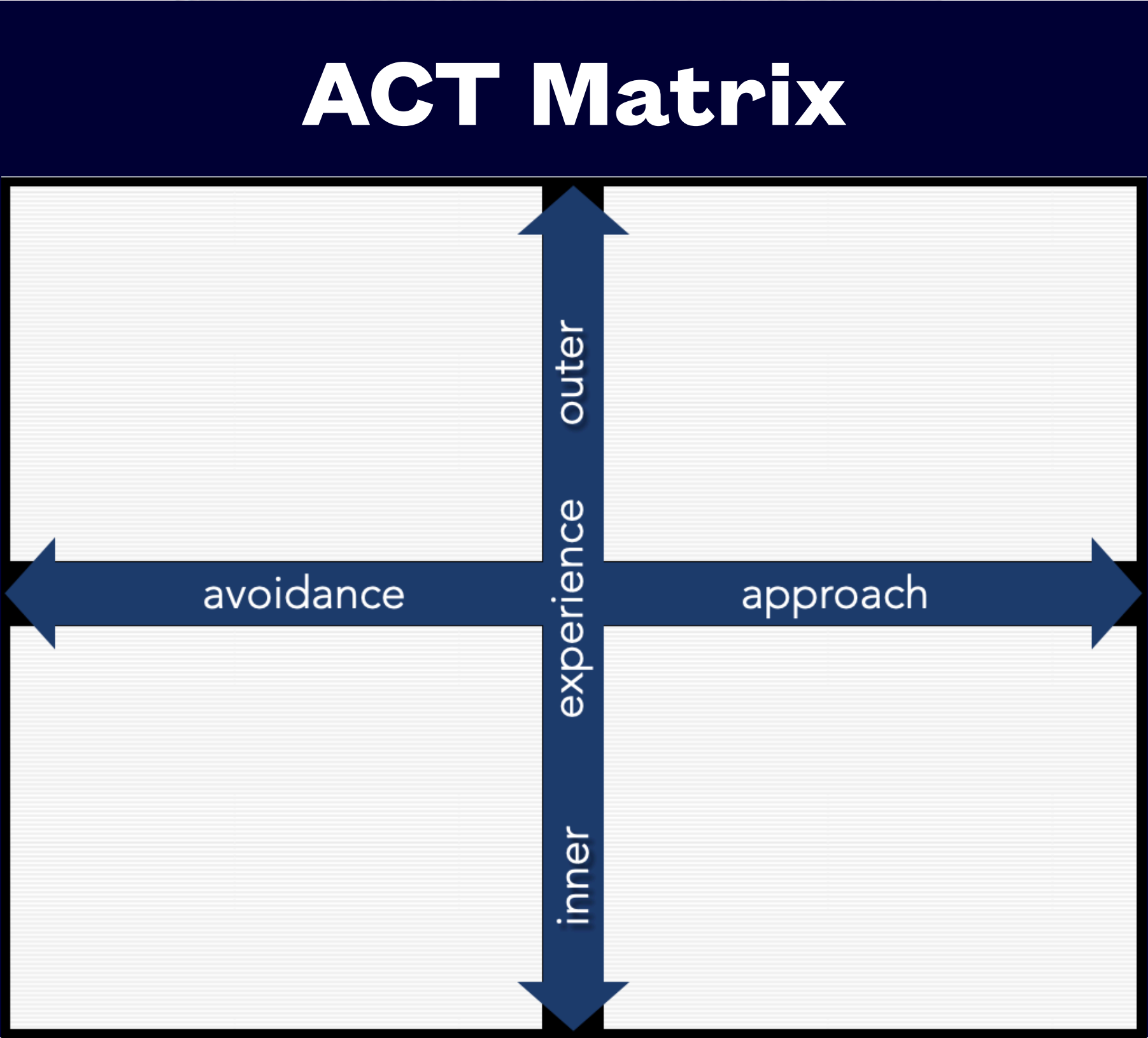




# Notes



ACT Matrix







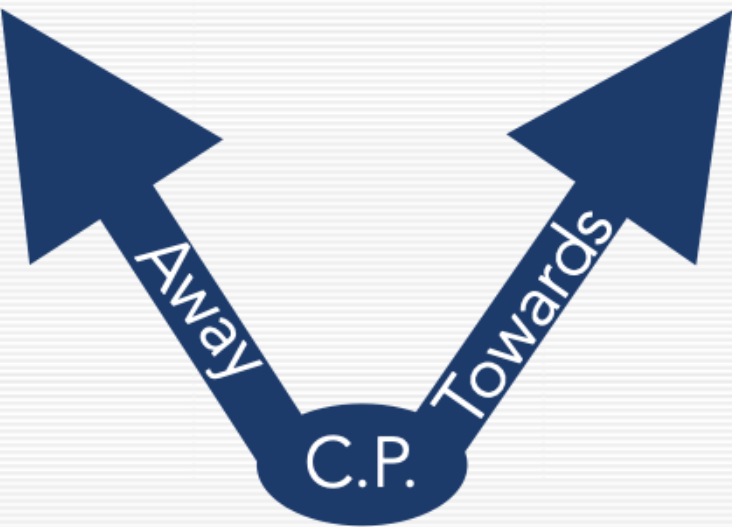
# Notes



Choice Point



Choice Point







# Notes



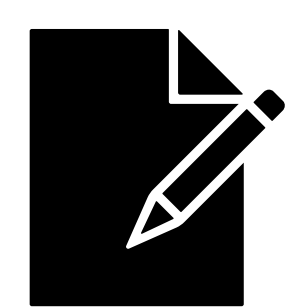
A & L Worksheet



A & L Worksheet	
Assets	Liabilities
Hmmm	







# Notes



# Overview of ACT Common Terms pt 1

Bullseye: The desired place, feeling, self concept  
our “B’ point

Defusion:

Emotional Avoidance:

Functional Contextualism:

Hooked & Unhooked:



ACT  
*Common Terms*







# Notes



# Overview of ACT Common Terms pt 2

Inflexible Attention:

Psychological Flexibility:

Psychological Rigidity:

Self Concept:

Workability:



ACT  
*Common Terms*







# Notes



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## Hexaflex & Triflex under the Scope



# Section Overview

- **HEXAFLEX CPM**
- **HEXAFLEX VALUES**
- **HEXAFLEX COMMITTED ACTION**
- **HEXAFLEX SAC**
- **HEXAFLEX DEFUSION**
- **HEXAFLEX ACCEPTANCE**
- **TRIFLEX: BEING FULLY PRESENT**
- **TRIFLEX: OPENING UP**
- **TRIFLEX: DOING WHAT MATTERS**





# Hexaflex CPM

## Contact with the Present Moment

- **Grounding & Focused Awareness**
- **Here & Now & Mindfulness**
  - A. Breathing 4-7-8 (example later)
  - B. Tension Release Toes to Head (example later)
  - C. Various Meditation Techniques
- **Goal = Calm & Relax Mindset**







# Notes



# Hexaflex Values

- **Value Elicitation** What are your values? (Wanted & Unwanted)
- **Exercises**
  - A. Who am I?
  - B. Why do I wake up everyday?
  - C. What have/do I enjoy?
  - D. What have/do I not enjoy?
  - E. Why do I enjoy that/it?
- **Assessments/Check lists**
- **Ranking**
- **Changing over time**







# Notes



# Committed Action

- **2 W's Workable & Willingness**  
(Willingness detailed later)
- **The “2” of A2B** directed towards the **Bullseye or “B” Point**
- **Constructed with a model like SMART**
  - A. Specific**
  - B. Measurable**
  - C. Actionable / Accountable**
  - D. Realistic / Relatable to Values**
  - E. Targeted / Time sensitive**
- **Finding PURPOSE Propulsion**







# Notes



# Hexaflex SAC

## Self as Context

- **2 parts**
- **Subjective**
  - A. Self Concept
  - B. Self Esteem
  - C. Self Worth
  - D. Self Confidence
- **Objective and/or Relative**
  - A. Noticing us as we might notice others
  - B. Compassion for self
  - C. Strategic awareness of our actions
  - D. Relating to others via empathy and applying the same for ourselves







# Notes

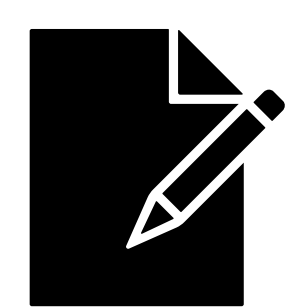


# Hexaflex Defusion

- **Challenging our thinking Strategies**
    - A. Fusion with past
    - B. Fusion with future
    - C. Fusion with self concept
    - D. Fusion with reasoning
    - E. Fusion with rules
    - F. Fusion with Judgement
  - **Strategies and believed available options confined to rigid thinking**
- Goal = Open thinking**







# Notes



# Hexaflex Acceptance

- **Intuitive > conditioned  
counter intuitive**
  - A. Emotions Natural
  - B. Feelings Natural
  - C. Thinking Nurtured & Natural
  - D. Thoughts Natural
- **Normal Human Experiences:**  
Emotions, Feelings, Sensations,  
Thoughts, Memories, Urges,  
Impulses
- **Exercises to:** Acknowledge, Allow,  
Accommodate

**Goal = Accept our Wise Nature**



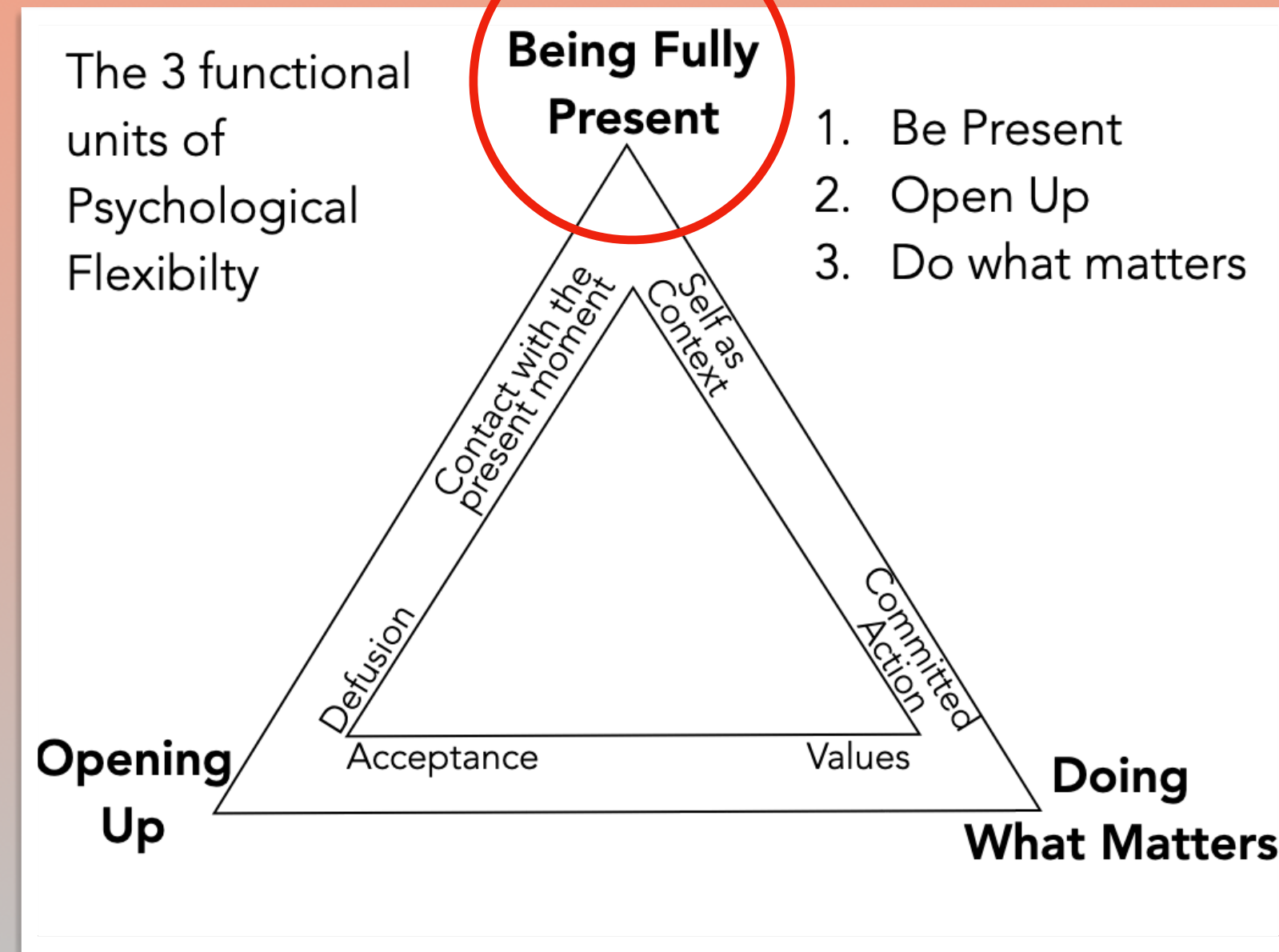




# Notes



# Being Fully Present



- Connecting SAC with CPM
- Focused & Controlled Navigation of the Mind
- Thinking about thinking, Feeling your feelings

**Goal= to Shift easily from Subjective to Objective for full experiential empowerment**



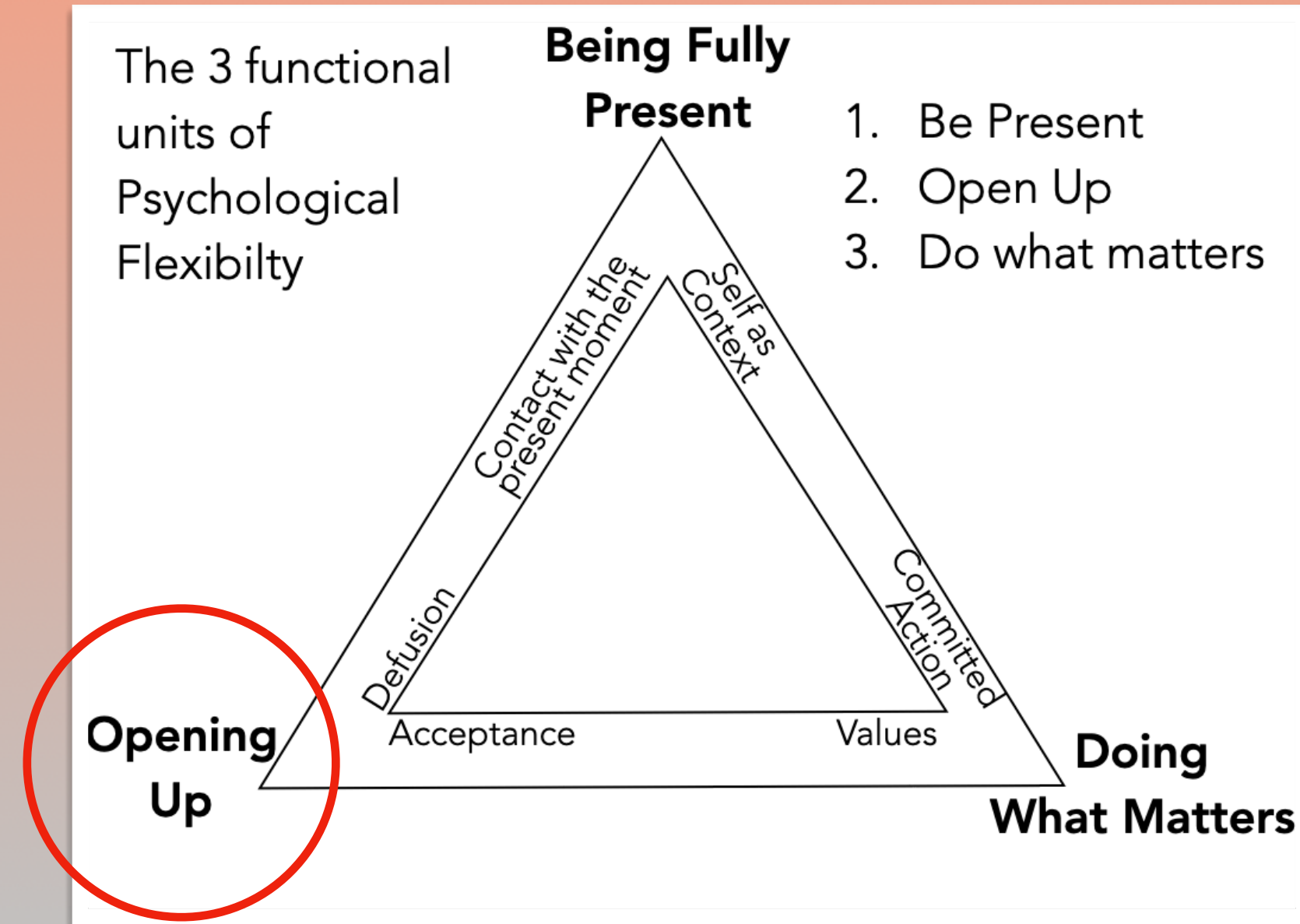




# Notes



# Opening Up



- **Connecting Thinking with the Experience of “it”.**
  - **Accepting the whole Humanness of you. Thoughts, Feelings & Thinking Strategies**
- Goal = Open up choices & Free up Experience**



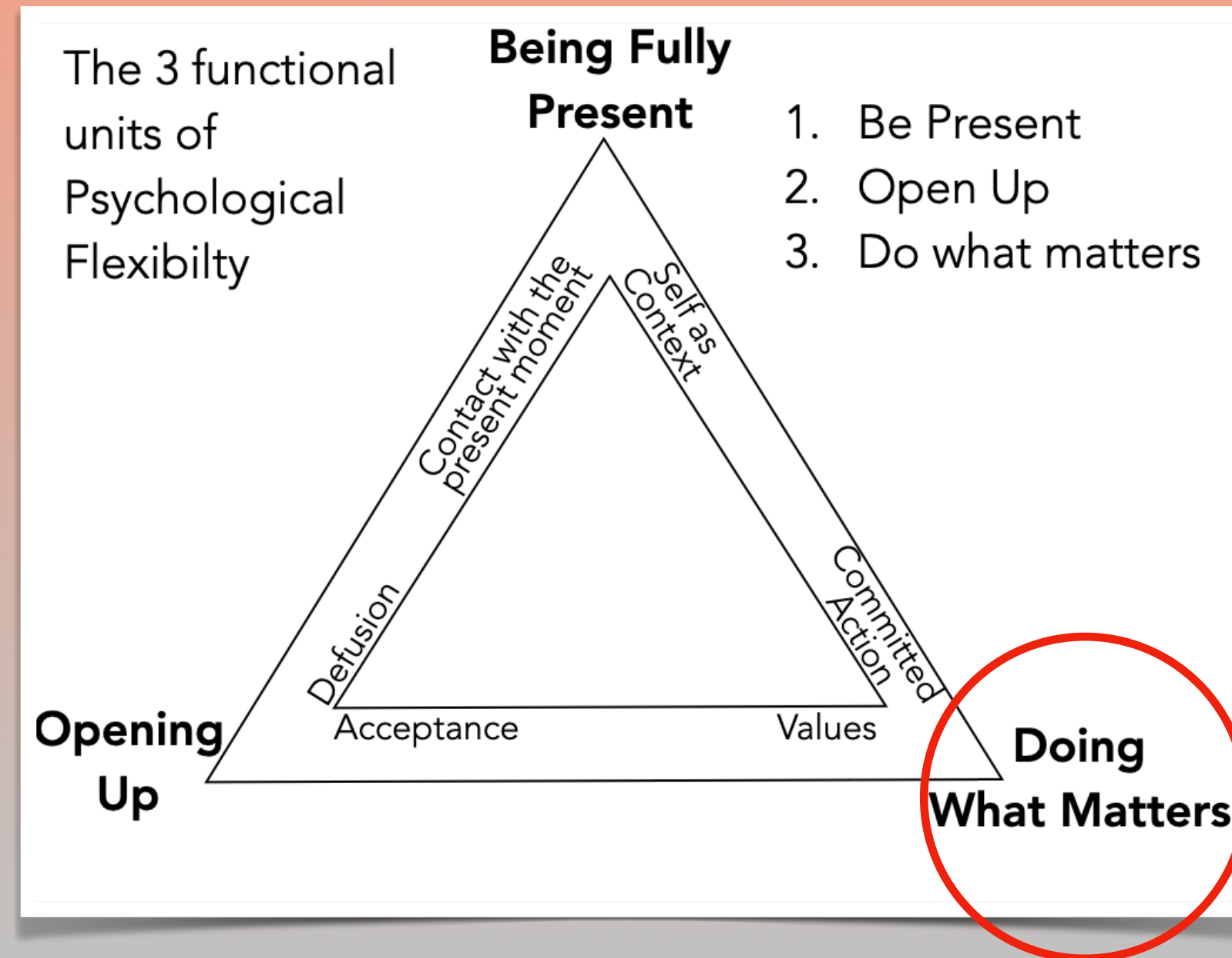




# Notes



# Doing what Matters



- **Connecting Values with Committed Action**
- **The finding & acknowledgment of our Values, their priority**
- **The potential of Purpose**
- **Is our “2” geared towards achieving “B” of the A2B**

**Goal= Create Action plan with SMART or other Life coach model that’s workable driving by willingness**







# Notes



# ACT Life Coach Certificate

Advance Level



# To be an ACT life coach





# Hi, I'm Rachel

## Your ACT Life Coach

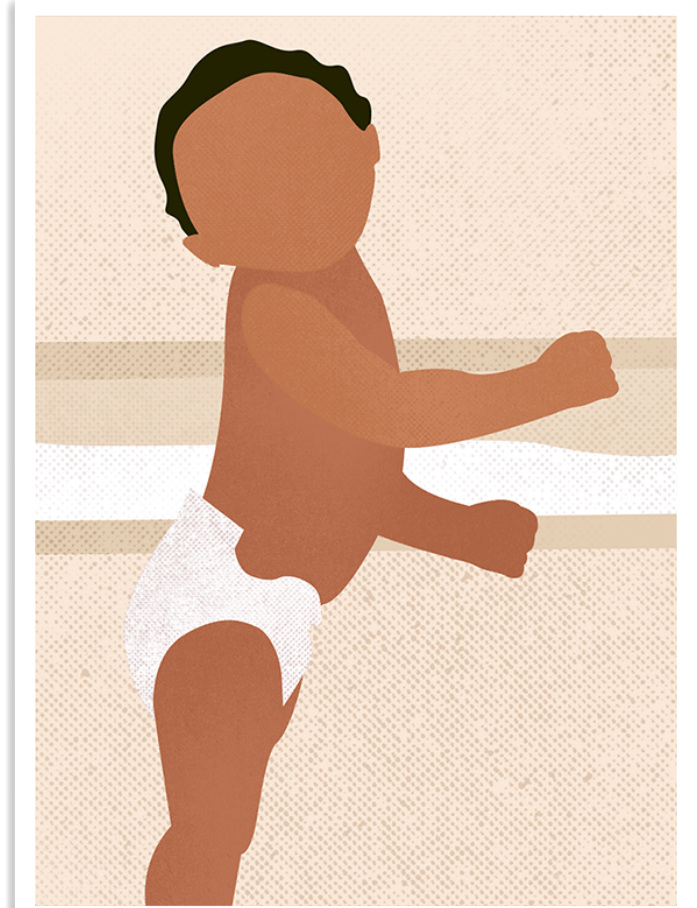
## Section Overview

- The Helper in us
- A2B for you and your client
- Niche, Modality, Style
- Accreditation & Legal Issues
- Physical Prep
- What should I charge?
- Sessions or Packages?
- Intro to Session Map & Goals
- Collaborate, Solo or Partner
- Example biz model



## The Helper in US

- **Born Helpless**
- **Agents of our Environment demonstrate help to us**
- **Barretts 7 stages of human development: the pentacle is to serve**
- **Personal observation & validation of our ability to positively impact the life of another**
- **SFC Principle #21**





# WE ARE HELPERS

## PRINCIPLE



**From birth a mother gives her milk and the family provides protection. We are born takers but learn right away that others are always giving to us.**



**We Help!**





# Notes



## **A2B for you and your client**

- **A2B are the frameworks to help our clients**
- **A2B is the framework we use to complete our work with clients**
- **A2B is the framework you'll use for your biz plan**
- **A2B is the framework you'll use to better your coaching competency**
- **A2B you'll teach, demonstrate, and master**







# Notes



## Niche, Modality, Style

- **Your Niche will begin with what you know best and/or what you are most passionate about.**
- **Niche is a reflection of your life experiences. However, it doesn't have to be.**
- **Your Modality after this course can be ACT but you can use anything you have learned.**
  - **Your Style will come with practice.**
  - **Be yourself.**
  - **Make mistakes and learn from them**
  - **Practice Practice Practice**







# Notes



## **Accreditation & Legal Issues**

- **Accreditation has many flavors.**
- **Check your region, country, county, city to see what is required.**
- **Often depends on what you call your service. Still always check in the area you'll be serving.**
- **Good idea to get insurance to cover law suites. Find out what is required in your area of service.**
- **Your ACT course will be recognised by Star Family Coaching.**







# Notes



## Physical Prep

- **Preparation is key to success**
- **Two main types of PREP (ME & Physical)**
- **Mental/Emotional Prep, Attitude/Mind PREP is done just before you meet with your client**
- **Physical Prep: the Physical/ Material components required for a successful session & relationship**
- **Contract/s, Workbooks, Forms, Worksheets, Recording Devices, Writing instruments, Decor, Environment, Music, Water, Restroom, Blanket, etc...**







# Notes



## What should I charge?



- **What is your time worth?**
- **What is their time worth?**
- **What you offer will be valued according to what you charge.**
- **cheap price = cheap service**
- **Folks Value what cost the most**
- **Generally \$50 - \$150 per session.**
- **Bartering is great especially in the beginning**







# Notes



# Sessions or Packages?

**Depends on your**

- **niche**
- **role**
- **modality**
- **clients needs**

**1 Package**  
**1 Issue**

**Using ACT ...**

- **Package between 6 to 12 sessions or more.**
- **Understand the goal of each session and goal of the package**







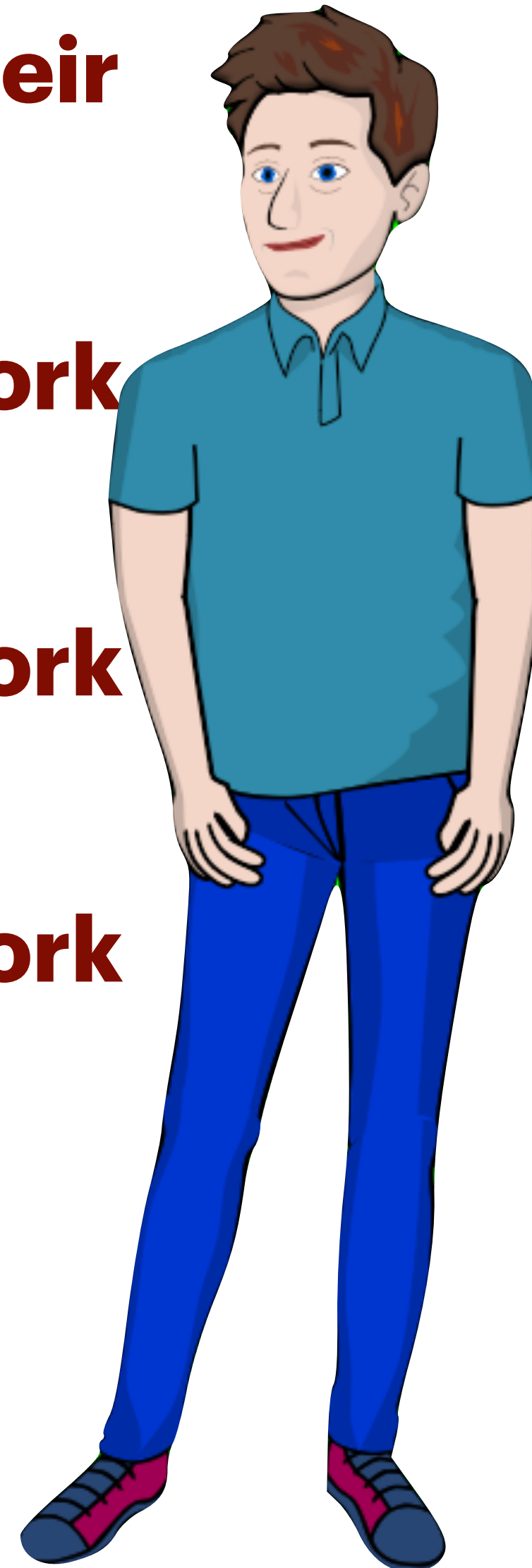
# Notes



## Intro to Session Map & Goals

**Your package goal is to assist your client in mapping out their A2B model.**

- **Design sessions & homework to determine “A”**
- **Design sessions & homework to determine “B”**
- **Design sessions & homework to determine “2”**
- **Design sessions to lay foundation of Followup/Support**





package/Client Name:

[illegible]





# Notes



## **Collaborate, Solo or Partner**

**Tough Choice!  
Personal Choice!  
Non-Permanant Choice!**

- **Solo Pros: Full Control all aspects**
- **Solo Cons: Time wearing NIPA Hats, All the risk, Prohibited niche only work**
- **Partner Pros: Full control, Cross Marketing, Can Collaborate or not, Broader market reach, more offerings to clients**
- **Partner Cons: Boundaries**
- **Collaborative Pros: Client Options Expanded, Mastery of Niche, Broader Market Reach, Shared risk and expenses.**
- **Collaborative Cons: Less Control; all of the above**







# Notes





## Example Biz Model

### The Star Family Coaching Partnership Model

- **Solopreneurship: You do your niche or niches in your region**
- **Partnered with other Coaches with different niches**
- **Partners cross promote to expand offerings**
- **Coaches offer Packages including educational courses (similar to this course) & share in the revenue 50% split.**
- **Collaborative Workshop upsells split by the coaches hosting events.**
- **Solopreneur network & support in all areas of your business**
- **Your choice: In person or virtual or both; 1 to 1, small groups, workshop, webinars, etc...**







# Notes



# ACT Life Coach Certificate

Advance Level



# Additional Fundamentals



# Section Overview

- ACT Lecture : Beginner Differs from Advance Fundamentals
- The Ideal vs Reality
- The Triflex roadmap
- Let's talk about Willingness
- ECS: The good the Bad & The Ugly DOTS
- The language/phrases of Acceptance
- Change: It's HARD
- Motivation: Willingness & Workability
- Willingness Intervention
- Wrap up of section bridge to next Section







## Beginner Course

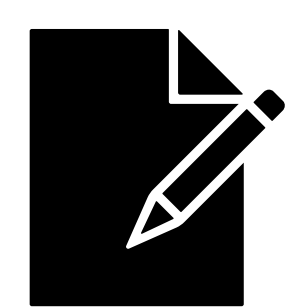
- Personal Development Practitioner
- Basic Helping Practitioner
- Supplemental Tool to be used with other Modalities/Frameworks



## Advance Course

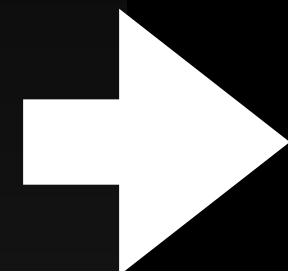
- Additional Fundamentals
- Beginner to Advanced Helping Practitioner
- ACT Coach
- Supplemental Tool to be used with other Modalities/Frameworks





## Notes

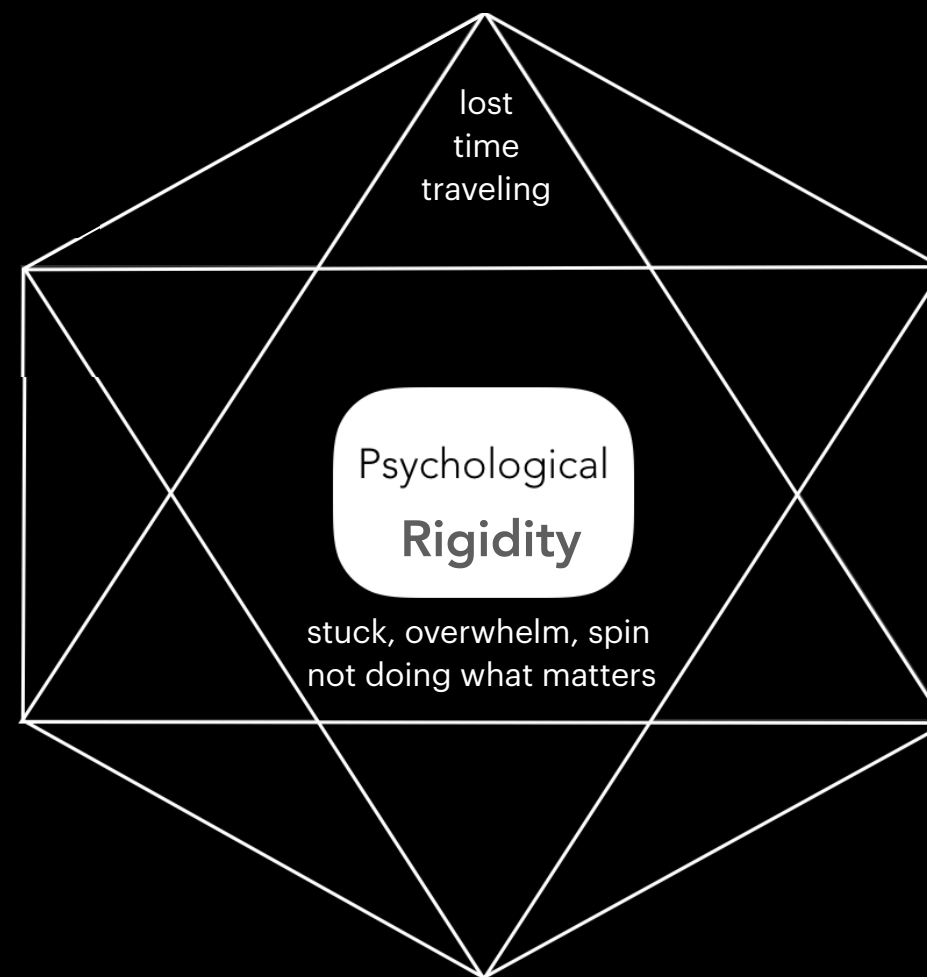




EXPERIENTIAL  
AVOIDANCE

FUSION  
PAST,  
FUTURE,  
RULES,  
REASONS,  
JUDGMENTS

INFLEXIBLE ATTENTION  
3 D'S



Distractibility  
Disengagement  
Disconnection

RE MOTENESS  
FROM VALUES

UNWORKABLE &  
UNWILLING  
ACTION

FUSION W SELF-CONCEPT



Contact with the  
Present moment

The  
here &  
now

Acceptance  
(opening up)

Psychological  
Flexibility

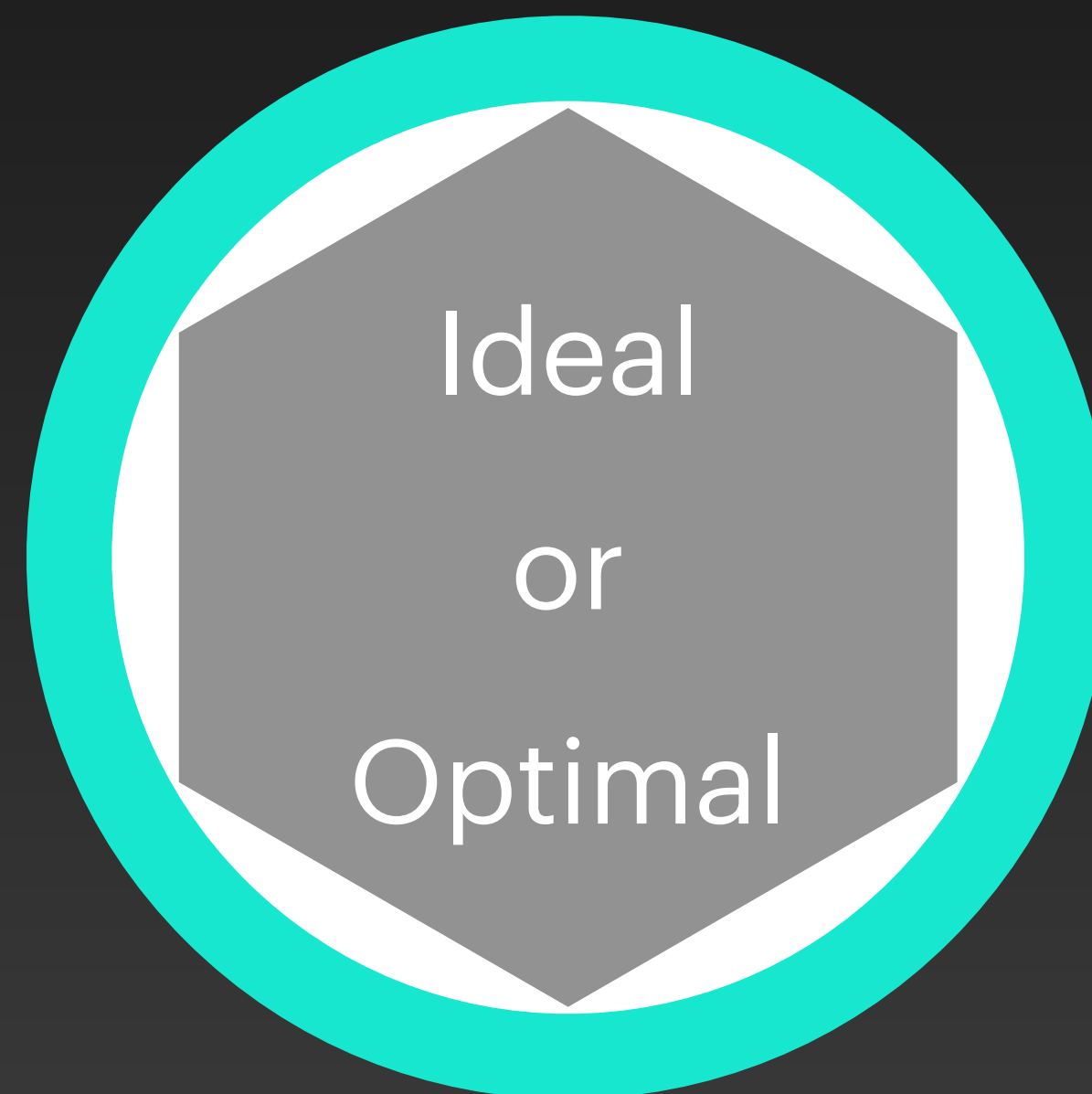
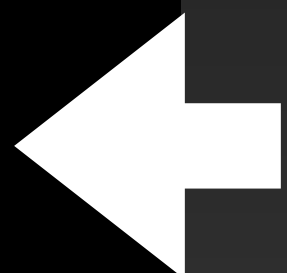
Become present  
open up  
and do what matters

Defusion  
(Watch your thinking)

Values  
(know what matters)

Committed  
Action  
(do what it takes)

Self as Context  
(The awareness of self)





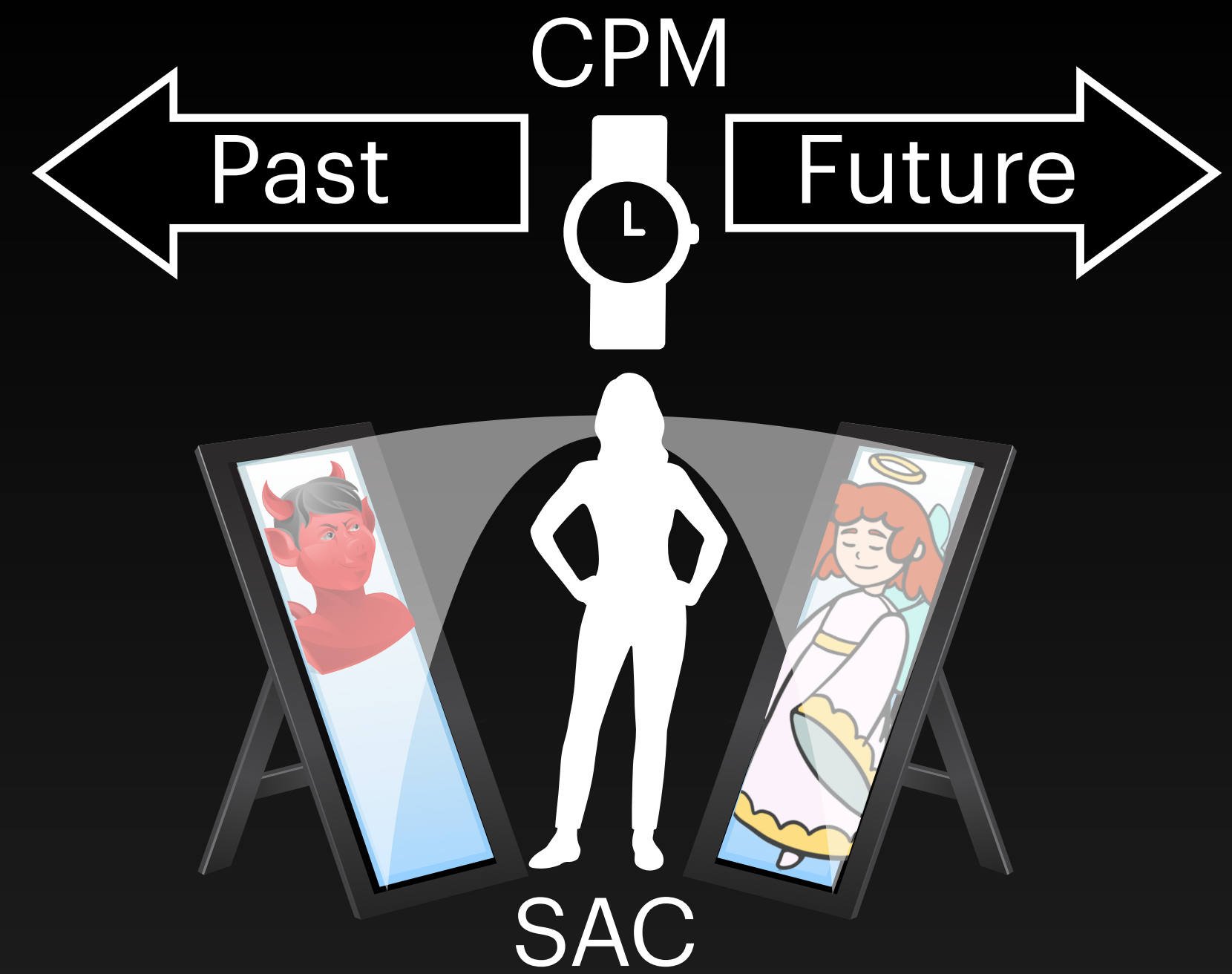
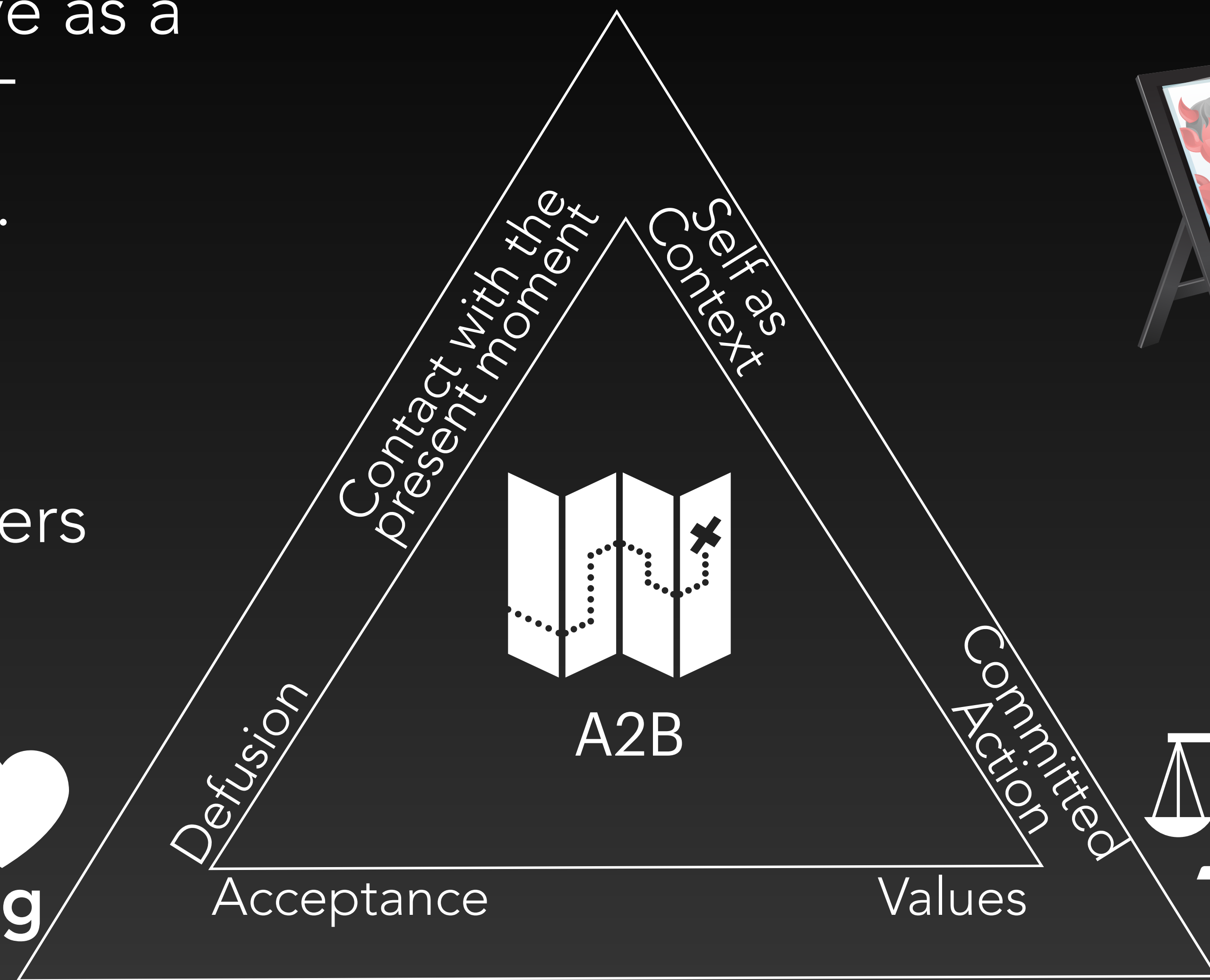
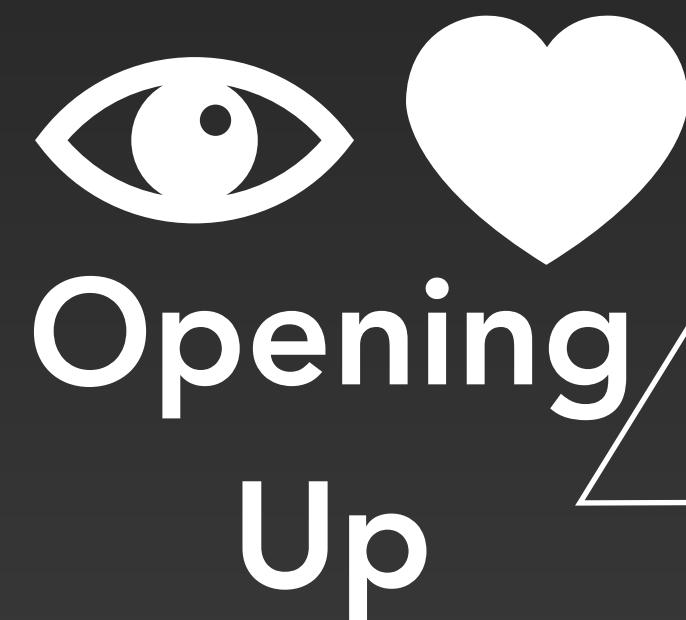


# Notes



The 3 functional units of Psychological Flexibility can serve as a road map for ACT coaches to follow.

1. Be Present
2. Open Up
3. Do what matters



**What Matters**





# Notes



# Let's Talk about Willingness

- Experiential Acceptance & Quality of Action: Willingness is both Acceptance of thoughts and feelings plus the quality of action meaning willing to do versus reluctantly or resentfully doing.
- Create willingness by Reframing Emotional Goals into Behavioral Goals
- The counter to Creative Hopelessness: The avoidance of Feelings and Thoughts via ECS (Emotional Control Strategies)
- Willingness to confront feelings and Thoughts
- Partnered with Workability: Find the ECS that works for you for the short and long term
- Enhanced a more positive term than Acceptance (Tolerate)
- Willingness the cousin to motivation





# Notes



# ECS: The Good the Bad & The Ugly DOTS

- Creative Hopelessness is the Term used that result from poor and ineffective ECS.
- Emotional Control Strategies: Conscious & Subconscious things we do to rid ourselves of unwanted thoughts and feelings.
- The Good: Deep Breathing Exercises, Meditation, Emotional Freedom Techniques (EFT) Tapping, Exercise, Sex, Yoga etc... Grounding ourselves to the present moment. Good for instant and short term relief. Most do little to nothing to clear up root issues.
- The Bad: Alcohol, Drugs, Risky Behavior, Sex, Gambling, Escapism methods that change brain chemistry. Provides instant or short term relief. Terrible long term effects over time. Does nothing to clear up root issues.
- The Ugly: Emotional Control Agenda, Becoming aware of the Good & Bad strategies and facing the truth about ECS.



# Drilling into our ECS to dislodge Creative Hopelessness

- **Five Clarifying questions**

1. What ECS ( **E**mo**tional** **C**ontrol **S**trategies ) have you tried?
2. How has it/they helped or worked out?
3. What benefit and cost?
4. What consequences or results come from it?
5. Are you open to new/better/more effective strategies?

- **DOTS (another way of extracting information)**

1. Distraction: Have you tried Distracting yourself from your thoughts/feeling? Perhaps with\_\_\_\_\_ (Music, video games, TV, etc...)
2. Opting Out: Have you made an effort to avoid certain situations? Putting off responsibilities or task? Procrastinating? Avoid people or places, situations?
3. Thinking Strategies: Have you tried thinking about this in different ways? Have you thought about others worse off than you? Have you thought about debating yourself? How about telling yourself to stop thinking that way or to change your thoughts?
4. Substances and Other Strategies: Have you tried substances to rid yourself of your thoughts and feelings? Drugs? Alcohol? Cigarettes? Caffeine? Sugar? Food? What about staying or getting busy doing things to keep your mind off the pain? Planning holidays? Focusing on the future? Reminiscing about the past? Risk taking activities? Suicide?

- **Cost Analysis applied to the answers to above questions & DOTS**



• **Answers for Five Clarifying questions**

1.
2.
3.
4.
5.

• **DOTS (another way of extracting information)**

Distraction:

Opting Out:

Thinking Strategies:

Substances and Other Strategies:





# Notes



## **The language/phrase of Acceptance**

Phrases to use during session when Client is resisting their thoughts and feelings

- Let it flow
- Don't resist it
- Embrace that feeling/thought
- Allow it to be here/there
- Give it room
- Stop and watch it
- You're safe just observe it
- Open up more let it open up
- Drop your walls around it
- Make peace with it
- See it as energy let it be
- Hold it gracefully
- Breathe through it
- Move or lean in on it
- Allow it some space
- Make friends with it
- Acknowledge and Allow it
- Soften your stance with it





# Notes



# Change, it's H.A.R.D.

- A2B is a directed change process
- Committed Action is directed changed guided by Values & Goals
- Uncomfortable change is difficult requiring a means to push through discomfort
- Change choice options 1) Leave/quit avoid the discomfort 2) Stay keep doing what you've been doing, avoid or limit discomfort 3) Stay & operate by your values and deal with the discomfort
- Common Barrier : Hooked ( Actions/Behaviors not moving your towards your Bullseye or "B" point)
- Common Barrier : Avoiding Discomfort (Feelings, Thoughts, Urges, Sensations, Memories, Emotions)
- Common Barrier : Remoteness from Values (Unclear, unknown, Forgotten, Ignored, neglected, failing to act on)
- Common Barrier : Doubtful Goals (Realistic to Unrealistic in range 0-10, Missing data, Thinking big steps when incremental ones are needed)





# Notes

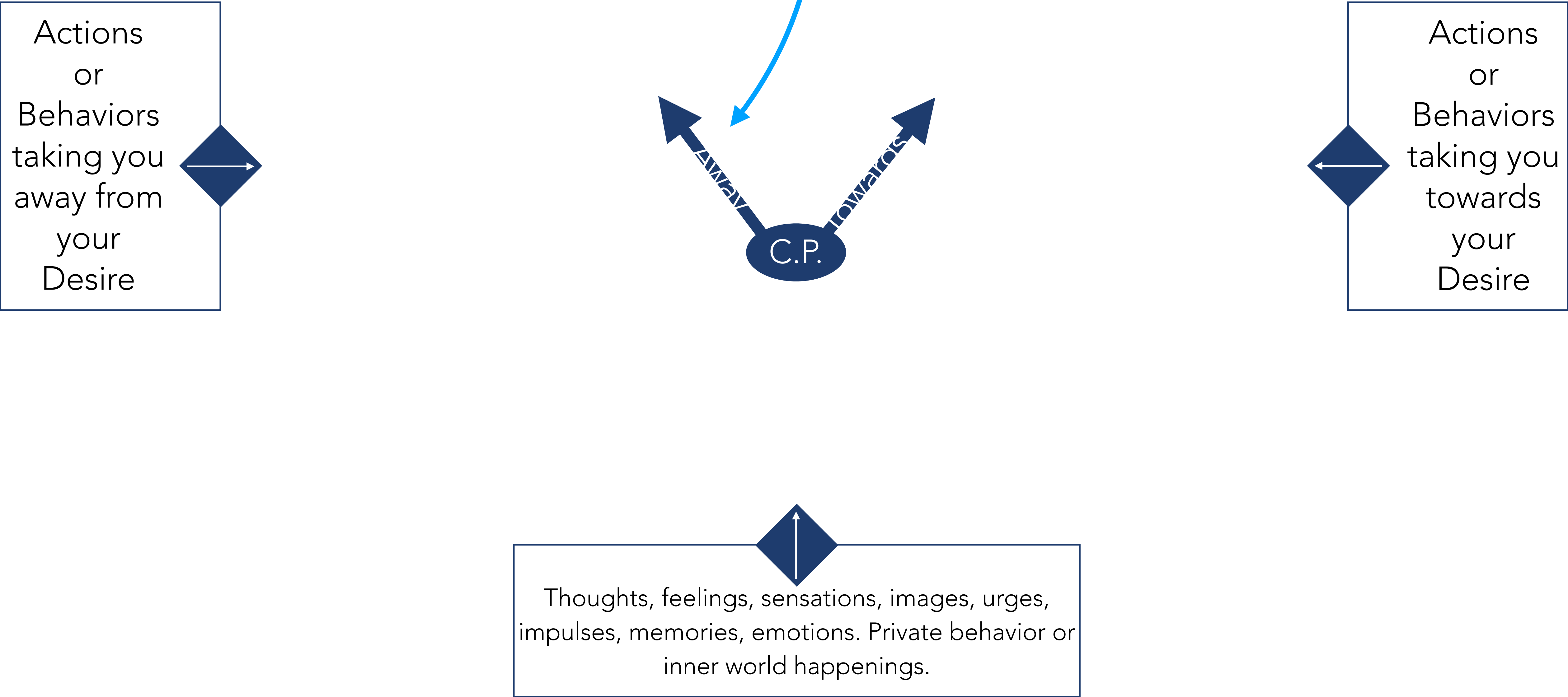


# Motivation: Willingness & Workability

- Cost Benefit Analysis ( What are the consequences of my committed actions?)
- The result of my actions will make me Feel what? (Better, Happy, the same, Worse, Powerless, Confident, powerful, insecure, stronger etc..)
- The result of my actions will cause me to escape or avoid a discomfort, a person I don't like, a task, a responsibility, difficult work, a relationship, memory, event, routine, thoughts, feelings.
- The result of my actions gives me something I need or want, an outcome I hoped for, an experience to learn from, insights, meets a need, hits an incremental goal, confidence, a sense of accomplishment, pride, understanding etc...



Using the Choice Point Tool we can look at the Hooked or Away actions for Cost/Benefit Analysis







# Notes



# Willingness Intervention

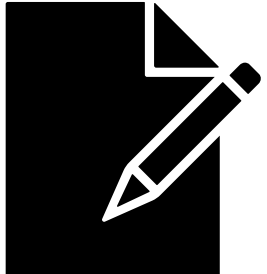
- What are you willing to do differently (that align with our Values and Goals)?
- Remember the focus is on Behavior goals and not Emotional Goals: With new behaviors come new emotions
- Cost Benefit analysis: What are the payoffs? Immediate and potential or short term v long term
- The Will of the person is embedded in their self confidence and fueled by some type of motivation. i.e. Carrot or whip, & Instant v delayed gratification
- Reinforce positive payoffs with “Highlight Questions”
- Commitment Patterns: 1) Stay Committed, deal with the consequences and make progress towards “B”. 2) Break Commitment and quit. 3) Break Commitment, feel the pain, learn from the experience and recommit then execute.



## Highlight Questions about actions and behaviors

- Explain how this action/behavior moves you towards your bullseye or “B” point or goal?
- What does this action/behavior tell you about your overall objective?
- Does this action/Behavior move you in the direction you want?
- When doing these actions/behaviors what are you achieving?
- For what purpose does this action/behavior (name it) serve?
- How does this action/behavior represent the person you wish to be?
- What do these types of actions/behavior cost you?
- What might you be risking, losing out, missing, giving up with this action/behavior?
- What feelings and/or thoughts will come from these actions/behaviors?





# Notes



# Wrapup of section & Bridge to next section

- ACT is massive/even overwhelming in terms of techniques
- ACT is simple in terms of it's framework
- You have enough of the fundamentals to begin working as an ACT Helping practitioner and/or ACT life Coach
- In the next section we will begin demonstrating ACT to help cement better understanding of the basics.
- We will use much of what we've covered in both the beginner course and this course.
- We will introduce a few more fundamentals during the demonstration
- We will pause from time to time to offer deeper explanation and additional options or alternate techniques you might use during each session
- There is no perfect way. We will each develop our own style. However, having a blueprint to start from helps us get going faster and more effectively.





# Notes



# ACT Life Coach Certificate

Advance Level



## Getting Started, Let's Help Eddie



---

# Hi, I'm Eddie

I'm Feeling Lost  
as a Father.  
Rachel Is Going  
To Help Me  
With ACT



## Section Overview

- Prep Prep Prep
  - A2B - ACT - CP connection
  - Qualify to Agree to Proceed  
Expectations understood
  - Create Rapport & CPM
  - Consent/Permission to proceed
  - Take History
  - Presenting ACT (Time-out Metaphor)
  - Power Q's
  - Convert to Behavioral Goals
  - Assignments to give between sessions
-



## **Prep Prep Prep**

- **Masters of any skill are disciplined & forever students**
- **Find a practice partner & practice then repeat until you have this A2B model under control.**
- **Under control doesn't mean understood. It means you know how to navigate the process, aided or not.**
- **Physical Prep Covered in another lesson**
- **Mental/Emotional or Mind/Attitude Prep: Being alert and ready to go into session**
- **Choose & know how to use your tools, have them accessible**
- **Get your paperwork ducks in a row.**



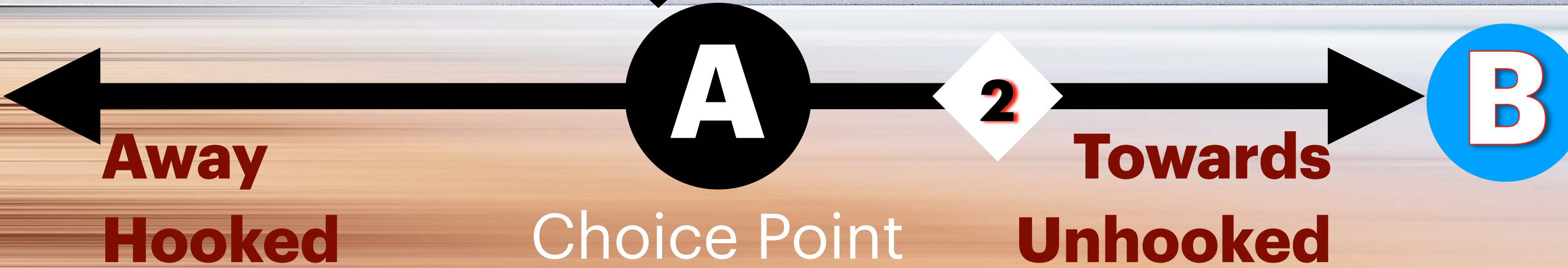
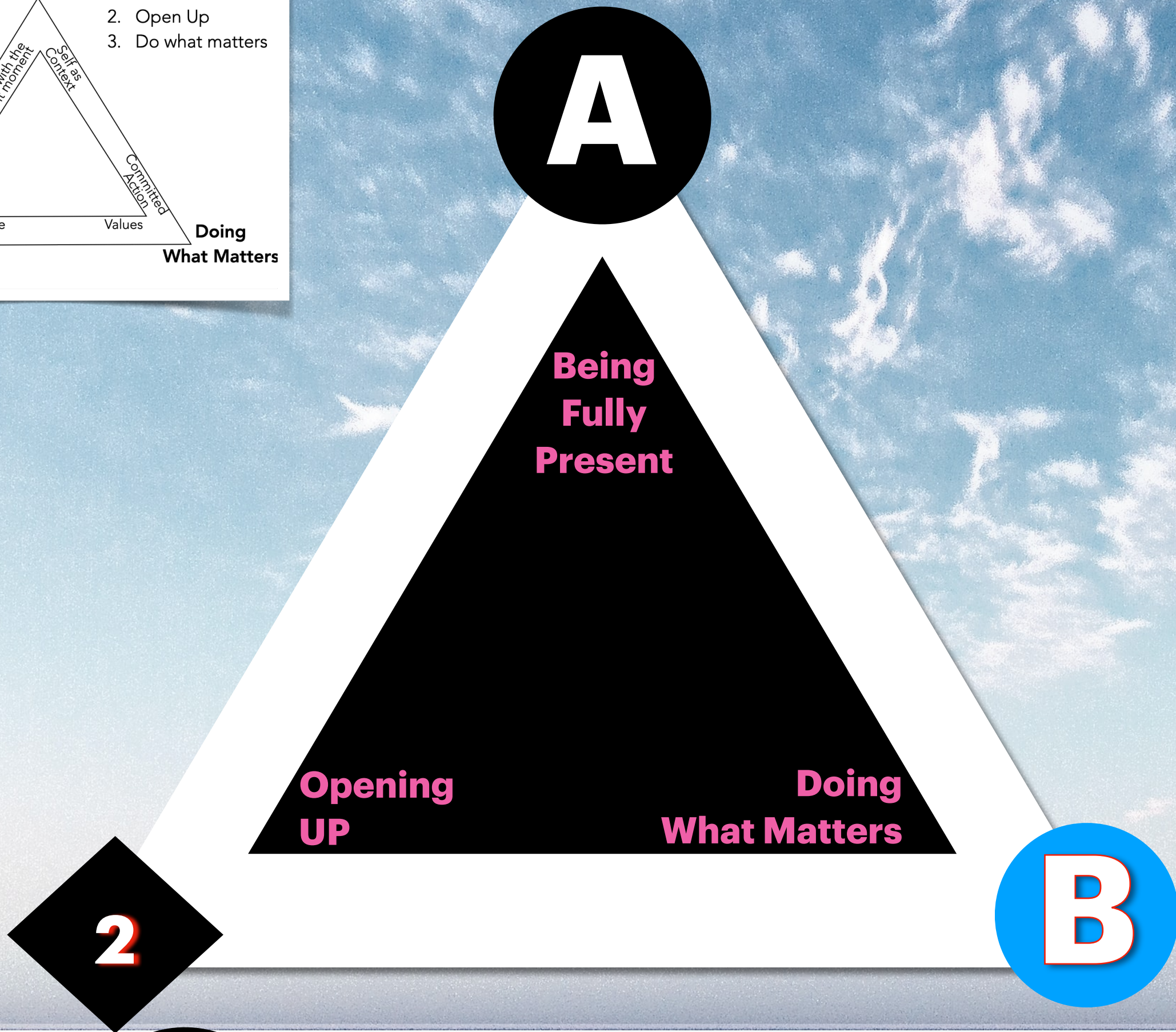
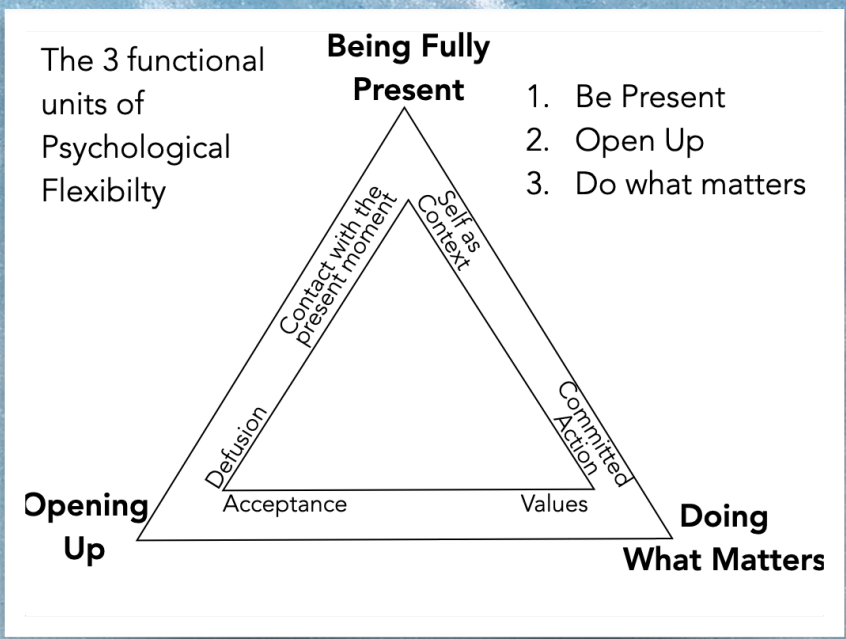
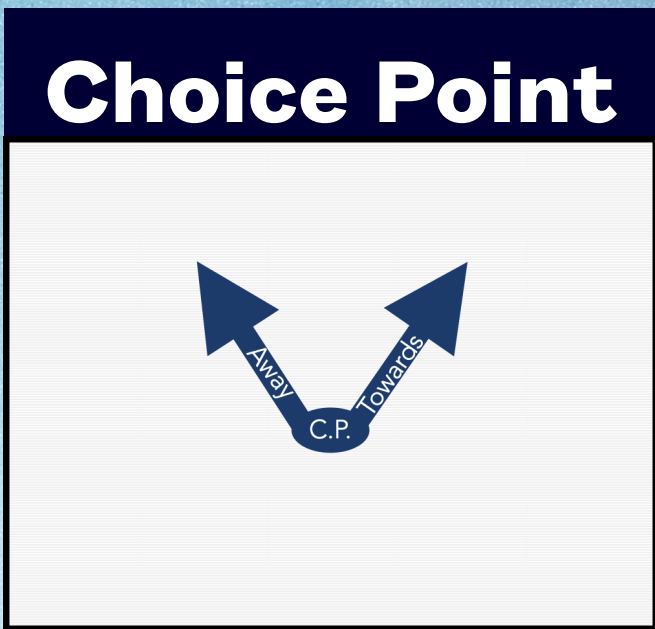




# Notes



# A2B - ACT - CP Connection







# Notes



## **Qualify to Agree to Proceed Expectations Understood**

- **Ethical Judgment Call : Can ACT help my client?**
- **What to expect? (Client understands they will fully participate in this journey)**
- **The Timeout Metaphor**
- **Always consent required to proceed between activities and interactions**
- **Both Coach & Client can use timeouts**





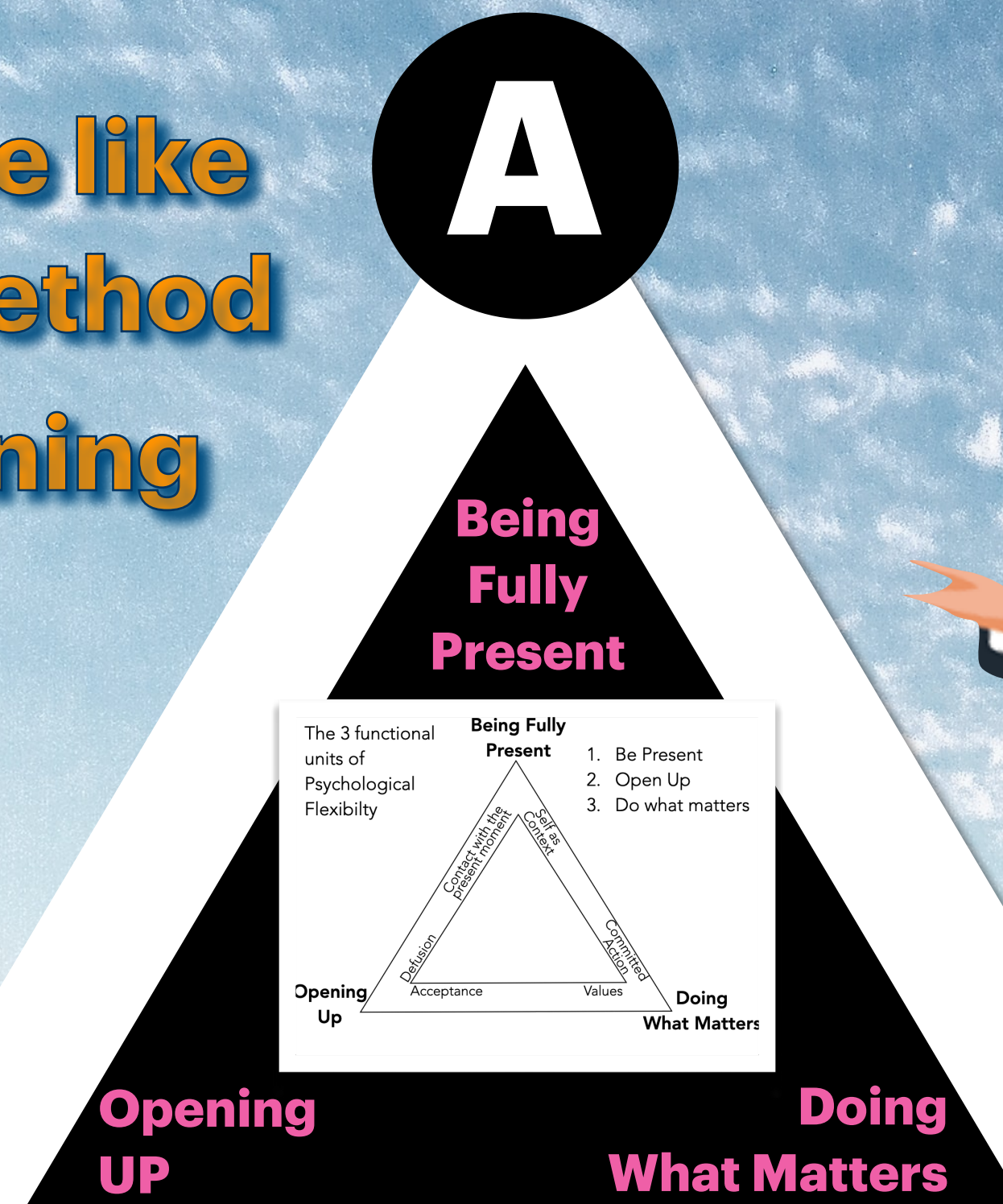
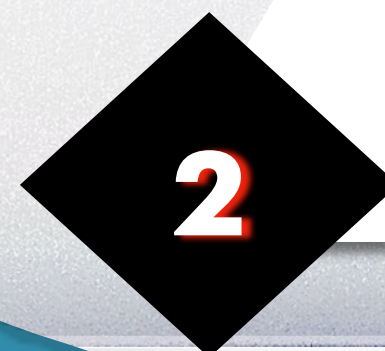


# Notes



# Create Rapport & CPM

- Rapport first
- Teach a CPM or grounding exercise like 4-7-8 breathing method
- Use the A's of listening
- Paraphrasing
- Determine SAC





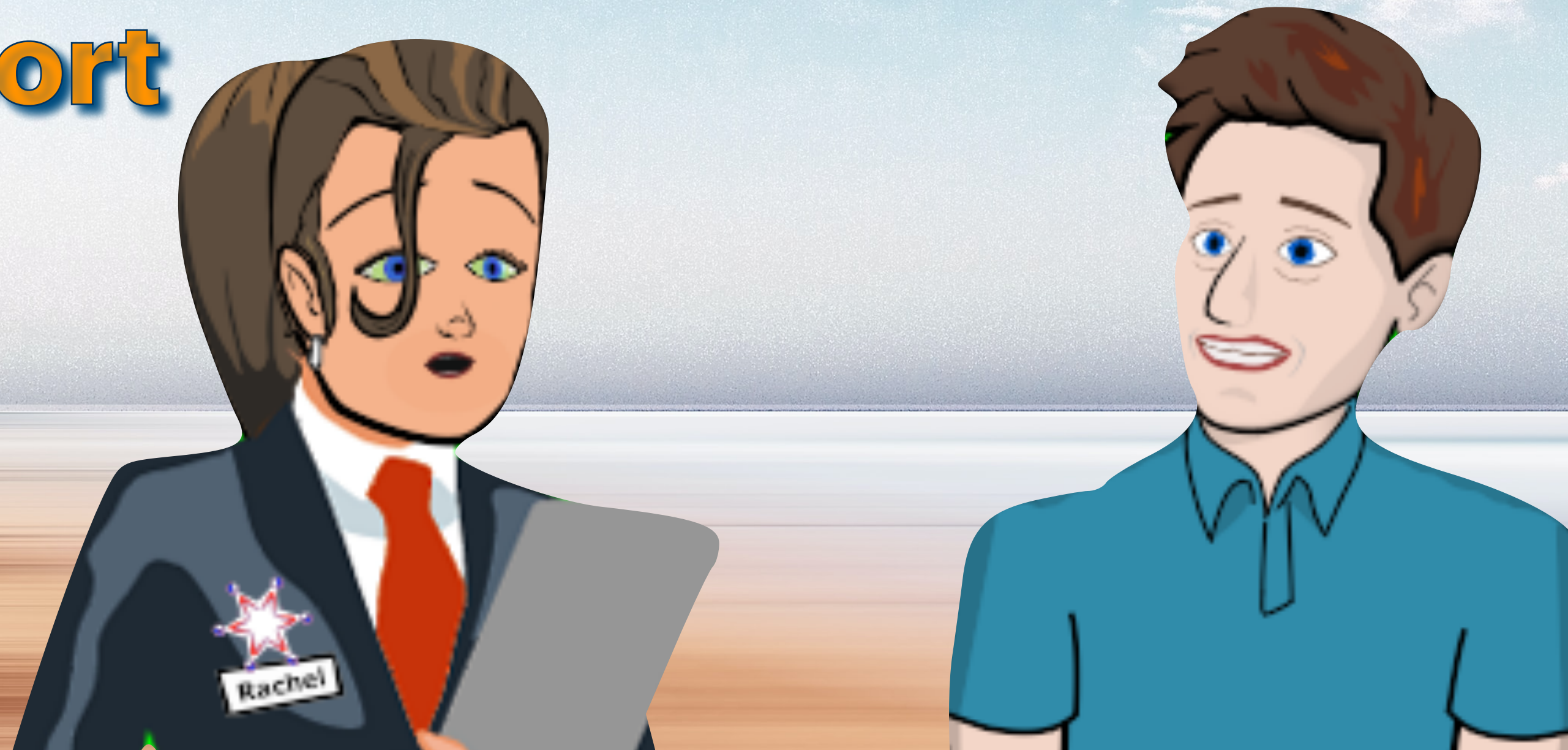


# Notes



## Consent/Permission to Proceed

- **Ask for Permission to Proceed Policy**
- **Remember “Time Out” Policy**
- **Both Policies help to maintain Rapport**







# Notes



## Take History

- Traditional ACT suggest taking a full session to ascertain our clients issue/s.
- SFC ACT uses Power Q's, 6FEM & CTME with our client to get faster results, with limited need for detailed & deep history taking.

### Client History: 8 Principle zones

- The Presented Problem
- Early Values assessment (Initial "B")
- Current Life Factors (health/diet/meds)
- Clients Relevant Past Factors
- Fusion??? Psychological Rigidity
  - Motivational Factors
  - Defusion??? Psych. Flexibility
  - Client's Resources







# Notes



## Presenting ACT

- **Client will want to know what ACT is, how it will be used, and why it works.**
- **Many ways to present ACT**
- **Option 1. Lecture about the hexaflex and other relevant tid bits about how the mind works relative to ACT.**
  - **Option 2. Give some literature, provide a pamphlet, brochure with the basics of ACT**
  - **Option 3. SFC way, Give client a supplement on-line course.**
  - **Option 4. Some combination of above**







# Notes



## Power Q's

- What is going on at this time? Or what is the issue you wish to talk about?
- What do you want?
- What do you NOT want?
- Why do you want that?
- What have you done to get that?
- What are you willing to do today to get that?

CP tool, help to answer the Situation, or the "A" point

CP tool, help to answer the Bullseye (towards), or the "B" point

CP tool, help to answer the Away. Triflex, Clues to Opening Up

CP tool, Doing what matters. The Driver for the "2" factor of A2B.

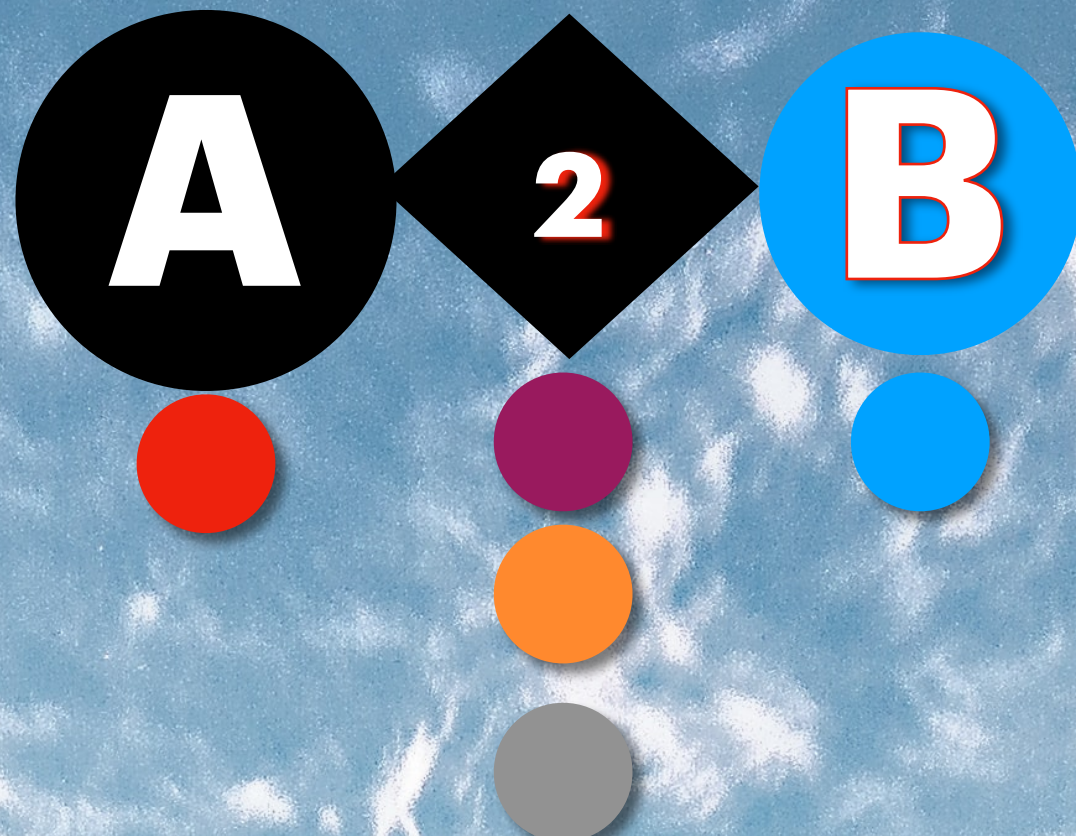
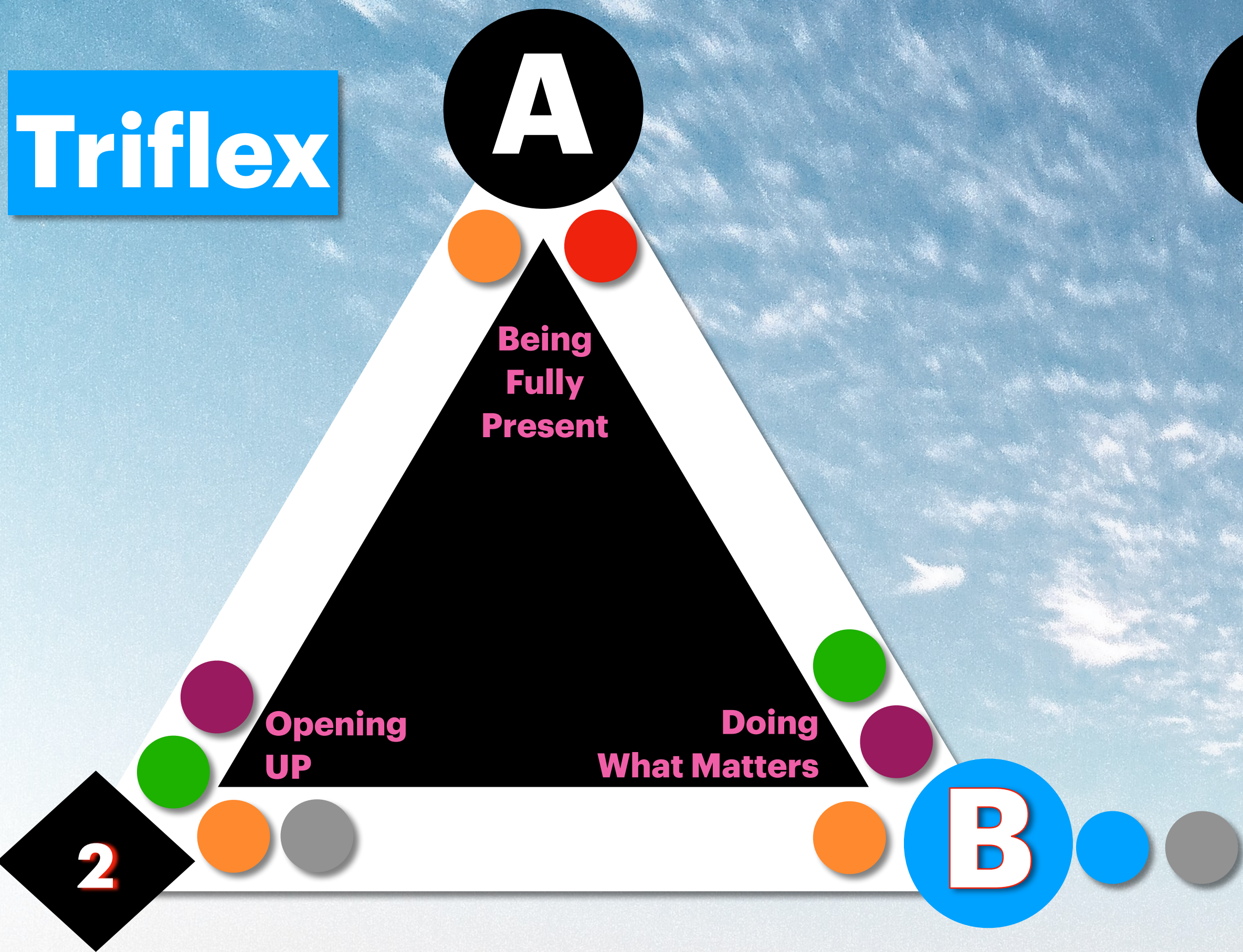
Touches on all points of Triflex.

A2B model, "2". CP Tool, Doing what matters

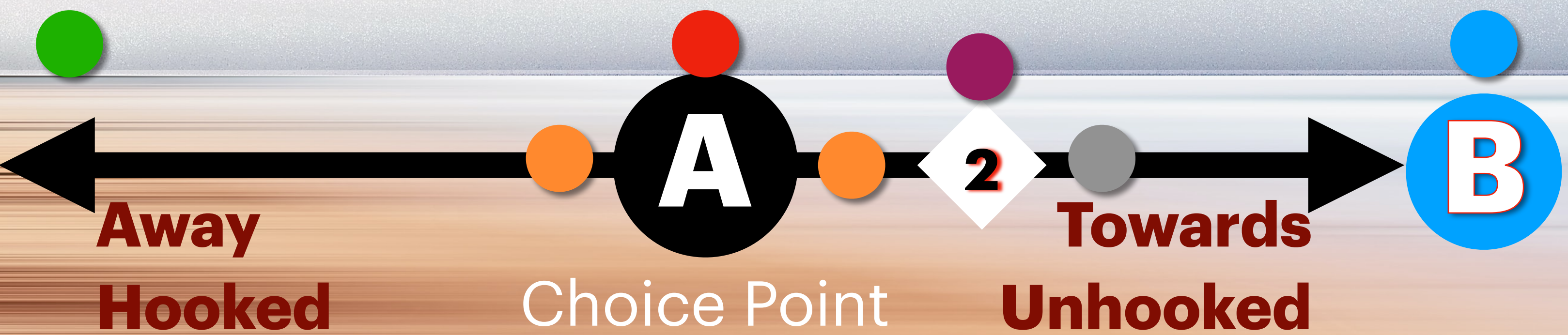




Triflex



A2B Model







# Notes



## Convert to Behavioral Goal

- Often times client will have a “B” point or “bullseye” Goal relating to thoughts or feelings. I.E. “I want to feel better as a parent”
- Remember the ABC's & IPO's
- The A <sub>(of abc's)</sub> = Antecedents and I & P <sub>(of IPO's)</sub> = Inputs & Processes
- Behavior > Consequences and Outputs
  - Outputs = Experiences > Inputs
  - Behaviors = Experiences > Inputs
  - Actions = Behavior
  - New Actions = New ABC's & IPO's
  - Set Behavior/Action Goals from stated Emotional Goals







# Notes



## **Assignments to give between sessions**

- **In session action I.E. Beginning a Life Balance Questionnaire then finishing at home**
- **Actions require effort**
- **Faster results with faster action based involvement**
- **Start with Small and Simple assignments**



- **Follow up Courtesy Call best**
- **Follow up Email next best**
- **Limit call to five to ten minutes**
- **Not advisable: Drop in's, Text Messaging, Contact without consent.**







# Notes



# ACT Life Coach Certificate

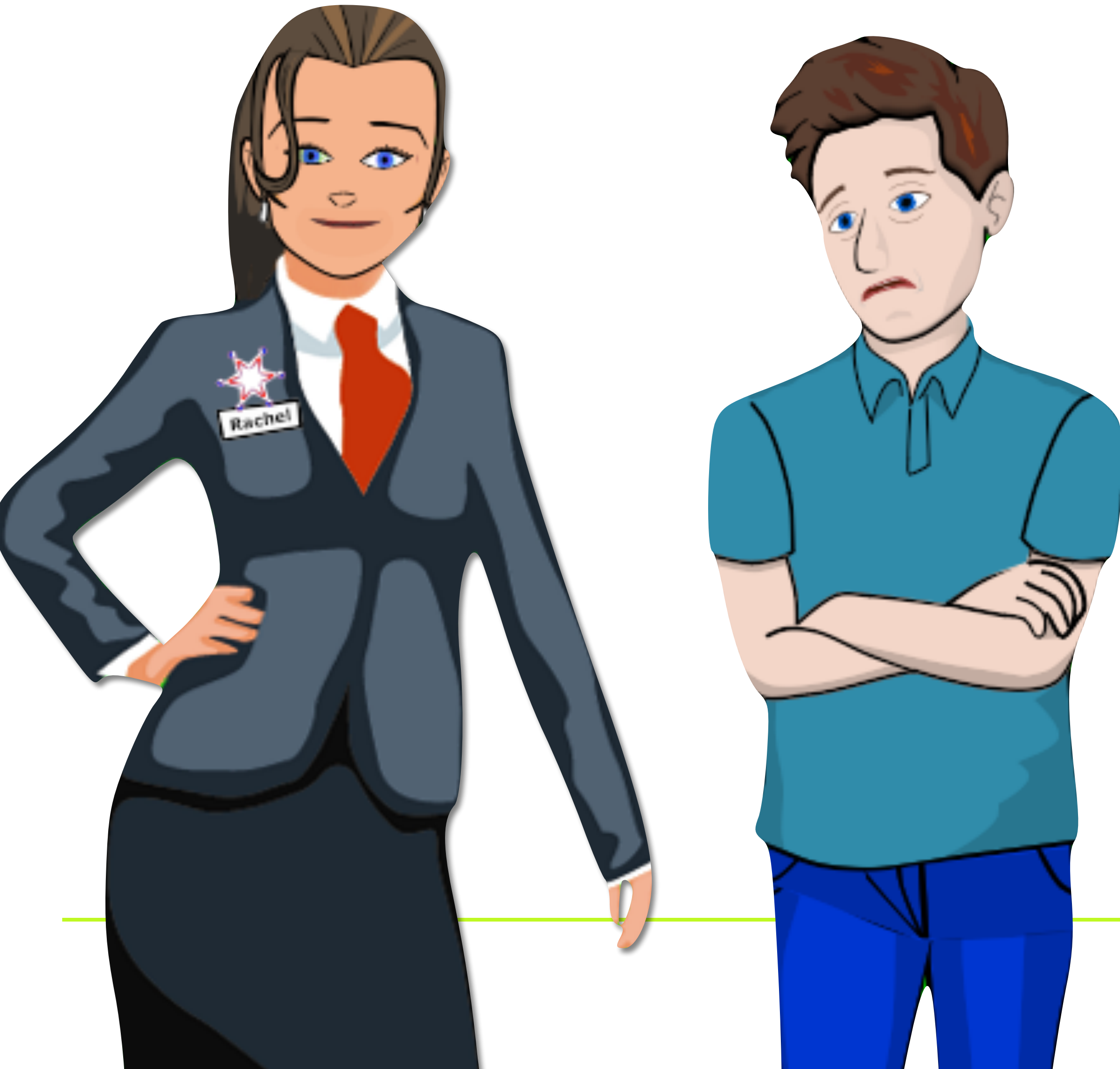
Advance Level



## Session 1, Step by Step



## Rachel works with Eddie Session #1



## Section Overview

- Coach Hall intro to section
- Rachel works with Eddie session 1 Part 1
- Coach Hall breakdown S1P1
- Rachel works with Eddie Session 1 part 2
- Coach Hall Breakdown S1P2
- Rachel works with Eddie Session 1 part 3
- Coach Hall Breakdown S1P3
- The overall Goal and flow of Session 1
- Coach Hall Optional Rapport Helpers
- Coach Hall Traditional ACT history taking





## Coach Hall intro to Section

- Introduce Rachel & Eddie
- Preparation is vital for success
- Physical Prep: Materials for Coaching
- Mental Prep: Attitude, Energy, & Focus
- Session Prep: You are on an A2B journey, so establish your session's B point!
- Initial Contact; Collecting Data from client
- Offer free intial session, Ah Ha session, Love language lesson, Lesson about perceptions (69), give worksheet, demonstrate value.





# Notes



**Rachel works  
with Eddie  
Session 1  
Part 1**







# Session 1 Goals

- Legal Forms filled out
- Fee settled payment made
- Establish Rapport
- Get through the Power Q's
- Establish client's First A2B
- Teach the CP
- Give homework



- Cover the legal stuff ( check local/national laws via appropriate authorities) : Filled/signed forms etc...
- Secure agreement on exchange of service. i.e. Fee (Get money in advance to assure client commitment)
- Rachel & Eddie begin a dialogue

Rachel: So Eddie, Are you comfortable? Would you like some water? Is the temperature of the room ok?

Eddie Nods

Rachel: Would you like some water?

Eddie: No thank you?

Rachel: Is the temperature of the room ok?

Eddie: I'm fine, just a little nervous.

Rachel: Being nervous is natural, I am always a bit nervous at the beginning of a new session.

Eddie: You're Nervous?

Rachel: Sure, it's natural.

Eddie: You don't seem, Nervous.

Rachel: That's because I practice Acceptance. Acceptance is what I'll be showing you during our sessions.

Eddie: (nervously) Cool.

Rachel: May I ask you a question?

Eddie: Ok

Rachel: Do you think you are nervous because of what you told me on the phone, which was about feeling lost as a father, or Are you feeling nervous about beginning the session and this is all new?

Eddie: Hmm...It's probably some of each.

Rachel: Would you like to do a quick exercise to help you relax? It's very helpful.

Eddie: umm ok.

Rachel: Ok Let's to something called the 4-7-8 breathing technique. You'll be focusing on your breathing. Empty your lungs of air, then breathe in through your nose for a solid four seconds. Then hold it for 7 seconds, then exhale through your mouth for eight seconds. We will repeat this five times. I'll count for you so all you have to do is breathe hold and exhale, Ok?

Eddie: Ok, this will help me relax?

Rachel: It's very effective, Are you ready?

Eddie: Ok

Rachel: Let's Begin....





# Notes





# Coach Hall breakdown S1P1

- Cover Your \*&#@ Legal Stuff & Agree on barter/exchange: generally fee
- Recap Initial Conversation (Purpose for Session/s) Rachel recaps to set point/step of her A2B Session
- First goal : Rapport, rapport, rapport before we do more
- Rachel looks to establish rapport by making sure Eddie is comfortable
- Rachel is watching Eddie's body language for clues, Eddie appears to be a bit uneasy
- She ask a number of questions that lead to Eddie Expressing some nervousness
- Rachel ask Eddie for permission to try the 4-7-8 Relaxation technique
- She teaches Eddie the sequence and gets his permission to begin.
- The focus for Rachel is to get Eddie to Become fully Present. She is also aware that Eddie isn't fully trusting yet. She knows that the first goal is to establish and build rapport.
- She has looked to make Eddie comfortable and is aware of the position of her A2B journey by using the Triflex as her Flow chart and the Hexaflex as her starting point.
- The 4-7-8 technique is both CPM of the Hexaflex and part of Becoming fully Present on the Triflex.
- Let's return to just after the completion of the 4-7-8 exercise.





# Notes



**Rachel works  
with Eddie  
Session 1  
Part 2**





Rachel: How do you feel?

Eddie: Wow! I have to say that helps. Almost sleepy!

Rachel: Well, That’s great. If you feel sleepy, we can do another exercise to stretch out and keep you alert.

Eddie: Hmm...I think I can stay alert.

Rachel: Great. Before we really get going I’d like to set a few ground rules, is that ok?

Eddie: Ground Rules?

Rachel: Yes, Let me explain. ACT requires us to take Action. I’ll show you a simple helping model called A2B. “A” equals where you are in life now, this is your “A” point. “B” equals your goal, wishes, desire or Bullseye. “2” represents the journey. Now as we go through our session if you feel uncertain, uncomfortable or just need a break, like a need to visit the restroom, we will use a word to pause the session.

Eddie: Ok...umm...What word?

Rachel: Well, you can choose one if you like?

*Eddie shifts his eyes thinking*

Rachel: A common phrase I have used many times is simply “time out” or “Stop” or “Halt” or as I said you can choose

Eddie: Time Out, is good.

Rachel: Great, Next up is to explain to you the process of ACT.

Eddie: That’s the method you use as a life coach, right?

Rachel: Indeed, On the phone you mentioned that you were on your way to a racing event.

Eddie: Oh yeah, that was fun.

Rachel: That’s nice. Then let me use that experience to help explain ACT.



Eddie: Ok

Rachel: Did you notice above the racetrack there were helicopters, maybe drones?

Eddie: The eye in the sky.

Rachel: Right, so you know that the race car drivers have team members flying above to help guide them and to tell them about things the racers can't see. Well, ACT is like the helicopter and you are the race car driver in life.

Eddie: Ooohhh.

Rachel: Does the Helicopter pilot race the car?

Eddie: No

Rachel: Think of me as the helicopter pilot. I'll show you things about your life but you have to do the work of life. Do we agree on that?

Eddie: Hmm...Ok so you are not going to solve my problems?

Rachel: No that's not my role. The good news is that I know that ACT will help you to solve your problems.

Eddie: Ok, So I have to do some work.

Rachel: You'll do all the work and I'll show you the map and how to use the map. How do you feel about that?

Eddie: Alright, let's do this.

Rachel: How about we begin by clarifying your goals? On the phone you said that you felt lost as a father. May I ask you a few question to help us better understand your bullseye?

Eddie; My bullseye?

Rachel: That's just a ACT term we use to really figure out what you really want. So is it ok if I ask you 6 questions?





# Notes





## Coach Hall breakdown S1P2

- Rachel Verifies that Eddie is more relaxed
- Rachel moves into ground rules beginning with creating a Safe word.
- Rachel sets expectations with racecar Metaphor
- Rachel has Eddie reflect back her role to clarify expectations
- Rachel ask Eddie if she could ask questions to clarify his goals
- Rachel asks for permission to ask the Power Q's to establish what Eddie wants
- When the session resumes Rachel will be Presenting the Choice Point Tool
- She'll show Eddie how the answers he gives to her questions corresponds to the CP tool. Let's continue.





# Notes



**Rachel works  
with Eddie  
Session 1  
Part 3**





Rachel: Ok, So before we begin asking you these questions. I want to show you a powerful tool we will use. It will act as an answer sheet and much more. We both will get a copy and we will both fill the worksheet out. Are you ok with that?

Eddie: Ok

Rachel hands Eddie the WorkSheet

Rachel goes on to present the Choice point tool. And where he will answer place the answers to the power 6 questions

Rachel watches Eddie as he Answers the questions for Body language and other forms of expression

Rachel: So what is the main issue here?

Eddie: Well, Im feeling terrible about fatherhood, I feel lost, like I should know but something must be wrong and my wife and I fight all the time about it. It's hurting our marriage and making my kids sad. I don't know what to do.

Rachel: What do you want?

Eddie: I want to feel like a good father. I want a normal happy family.

Rachel: What do you NOT want?

Eddie: Hmm...I don't want to keep feeling like a bad father and I don't want my family to break up.

Rachel: So, Why do you want to feel like a good father and have a normal happy family?

Eddie: Because I didn't get that from my parents, especially my father who left us when I was about 8 years old and then for good when I was 10. It sucked. I don't want my kids to go through that. But I feel like that it's...like out of my control.

Rachel: Before I ask the next question. I'm sorry those things happened to you, that must have been really hard to not have your father in your life. It makes perfect sense to feel as you do. Are you ok with two more questions?

Eddie: Yeah, I'm ok

Rachel: Now let's look at the choice point tool. Lets fill in what you have answered so far then I'll ask you the final two questions



Rachel shows Eddie the areas on the C.P. Tool the corresponds to his Answers and watch him as he fills out his Worksheet.

Rachel: Ok now you have it out in front of you, let's ask another question.

Eddie: Alright

Rachel: So your goal is to Keep your family together, forge a better relationship with your wife and children, and become a good father. Does that sound correct?

Eddie: Well, there are more details but that's it in a nutshell.

achel: Great answer, because we want to work on the general idea before the details.

Eddie nods

Rachel: Ok here's the next question. What have you done to make those goals achievable?

Eddie: oh I umm...I get upset when I think about this...I start getting frustrated because I don't know what to do.

Rachel: You get frustrated. You know when we get frustrated we often do things instead of what we need to do. What do you do when you get frustrated with trying to keep your family together, communicating with your wife, and trying to be a better father?

Eddie: I get into a fight with my wife. Or even before I get home from work, I start to think about those things and I get upset so I stop at a bar near my office and meet some friends for beers and pool. That helps.

Rachel: Ok so you have a strategy, That's good to know. How's that helping you achieve your goals?

Eddie: Well, it help me feel better but later I feel like a loser and my going to the bar all the time get my wife angry.

Rachel: So Rather than going to the bar and meeting friends, what might you be able to do that could help you achieve your goals?

Eddie: I'm not sure that's why... Well, That's mainly why I'm here to see you.

Rachel: Ok, Let's phrase this in a different way What action are you willing to take today that would be different from what you've been doing to help yourself achieve your goal?

Eddie: Willing to do?



Rachel: Willing to do. What is possible that you can do today to help your family stay together?

Eddie: I guess I could talk to my wife about this session and see if we can talk about parenting without fighting?

Rachel: Well Done Eddie. I know this might feel hard to do. But you already have shown your willingness to begin the journey. You have filled in the CP tool. You have told me some things you do when you think and feel about fatherhood. And you have begun using your choice point tool.

*Eddie looks a little confused*

Rachel: Do you have any questions before we finish today’s session?

Eddie: um no

Rachel: Remember ACT is an Action based method. I’m your Helicopter pilot and you are the race car driver. We’ve been in a pit stop. Now it’s time for you to get out into the race. So your homework is to take home your CP tool and think about all the thoughts, feelings, memories, sensations, emotions, impulses, and urges that come up when you become aware of the issues of fatherhood. Write them down on the CP tool under the circle.

Rachel: Then any behavior, activity or action you take that isn’t helping you achieve you goals, note those on the away side of the CP tool. Anything you do that helps you get closer to your goal like the idea you came up with about speaking to your wife, once completed and/continued write this down on the toward side of the CP tool.

Eddie: So its like a kind of journal but done on this CP thing?

Rachel: Yes and if you run out of space draw out another CP and keep it with the original. Can you do that?

Eddie: Ok yeah Sure. Is that it?

Rachel: We are almost finished. Do you have anything else you’d like to say or ask?

Eddie: Nope

Rachel: Ok then, I like to give you a followup call later today or tonight just to see how you are doing? Are you ok with that?

Eddie: Sure

Rachel: OK then I’ll call you later and see you at the same time next week for our second session.





# Notes



# Coach Hall breakdown S1P3



- Rachel gives Eddie a copy of the Choice Point tool for Eddie to fill out
- Rachel takes notes and watches Eddie as he answers the questions for additional clues.
- She'll be looking to see if he seems comfortable and honest with his answers or not. Rachel takes the answers provided by Eddie from the Powers Q's to drawout the first draft of this A2B tool called Choice Point. Its a chance to show the client the Mapping concept of problem resolution.
- Rachel gets her client involved in the change process.
- Rachel then asks a couple of deeper probing questions to fill in more of the CP tool.
- Rachel will take note of how the client reponds to the in session activities and will ask for work to be done outside of session.
- Rachel gives Eddie homework. Keep filling in the CP tool.
- SFC Homework would be to have Eddie take an online course teaching him the basics of ACT. Or something more lengthy like The ACT practitioners course only broken down into sections to be done as homework. Or a course designed for clients by Coaches. This requires outside the session effort and lets the coach know just how vested the client is in helping themselves.
- Write up a review of the session. Any facial expressions, disposition, ticks or movements, or other observations about the clients behavior. Review your Coaches A2B progress. Review the answers giving by Client. Don't assume anything, stick to the facts, however separately make notes of your thoughts and feelings of the session.





# Notes





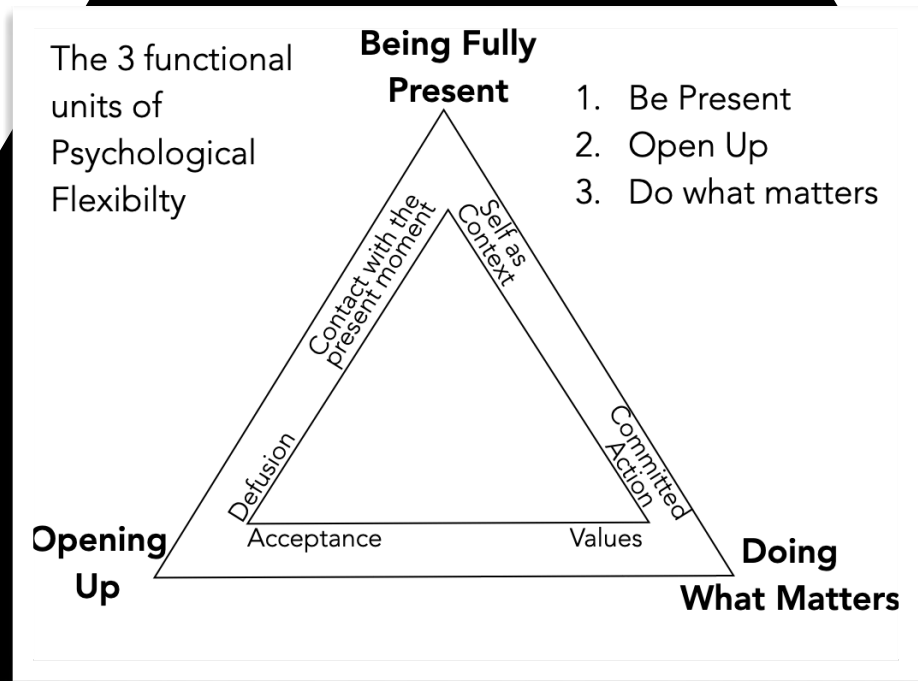
# The overall Goal and flow of Session 1

- Overall Flow vs Session to Session Flow (see chart 1)
- Staying Focused, Grounded and With Positive Self Context (to be able to see themselves in a objective manner)
- Overall we'll need to break through the barriers. Hence Opening Up. Then we need to ACT with values to achieve our Bullseye
- Session 1 Primary Goal and Focus will be in achieving the CPM & SAC of Being fully present. (see chart 2)
- While our main focus is on The top of the Triflex we will observe clients reactions and responses to Activities, this will help us have a glance at Doing what matters.
- Finally we will listening carefully to clients responses for clues about Opening Up.



A

Being Fully Present



Opening UP

Doing What Matters

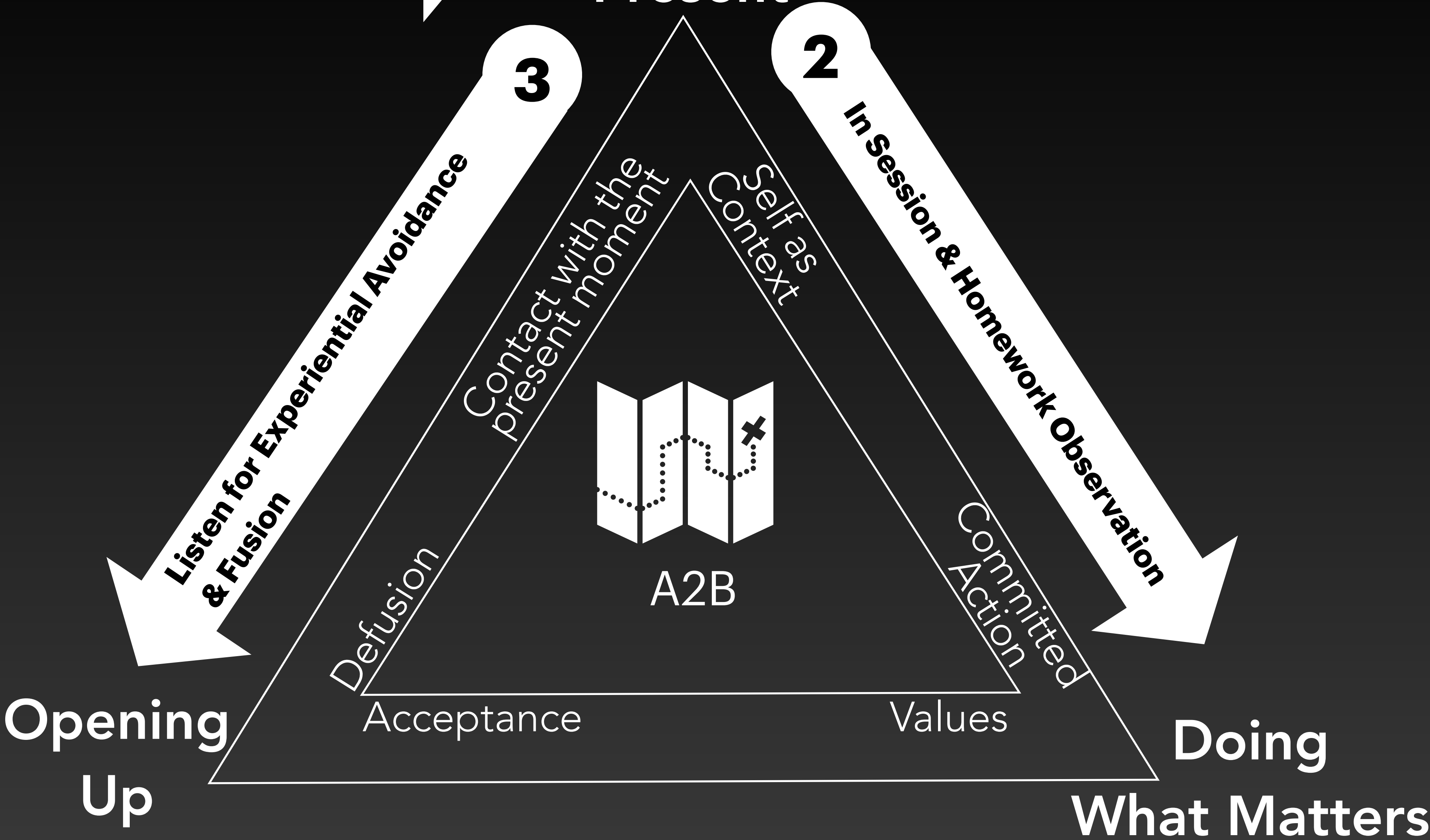
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B



**1** Primary GOAL of Session 1

Being Fully Present







# Notes





## Optional Rapport Helpers

- Rachel takes the answers provided by Eddie from the Powers Q's to drawout the first draft of the A2B. Its a chance to show the client the Mapping concept of problem resolution.
- Rachel then introduces the Choice Point tool. Then she helps Eddie fill out the C.P. This gets client involved in the change process.
- Rachel then asks deeper probing questions to fill in more of the CP tool.
- Rachel will take note of how the client reponds to the in session activities and will ask for work to be done outside of session.
- Building Trust & Optional Rapport Preparation



# Rapport Helpers

## Building Trust

- Setting Comfortable Inviting Environment
- Water, Restroom, Air Temperature
- Breaking the tension with CPM techniques
- Consent/Permission
- Client Involvement in process
- Paraphrasing & Recalling

## Optional Rapport Prep

- Free “aah Haa” Session
- Common Friend Approach
- Conversational Coaching at Coffee shop
- Free Video (youtube)
- Social Media Exposure facebook linkedin etc...
- Offering after On-line Course
- Offering after public appearance
- Directed non-affiliated Resources like books, groups, blogs





# Notes





## Traditional ACT history taking

- Traditional ACT training suggest that Coaches take detailed history of their client.
- This can be quite time consuming
- Can make the client feel all sorts of emotions above what they already feel. This is why I prefer the Power Q's first and often only some additional history maybe needed afterwards.
- Here is the rundown of the traditional areas of history ACT therapist, helping practitioners and coaches request. (See Chart)
- For some this process is the entirety or bulk of session 1. Pro's for the coach Con's for the client.
- Options are to send a history questionnaire for first session homework or have it filled out prior to first session. Or you can blend in throughout the first several sessions.



# 8 Areas of History Taking

- **Primary Issue:** What is the clients concern or problem? What are the thoughts, feelings, sensations, obstacles, behaviors that represent the “A” point. (Note this is the information we would place at the bottom of the choice point.)
- **Initial Values:** An Assessment test, (possible homework assignment) What does the client want? (note this could represent the Bullseye or “B” point)
- **Present Life Status:** Daily Life Routines, Health, Work, Family, Relationships, Diet, Exercise, Hobbies, ECS (Emotional Control Strategies: Generally drugs, alcohol, gambling, cigarettes etc...)
- **Pertinent Past History:** Events, Experiences, Relationships, Exposures, Involvements, from recent to long term past that have impacted life.
- **Psychological Rigidity:** What experiential avoidance behaviors, feelings, thoughts? What Fusions with Rules, Judgement, Past, Future, Self, Reasoning are known? How different do you act with/without values (remoteness of values)? What needed actions are unworkable or lack willingness? How often do you mentally time travel or have scattered attention or lack of present focus?
- **Psychological Flexibility:** What thoughts feelings behaviors positive & negative are acceptable? What values are of highest importance and in which order? How are you defused regarding reasoning, rules, judgement, self context, past, future? What actions are you committed to doing & why? How are you flexible and focused with your attention, how do you get grounded and connected with the present moment?
- **Motivation:** Carrot or Whip? Positive motives like Goals, Wishes, Values. Negative, Low self concept, helplessness, fear of consequences, poor habits.
- **Skills & Resources:** What character or personal skill sets do you possess, practice or have mastered? What is available for you as a resource to help you? Who is available for you as a support system, a friend, or is an encouraging person, or positive influence in your life?





## Notes



# ACT Life Coach Certificate

Advance Level



## Sessions 2 & 3



## Rachel/Eddie Session #2 & #3



## Section Overview

- Coach Hall intro to section
- Rachel works with Eddie session 2 Part 1
- Coach Hall breakdown S2P1
- Rachel works with Eddie Session 2 part 2
- Coach Hall Breakdown S2P2
- Rachel works with Eddie Session 3 part 1
- Coach Hall Breakdow S3P1
- Rachel works with Eddie Session 3 part 2
- Coach Hall Breakdow S3P2
- Recap & Where do we go from here?





## Coach Hall Intro to Section

- Congratulations on getting through the first session.
- Followup - Courtesy Call (Keep it the 15 minutes or less) Big q's take note and refer them to the next session. Only after first session.
- Review notes from previous session.
- Go through personal prep check and readiness Exercises
- Establish session goal
- Gather materials for session
- Mental Emotional Prep
- Welcome client





# Notes



**Rachel/Eddie**  
**Session 2**  
**Part 1**





# Session 2 Goals



- Flow of the TriFlex & Hexaflex
- Start With CPM & SAC Q's
- Review Homework & Answer any q's associated with outside assignments
- Introduce SMART tool
- Ask questions to fill in SMART
- Establish an assignment for Committed Action



Rachel: How are you feeling today?

Eddie: Not bad

Rachel: Great, Do you have any questions, feelings or thoughts that you'd like to discuss before we begin today?

Eddie: Well, I'm not sure I filled out my CP tool correctly.

Rachel: Ok, We can look at what you have. In fact that is where we were going to begin today anyway. So show me what you have added.

Eddie Shows her his CP tool.

Rachel take a few notes to add to hers

Rachel: So how did it go with your homework?

Eddie: Well, it took me a few days before I spoke to my wife but we finally had a real serious talk. She cried. I cried.

Rachel: These subjects are very difficult and emotional. I'm not surprised that you both cried. Crying is a natural act. When we are sad we are supposed to cry. What happened to feeling frustrated?

Eddie: Well, before I had the courage to talk to her, I imagined that we'd fight again and I started to go to the bar but I stopped. I remember the choice point and that going to the bar moved me away from what I want. So I decided to call a friend to go see a movie. When my wife ask me if I went to the bar, she could tell, that I hadn't been drinking. She seemed confused. Kind-of relieved yet suspicious at the same time, if that makes sense. Anyhow she, still wasn't happy and asked me when we were going to talk about the kids and us.

Rachel: So you had the urge to avoid her at first but you didn't use the strategy of going to the bar and changed it for going to the movies?

Eddie: Right.



Rachel: Ok, so when your wife asked you about your whereabouts you were honest. And this time your wife didn't yell at you. But she still wasn't happy. Because she wanted to talk but, you weren't around to to do that?

Eddie: Yes, that sounds right.

Rachel: Then you summoned up the courage to speak to your wife instead of avoiding her?

Eddie: Yep, Honestly I thought It was going to be a nightmare.

Rachel: So first off, How did it feel to resist the urge to avoid and choose to do the harder choice?

Eddie: I was scared. I thought we were going to end up with the talk that ended up in divorce. I don't want that. But we both talked about how we feel and cried. So it was weird, emotional and relief in some ways but I'm still worried about being a good father and the conversations about parenting with my wife.

Rachel: Wow. That's fantastic Eddie. You did something difficult and got through it. Plus you continued to do you homework and fill out your choice point worksheet. Nice job!

Eddie: Thanks





# Notes



# Coach Hall breakdown S2P1



- Rachel reestablishes rapport by welcoming and asking Eddie about how he's feeling at this time. Also she is looking for Body language signals.
- Rachel will ask Eddie about his time between sessions. She'll address anything he might bring up. Note: If client brings up something not related to the original Issue, explain that issue is important but is it more important than the original (Unless related different issues require different sets of sessions)
- Rachel offers positive feedback for Eddie's Effort towards facing his challenges.
- Rachel asks questions that may lead to opening up. Eddie's actions a trend more towards trying the Doing what matters Leg of the triflex more than Opening Up at this point.
- Rachel gets permission to begin and moves to Homework. Rachel is looking to see if Eddie is taking action. If so we can move to Using the SMART. If not, we move to look at E.A. or Unworkable issues.





# Notes



**Rachel/Eddie**  
**Session 2**  
**Part 2**





Rachel: You showed initiative and committed action. Yes you stumbled a bit, that's to be expected. But you got it together. I think you are ready for the next level. How about you?

Eddie: What is the next Level?

Rachel: Well, Since you have shown that you are willing to take action. Lets focus on an Action Plan that is designed to help you find ways to keep your family together, first. Make your Relationship Stronger with your wife. And finally set you up to become a great father. How's that sound?

Eddie: Do you think that is possible?

Rachel: The question is Do you think it's possible? And are you willing to do what it takes?

Eddie: How will I know?

Rachel: Let's start with a proven effective model called SMART to help create a map to achieve your goals.

Eddie: Smart?



Rachel: I'll show you. But before I do. Remember I'm the Helicopter Pilot. You are the Racer. If at anytime the Plan doesn't work, we can pull into a pit-stop and look under the hood at the engine to see what keeping you from going. SMART is like test driving your car. We are going to see what you got. If we run into a problem then we can use other powerful tools in ACT to get us back into the race. Are you ready to give it a go?

Eddie: Ok let's do this.

Rachel: Let's Start with these questions. I want you to think about how to answer them and we can talk about your thoughts. But let's run through the questions first.

Rachel: What specifically does a great father behave like? What way can we measure your Progress towards becoming a better father? What Actions can you take and how will you be accountable for the actions taking to become a great father? Is becoming a better or great father a realistic Goal and is it related to your core values? What Time perimeters will you set for hitting the steps and ultimately your minor and major goal of becoming a better to great father?

Rachel & Eddie have a conversation about these questions

Eddie: I have a lot to think about. Some of these things I'll need to talk to my wife about. Plus I never thought about values they way you have asked me. That "who am I?" question is deep.

Rachel: For homework I will give a Value Assessment PDF for you to look over to help you determine your core values. Keep updating your CP worksheet and Take home the SMART worksheet to think of ways to create steps to help you become a great father.





# Notes



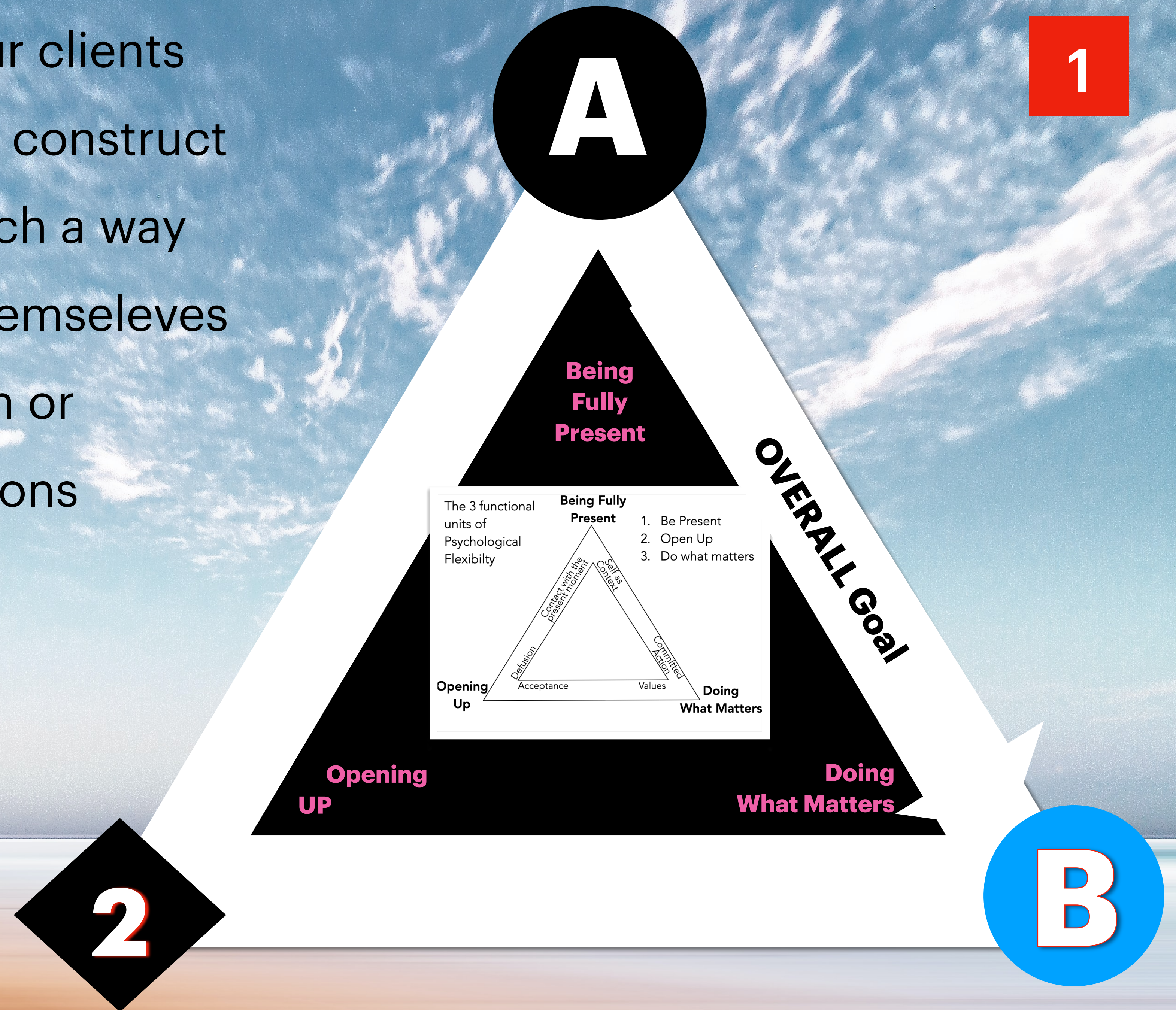
## Coach Hall breakdown S2P2



- Since Eddie is showing initiative, Rachel will ask Eddie if he's ready to Set an Action Plan using SMART.
- She'll ask Q's to fillout SMART
- As long as Eddie is willing and is working towards setting up an Action Plan, Rachel can continue on without having to spend time in the "Opening UP" part of of Triflex
- However, if he seems confused, unwilling, or disconnected from the process or he hasn't finished his first homework we will need to spend time in Opening up.
- Rachel, Gives Eddie Homework. She'll Get answers about doing what matters by seeing what actions he is willing to take and with a completed Values assessment, review to make sure he'll be committed to doing what matters.
- Remember the A2B flow. (charts 1 & 2)
- Sum up session with a few notes just like you did after the first session. Notate any changes & consistencies.



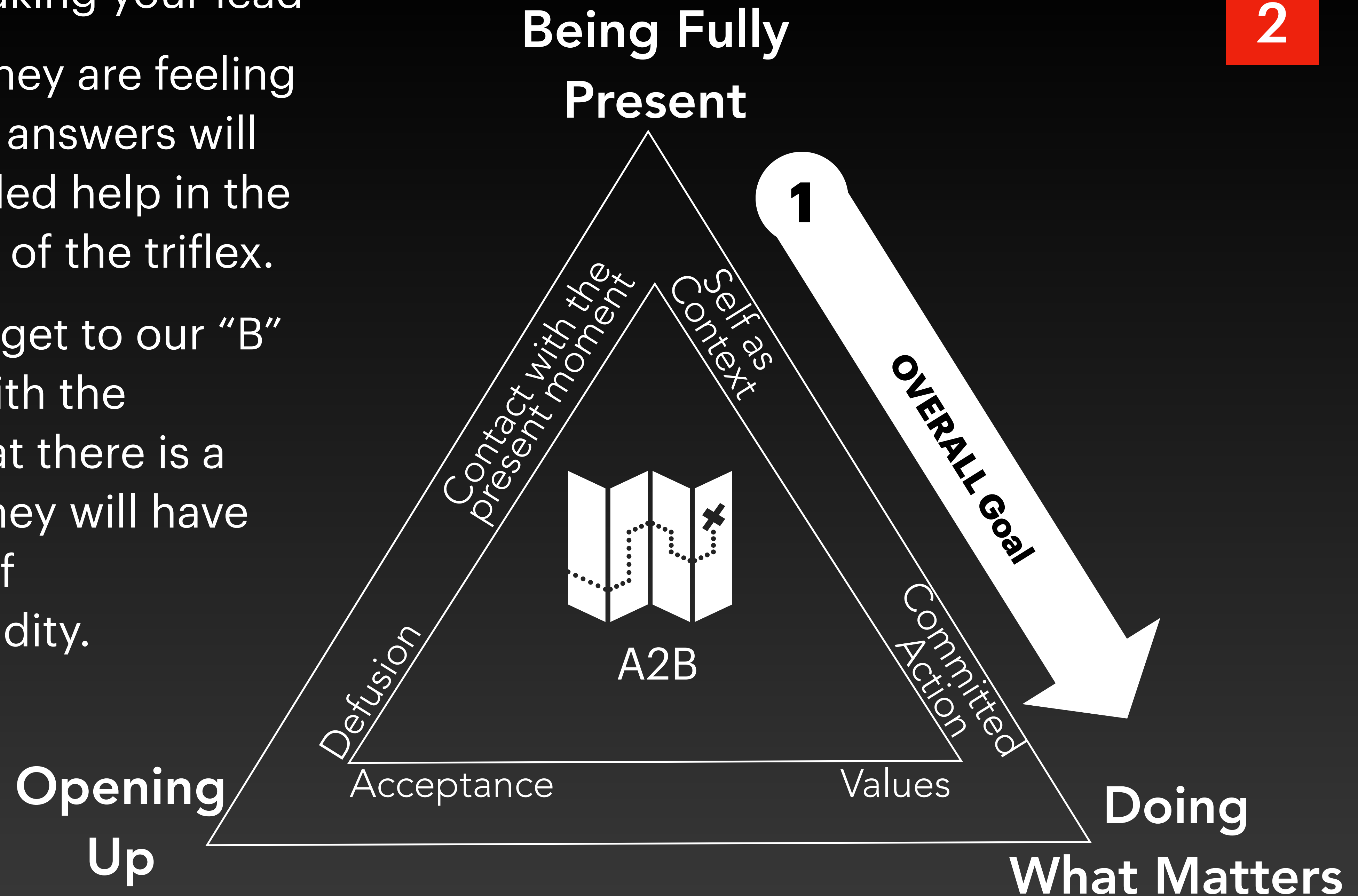
With our Goal of Getting our clients to do What matters, we will construct our actions in session in such a way that barriers will present themselves either through conversation or through the process of actions being observed.





If the client isn't taking your lead  
Simply ask what they are feeling  
& thinking? These answers will  
likely lend to needed help in the  
Opening Up point of the triflex.

We are looking to get to our "B"  
with our clients with the  
understanding that there is a  
high probability they will have  
some if not a lot of  
Psychological Rigidity.







# Notes



**Rachel/Eddie**  
**Session 3**  
**Part 1**





# Session 3 Goals



- Flow of the TriFlex & Hexaflex
- Start With CPM & SAC Q's
- Review Homework & Answer any q's associated with outside assignments
- Update SMART tool
- Address & pivot future sessions towards Opening Up, if and when Doing what matters isn't workable or client isn't willing
- Establish an assignment for Committed Action



Rachel: Eddie how are you feeling today?

Eddie: Alright

Rachel: Are you relaxed enough to start or would you like to do the 4-7-8 exercise first?

Eddie: Actually I did that just before our session, so I'm feeling good to go.

Rachel: Since our last session, do you have any questions or thoughts you'd like to cover before we begin?

Eddie: Well, I have some questions about the values and I had trouble with doing the Smart thing.

Rachel: OK, Well we can go over that. But first how did the CP tool go? Any Updates?

Eddie: Yes, I didn't go to the bar or anything like that. Instead, my wife and I talk some more and we are thinking about finding a parenting class together. She opened up about being scared. I thought she knew everything about parenting except what we've been fighting over. Turns out after our heart to heart conversation she wants to learn more and she wants me to go with her.

Rachel: Wow! That's Great Eddie! You have taken committed action by speaking candidly with your wife about parenting. She also has opened up to you and wants to learn to be a better parent too. How do you feel about doing this together?

Eddie: Well, I'm nervous about it and uncomfortable but glad that we are doing this together.

Rachel: Doing new things often feels uncomfortable and makes us feel nervous. All very natural. When you feel like this what do you do?

Eddie: Talking to Sandy, my wife helps and doing the breathing exercises help as well. Also knowing that I can get you to solve my problems helps too.

Rachel: Ok so let me see if I have this right. You are feeling uncomfortable and nervous about taking the parenting classes, is that right?

Eddie: yes

Rachel: When you think about doing new things you feel uncomfortable and nervous, talking and doing breathing helps, right?

Eddie: yes

Rachel: The last part you said that I solve your problems, right?



Eddie: Oh, um, well you sorta do right?

Rachel: Remember I'm the helicopter you are the driver. I don't solve your problems, you do. I show you ways for you to solve your problems like the CP tool and Value Assessments and SMART, that I share with you and teach you how to use, but you do the work including solving the problems. Does that clear things up?

Eddie: Oh yeah, I ... just had some real issues with the values and SMART. I started having feelings and thoughts about my childhood. The parenting class, my history it's all confusing. My dad was terrible and that's my history. I'm doomed. My kids are doomed. My wife will have to do all the work. This is going to be bad. I can feel it.

Rachel: Are you feeling bad now?

Eddie: Well, I don't like thinking about my childhood or my father. You know what they say. History is bound to repeat itself.

Rachel: Let me see if I understand. While working through the values homework and SMART it brought up some bad memories, is that part of it?

Eddie: Yes

Rachel: When those bad memories, came, you connected them to parenting classes and your own childhood history, including remembering that you've determined that your father was terrible. Do I have it right so far?

Eddie: Yes

Rachel: Since your father was terrible and your childhood has bad memories you feel that your family, your chance at being a great father, your kids childhood and your marriage with your wife is doomed. And once more that Saying, History is bound to repeat itself, translates to, You will be a bad father no matter what. Does that's sound right?

Eddie: Well, yes and know. Yes you said everything correctly back to me. And no, listening to you say it that way, doesn't sound completely right.

Rachel: What do you mean?

Eddie: I mean that hearing it from you makes it sound like I have no power or no choices.

Rachel: Do you have power and choices Eddie?

Eddie: Yes I chose not to go to the bar anymore with my friends. I chose to Go home earlier and spend time with my kids and wife.

Rachel: Bravo. True. You have demonstrated your power and choice. Might it be possible that some other areas in your life could change with your power, Eddie?





# Notes



# Coach Hall breakdown S3P1



- As always Rachel will begin with Eddie being fully present : Triflex Flow.
- As they start Eddie has shown to have been doing his homework but seems to be stuck on what to do. He brings up his past and his father a few times.
- Notice: That the Triflex Flow nows shifts from Doing What Matters to Eddie Potentially Opening Up about Beliefs about his father and that connection to his ability to become a great father.
- Rachel helps Eddie connect his feelings and his Fusion with rules (history repeats itself) and Fusion with Future impacted by fusion with past.
- Rachel gets permission to use a reframe technique. Eddie has an Aah Haa moment when he hears her say back to him what he said.
- Now Eddie is beginning to Open up. Rachel Paraphrases to keep rapport and get assurances from Eddie that she understands him.
- Rachel Uses reframes to help Eddie see that he isn't sure of his father's motives and has already done things differently and provides some positive reinforcement.
- Another note: Rachel has to remind Eddie of her role so he doesn't build up false expectations
- When we return Rachel ask, "Might it be possible that some other areas in your life could change with your power, Eddie?"





# Notes



**Rachel/Eddie**  
**Session 3**  
**Part 2**





Eddie: What do you mean?

Rachel: Well, you have demonstrated some willingness to Do what matters, with the changes you’ve made. To keep going requires us to open up our minds and see things in the same way you have already proven to yourself but being openminded about dealing with your family issues rather than avoiding them. You see, Avoiding is merely a strategy that serves a purpose. Some good, some bad, some ugly. In the end it’s just one strategy of many we can use to get the best of life.

Eddie: So I need to learn more strategies?

Rachel: In a way. You have a strategy for dealing with the difficult feelings, thoughts, and Memories of your childhood and in particular your father. That strategy has made you feel like you are lost about fatherhood. Do you think if we looked at other strategies that you could find a path that leads to you achieving your goals of being a great father, keeping your family together and having a great relationship with your wife?

Eddie: Hmm...I hadn’t thought about it like that. Feels weird, but I do want to be a great father. So let’s try it.

Rachel: Let’s look at this connection between your father and how he was and you as a father and how you can be.

Eddie: Ok

Rachel: I’m going to use a reframing technique, it’s simply asking some questions by looking at things in different ways. Is it ok to begin?

Eddie: Sure

Rachel: So where did you learn about being a father from?

Eddie: My dad, he was never around, I guess that’s why I’m wired to go to the bar instead of going home.

Rachel: So from your dad, you learned to be a dad, right?

Eddie: Yes

Rachel: That’s how it generally works. You stated that he wasn’t around much then he left for good when you were around 10, right?

Eddie: Right

Rachel: Can you learn from a teacher if the teacher never shows up to teach the class?



Eddie: What? NO! Maybe, You learn not to show up.

Rachel: Good answer, however you have made the new choice to show up. You did say you have been going home and not staying away like your father did, right?

Eddie: Yes, but my dad would be home sometimes but he always left.

Rachel: Yes, His choice. Did you make choices for your father?

Eddie: No but maybe I behaved badly so he didn't want to come home.

Rachel: Are your kids behaving so badly that you chose to stay away and go to the bar instead?

Eddie: No my kids are wonderful.

Rachel: So why did you not go home?

Eddie: I told you. I had other reasons.

Rachel: Yes, So could it be that your father didn't come home because he felt lost about being a father or some other reason rather than you misbehaving?

Eddie: I guess, I don't know.

Rachel: Ok, You are saying that you don't really know why your father, left and it could have been any number of reasons

Eddie: True

Rachel: Since your father wasn't around, were there other adult men figures that modeled good father like behavior?

Eddie: My best friends dad was cool. A couple of teachers and my basketball coach in high school. And a chaplain, that stopped by after dad left. He taught me to play chess and invited me to join the church youth group.

Rachel: Could you use their examples of being a good father figure to learn from?

Eddie: Yeah, Absolutely.

Rachel: Ok Eddie you are doing great. I am going to send you home with a list of other questions that will help you open your mind to fatherhood. That will be your homework. If after you complete it, you might find it easier to look at values and the SMART model. When we meet again we will go over the answers and move into putting some order to your values. This will help you create the best plan to use with SMART. How's that sound?

Eddie: Ok

Rachel: Do you have anything else you'd like to talk about briefly before we end our session?

Eddie: No, I have work to do so I should get to it.

Rachel: That's a great attitude. I'll see you next session.



## List of Homework Questions for Eddie

- What are characteristics, or behaviors of a Good father?
- Who do you know that has or was raised by a great or good father?
- Is there anybody else in a child's life that can help them grow up in a ideal way?
- How do you and your children's mother compliment and contrast in parenting?
- How do you think and feel your differences impact your children?
- What can you do to get the answers to the questions just asked so you are certain your actions as a father will result in you being a great father?
- What action can you take between now and the next session that will get you closer to your goal of becoming a great father?





# Notes

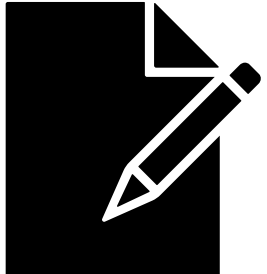


# Coach Hall breakdown S3P2



- Rachel Shares with Eddie his willingness and his used strategies. She explains Experiential Avoidance and Fusion in a way for Eddie to understand.
- Rachel gets consent to proceed to Reframing questions about Eddie's father.
- Rachel begins by asking Eddie where he learned parenting from?
- Eddie's Answers Leads Rachel to probe deeper into the general concept of teaching and learning.
- Rachel uses a logical reframe to let Eddie see the impossible nature of his conclusion
- Eddie Illusion of being the reason his father left was confronted by comparing his own children to the actions Eddie had been taking. Creating an opening in other possibilities and ultimately the recognition that Eddie truly didn't have an answer to why his father left.
- Rachel then ask Eddie to recall other adult men in his life that acted more like solid father figures to use as models for himself.
- Rachel Recognises that time is running short and gives the remaining questions about reframing fatherhood to Eddie for Homework.
- Rachel will take notes and she wants to be sure Eddie has come to terms and accepts his feelings and thoughts about his father. She'll plan an Accepting "it" Exercise (covered in another lesson) for a future session
- Rachel updates her files and session notations.





# Notes



## Recap & Where do we go from Here?



- Remember between each session you write down a summary of the session. Compare to previous sessions.
- Check the progression and match it to both your coaching A2B and that of your client's
- Once you get your client to Open UP, you'll likely spend a number of sessions working on Defusion and Acceptance.
- Each time your client has learned to accept a new way of thinking or accepted thoughts and feelings, move back into the committed action phase.
- When you get to the final sessions be firm about their ability to take it from there moving forward by having a few Followup and support sessions. Keep open the possibility of adding on a few extra sessions if needed. Or if there was another issue that was uncovered during the series of sessions unrelated to the Original issue.
- You can always offer refresher or check up type of mini-packages for wellness or preparedness ACT.





# Notes



# ACT Life Coach Certificate

Advance Level



# More Essentials



# Section Overview

- **Recapping Behavior Goals**
- **Powerful Reframing Phrases**
- **Problem Dissection Worksheet**
- **Bullseye Worksheet**
- **HARD Worksheet**
- **CP worksheet Workable**
- **CP worksheet Willingness**
- **Unhooking**
- **Willingness Control**
- **Metaphors: Chinese Finger-Trap, Tug of war with Hercules, Book of Life Hold Away Exercise**

# More Essentials



- **Anchors ACE Placing, Dropping**
- **5 Defusion Techniques**
- **Understanding Values**
- **Value Identification Exercises**
- **16 Values Techniques**
- **Fusion Inquiry Q's**



# Recapping Behavior Goals

- Client's A2B v Coach's A2B
  - Client is looking for outcome
  - Coach looking for Action
  - Action creates Behavior
  - Behavior creates outcome
  - Outcome Goal = What one wants
  - Emotional Goal = How one Feels
  - Behavior Goal = What one Does
- “To get to the desired feeling we need to navigate committed action”

Setting the Behavior Goal and executing Behavior brings us Emotion & outcome Goals



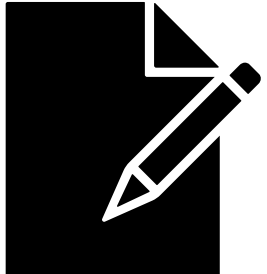


## Convert to Behavioral Goal

- Often times client will have a “B” point or “bullseye” Goal relating to thoughts or feelings. I.E. “I want to feel better as a parent”
- Remember the ABC's & IPO's
- The A <sub>(of abc's)</sub> = Antecedents and I & P <sub>(of IPO's)</sub> = Inputs & Processes
- Behavior > Consequences and Outputs
  - Outputs = Experiences > Inputs
  - Behaviors = Experiences > Inputs
  - Actions = Behavior
  - New Actions = New ABC's & IPO's
  - Set Behavior/Action Goals from stated Emotional Goals







# Notes



# Powerful Reframing Phases

## Reframing Emotional Goal into Behavior Goal Example

"I just want to stop feeling like a bad father"



Emotional Goal

Reframe to Behavior



"So our Goal is to learn new skills to handle this feeling, Right?"

"No, I don't want to handle my feelings. I want them to Stop!"



Reframe to Behavior



"Of course, it's a terrible feeling. Let's do something to help with that issue ASAP"

## Reframing Outcome Goal into Behavior Goal Example

"I want to be a good, maybe even a great father"



Outcome Goal

Reframe to Behavior



"So our Goal is to begin doing things that lead you to becoming a potentially great father, Right?"



## Reframing Thoughts Example

“My father was bad so I’m sure that means I’ll be a bad father too.”



Fusion

Reframe



“Tell me how different your father is from you? Since you both are not the same person might it be possible that you could be a different father?”

Reframing often uses guided conversation to help our clients consider different ways of looking at their issue.



1

“Where did your father learn to be a father?” “If you were his father what would you think & feel?” “What do you think your father was wanting or hoping for?” “How would you have wanted him to treat you?”

2

“So, if he learned fathering, could you learn fathering, perhaps from a good father or parenting coach?” “So if he felt that way, and you feel differently, might you be able to father differently?” “So if he wanted something different that what you want, isn’t it possible you’ll do something different?” “Knowing how you wanted to be treated, could you treat your children that way?”





# Notes



# Problem Dissection Worksheet

## Thoughts that hook you

When you think about this issue, what negative thoughts come up? Concerns? Worries? Fears? Beliefs? Swirl around? Get you caught up over and over? What thoughts jolt you? Cause you to stop? Push you away from doing what matters or what is best? What memories pop up that prevent you from doing what matters or what is best?

## Feelings that hook you

When thinking about or dealing with this issue, what negative feelings come up? Emotions? Physical Sensations? Temptations? Escapism Impulses? Describe the feeling when you experience the drive to either pause or move away from what is best or doing what matters?

## Life Draining Actions

Regarding this issue, What activities or actions are you currently taking that causes you to feel busy but isn't getting you closer to your goals, desires and/or what you want? Causes you to feel stuck, without answers? Creates additional problems? Impacts you financially? Makes life worse in the short term? Long term? What are you doing that negatively impacts your occupation, personal health, your relationships? What actions are you taking that drain your energy, limits or restricts your life? What are you doing that serves only as a temporary solution, maintains the status quo, or worsens your situation?

## Avoiding Challenging Situations

Regarding this issue and your efforts to get what you want, What activities, people, places, events, experiences do you avoid, delay or stay away from completely? What have you started but have stopped? What have you put off or have procrastinated from doing? What falls into the, "I'll do that later or last" category because you don't feel or think you are ready or can do it?





**Thoughts that hook you:**

**Life-Draining Actions:**

**Feelings that hook you:**

**Avoiding Challenging Situations**





# Notes



# Bullseye Worksheet

- A tool to help clients find & order their values
- Mark an "X" to represent where you are regarding (as of today) your values in the areas of: Personal Growth/Health, Relationships, Occupation/Education, and Leisure

**Personal Growth/Health**  
Includes:  
Exercise, Diet, Spiritual,  
Physical/Mental/Emotional  
Health

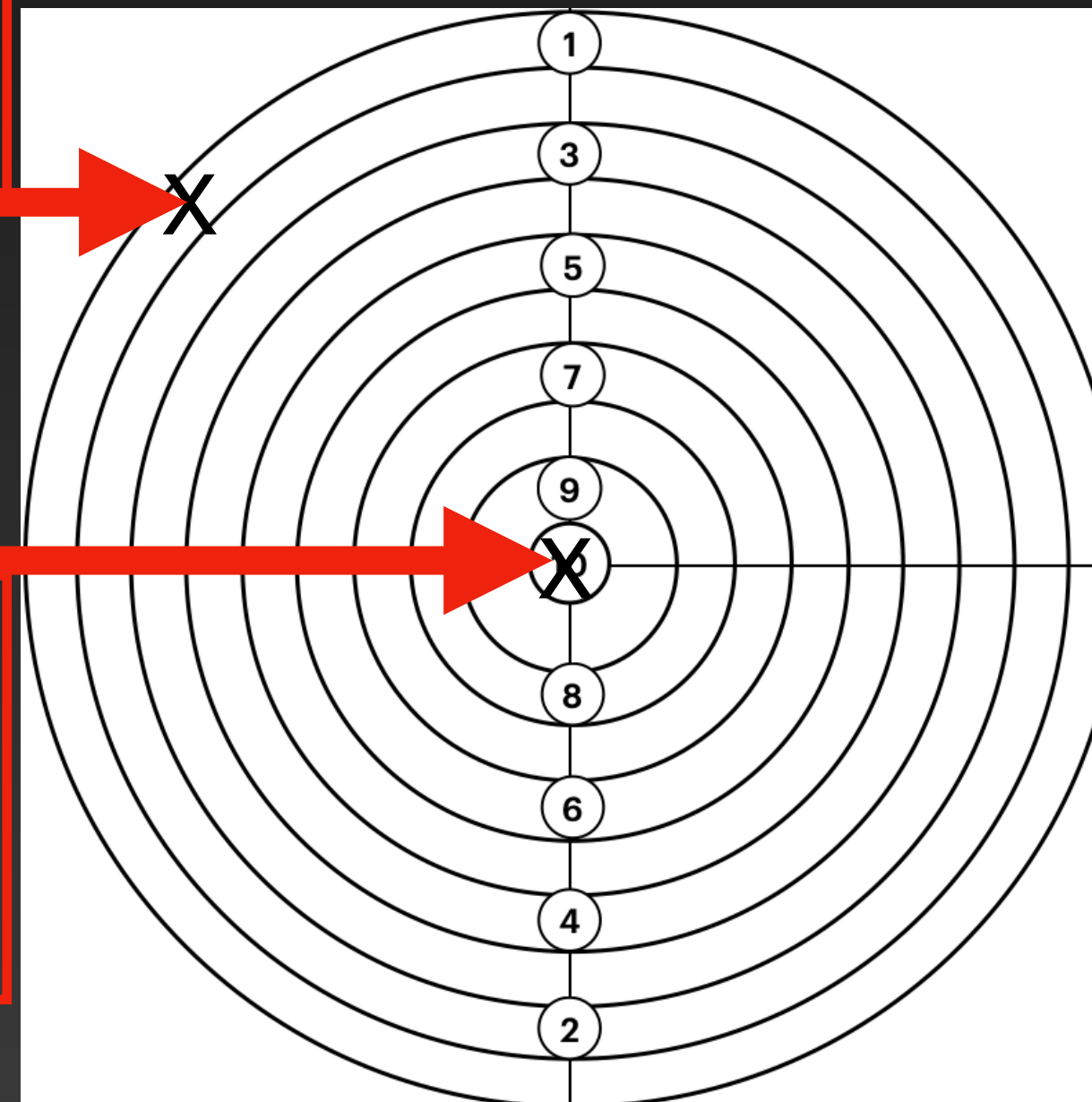
**Relationships Includes:**  
Life Partner, Family  
Members, Co-workers, Biz  
Partners, Networks

**Occupation/Education**  
includes:  
Skills, Skill Development,  
Work Place, Career, Side  
Hustle, Education

**Leisure includes:**  
Recreation, Creativity,  
Hobbies, Fun Activities,  
Relaxation

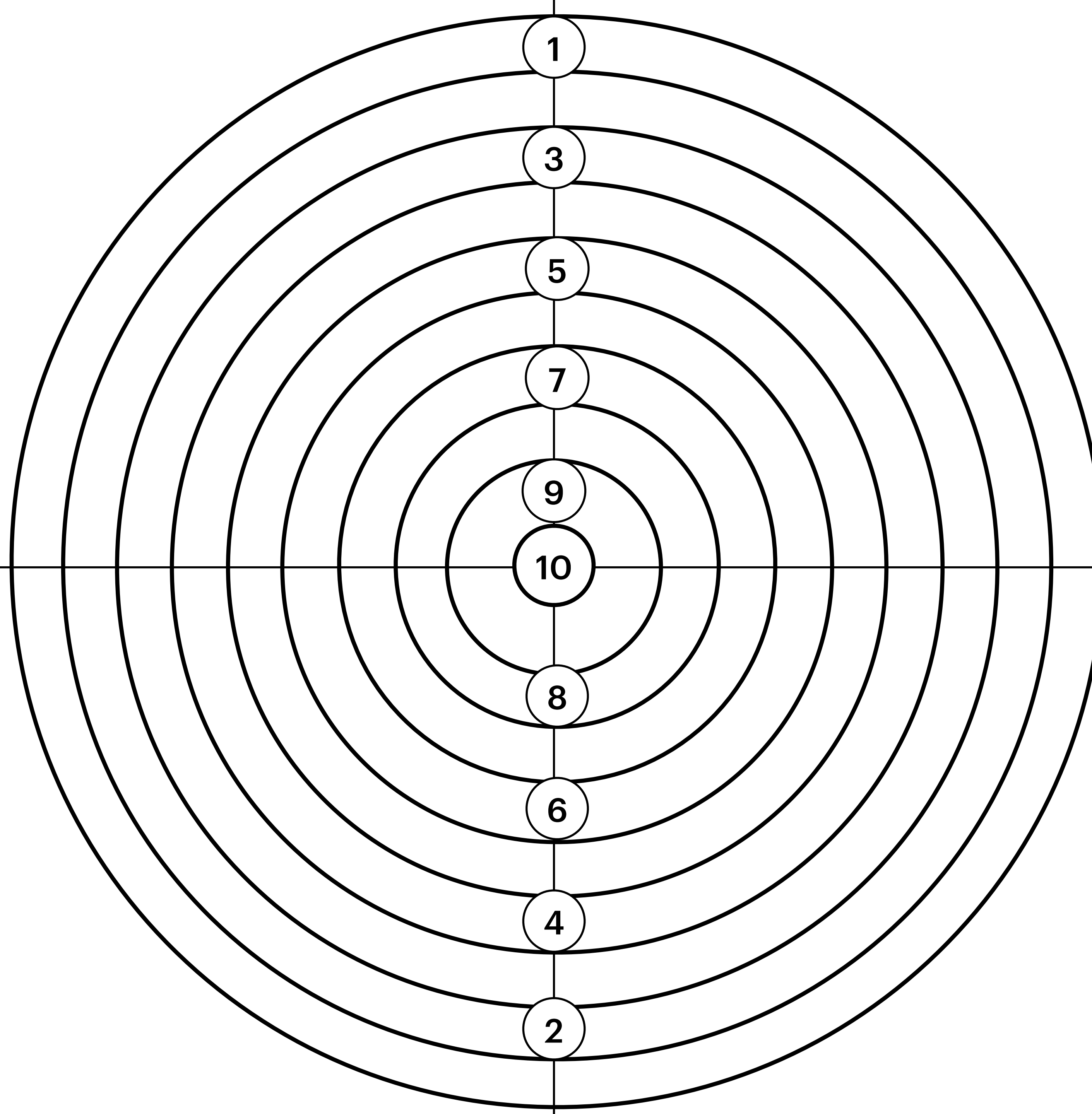
My Actions/Behaviors  
are Highly Inconsistent with  
my values = 1

My Actions/Behaviors  
are Highly Consistent with  
my values = 10





## Occupation/Education



## Relationships

## Leisure



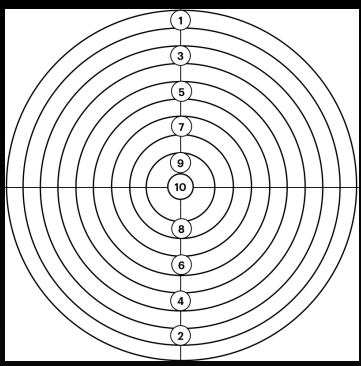
Personal Growth/Health

Occupation/Education

Relationships

Leisure





# Questions for Bullseye Worksheet

- How would you rate these four areas of your life (as of today)?
- How would you rate the sub-categories?
- What qualities or strengths do you wish to improve and/or Develop?
- What kind of person would represent the version of you, you most desire?
- With what time you have left in this life, what areas of life would you most like to see at level 10?

Take notes on Bullseye worksheet's second page. Drawout the issue areas related to clients Situation and their "B" point. Use in conjunction a Value Elicitation or Assessment tool/worksheet.

Another great tool to fleshout the "Doing What Matters" area of the Triflex.





# Notes



# HARD Worksheet

- This worksheet helps the coach and the client determine barriers keeping the client from doing what matters.
- This worksheet looks at the four primary reasons we get stuck.
- You can give this to your client to fill out or you can ask the questions and jot down your client's replies
- The answers might open up some fusion and will help to construct a realistic Map towards the Bullseye.





## Hooked

**When you think about your thoughts what does your mind give you for justifying why you Won't, Can't, Shouldn't Do what matters? What is your mind telling you about not doing what it takes to get what you want? What consequences or terrible things are going to happen, if you do what matters**

---

## Avoiding Discomfort

**To grow and achieve often requires us to move away from being comfortable. Change generally brings some level of discomfort. What Thoughts, Feelings, Emotions, Sensations, Memories, Urges, impulses, Interactions, seem so difficult that you are not willing to have them? ....Wanting to have them?**

---

## Remoteness of values

**To be fulfilled, to feel successful and happy we need to operate in life by the values we hold most dear. When we operate remotely or absent of values life becomes more and more difficult, stressful, and unfulfilling. We often become impulsive. We get caught up in situations that mostly are governed by feelings and emotions. What values are you missing from your life? Which ones are you forgetting, ignoring or fail to act on consistently? Which values are left behind when you do the "Hooked" things? Which values are missing when you Avoid Discomfort?**

---

## Doubtful GOALS

**When you consider your goals, especially the ones related to your issue, how realistic is it for you to actually obtain that goal? On a scale from 1-10 how realistic is your goal? (10=Totally realistic, I can and will do it, no matter what. 1=Unrealistic, I will never achieve it)**

**If your goal is rated at 6 or less, chances are you will not achieve it. So let's look at this goal further. Is it/are they Excessive? Are you attempting the impossible or perhaps it's too difficult? Is this something that requires extra or missing skills? Is the timing off? Are you trying to do this too fast? Are you expecting something outside of your available resources? Is there something lacking that is outside of your control?**

**Often these unrealistic goals are still possible but they need to be broken down into doable and realistic steps. How could you break down this goal into steps that could lead to the bigger goal becoming more possible?**



HARD Worksheet	Answers
<b>H</b> ooked:	
<b>A</b> voiding Discomfort	
<b>R</b> emoteness of values	
<b>D</b> oubtful GOALS	





# Notes



# CP worksheet Workable

- Motivation is the will to do what matters
- One area of motivation that represents problematic behavior is the degree of workability
- Unworkable behavior is when the payoff of our actions is greater than the cost which leads us away from our bullseye
- The Payoff is generally a combination of [Getting away from something you do not want::Gaining Access to something you want]
- A reinforcing consequence is a behavior with a payoff that keeps the behavior repeating.
- The CP workability Worksheet helps to identify the cost/benefit of our actions
- Workable Worksheet focuses on the Hooked side of the CP tool.





What happens when you (do or behave) like that or soon after that?  
What Action? What Consequence? What Benefit? What Thoughts?

When you do that, do you feel good or better in some way? How do you feel?  
Powerful? Relaxed? Justified? Relieved? Confident? Calmer? Assertive? Stronger? Name the feeling!

Do you get to avoid or stay away from... Something uncomfortable?  
A person? A Place? An Event? A Situation? A Memory? Something you don't want? A task? A Responsibility?

Do you get something you want or need? Maybe you gain access to something you want or need? What payoff do you receive?



When you behave this way what do you lose or miss out on?

What does this cost you short term? Mid-term? Long-term?

After your behavior, what happens that you do not want?

Which Values and/or Goals are jeopardized, delayed, pushed away due to this behavior?

What do you risk when you behave this way?

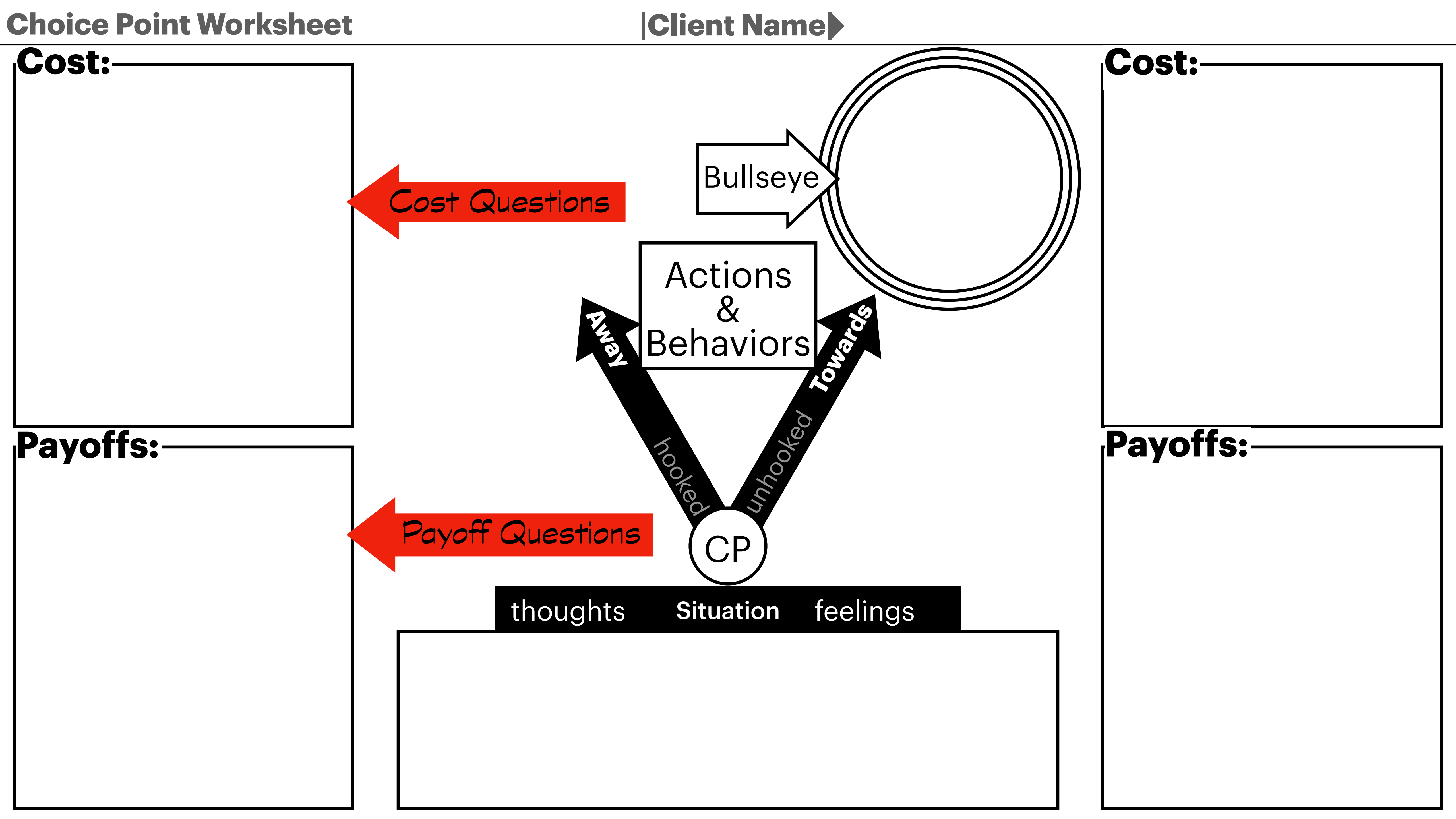
What thoughts, feelings, memories come up with this behavior?



# Common Reinforcing Consequences

- **Make Sense** (Possible Reasoning, Rules or Judgment Fusion)
- **Feels Right** (Possible Reasoning, Rules or Judgment Fusion)
- It's due to you or you deserve it
- It Gives me what I want/need
- Avoid/Escape certain People, Places, Situations, Events
- Avoid/Escape Unwanted Feelings/ Thoughts (Experiential Avoidance)
- To fit in or Gain/Receive Attention
- Vanity, To look good (to yourself or others)









# Notes



# CP worksheet Willingness

- Motivation is the will to do what matters
- One area of motivation that represents resolute behavior is the degree of willingness
- Unwillingness behavior is when the payoff of our non-action is greater than the cost which leads us away from our bullseye
- To search & create a workable plan for Willingness Behavior we will look at two types of payoffs: Immediate & Potential
- The CP willingness Worksheet helps to identify the Immediate/Potential of our actions
- Willingness Worksheet focuses on the unhooked side of the CP tool.





When you achieve your bullseye what will the benefits likely be?

Would this behavior feel more like the person you wish to be?

Will or Does this Behavior/Action seem more like the direction you want/need to go?

Which Values and/or Goals would you be bringing with you moving in this direction, each step you make?

Is this a move towards your Goal, or Bullseye?

By doing this what would you be representing?

By doing this what would this say about you?

Would doing this be living life your way?



CP Willingness Worksheet

Validate Cost Questions

By behaving in a “Towards your Bullseye” way, What difficult thoughts, feelings or memories are you likely to have or come up?

By behaving in a “Towards your Bullseye” way, what are you willing to risk?

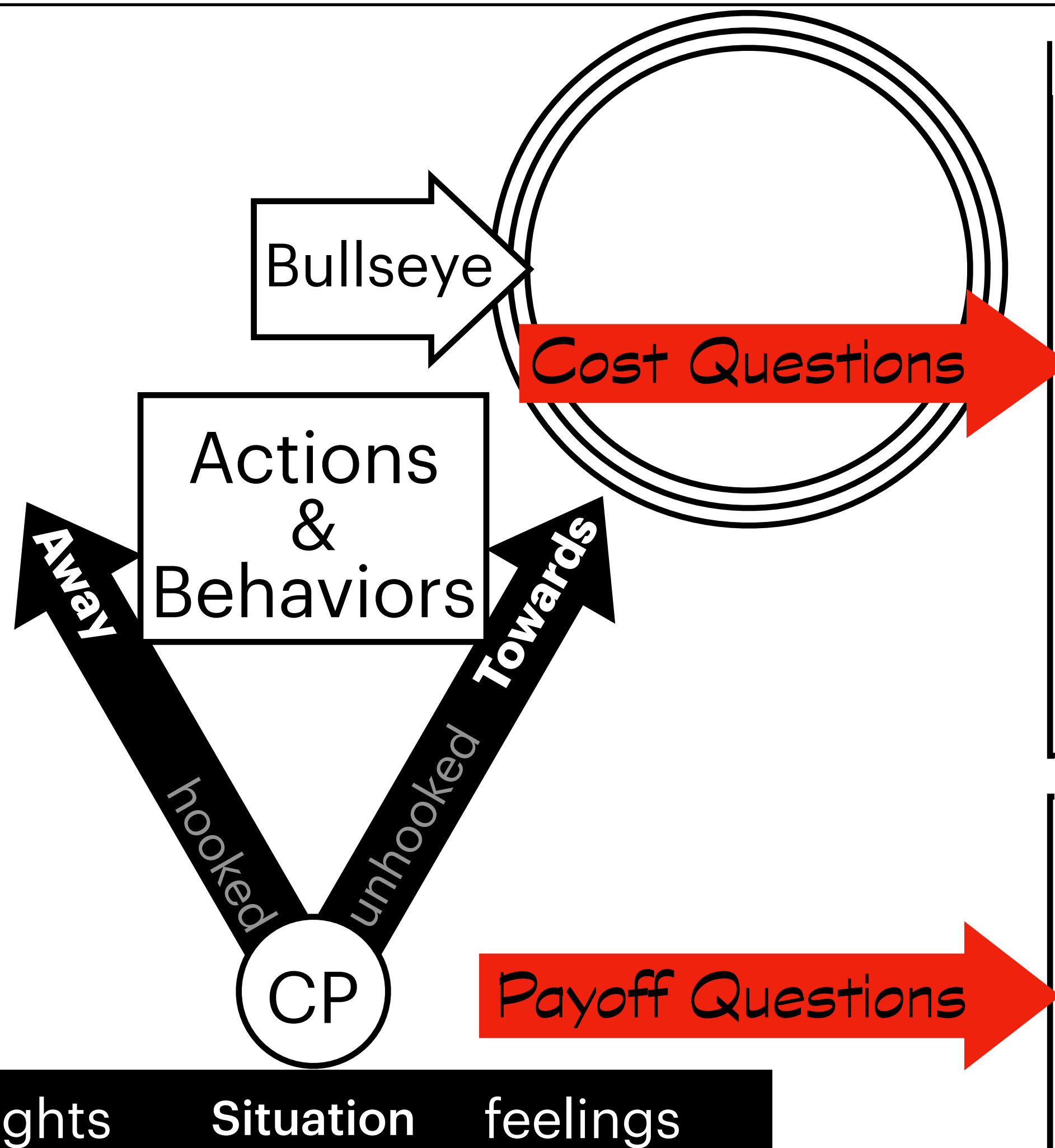
By behaving in a “Towards your Bullseye” way, what might you have to give up, lose, miss out on or need to quit?

Do you get something you want or need? Maybe you gain access to something you want or need? What payoff do you recieve?



**|Client Name▶**

### **Cost:-**



## Payoffs:-

## Payoffs:





# Notes



# Unhooking

- Once a Hook is identified we can use the following to unhook our client's behavior
- Acceptance of Pain (Acceptance)
- The Noticing Self (Self as Context)
- Dropping Anchor
- Mindful Grounding
- Noticing & Naming Defusion Techniques
- Mediation Defusion
- Attention Training & Focusing skills
- Engaging & Savoring Skills
- Self Compassion





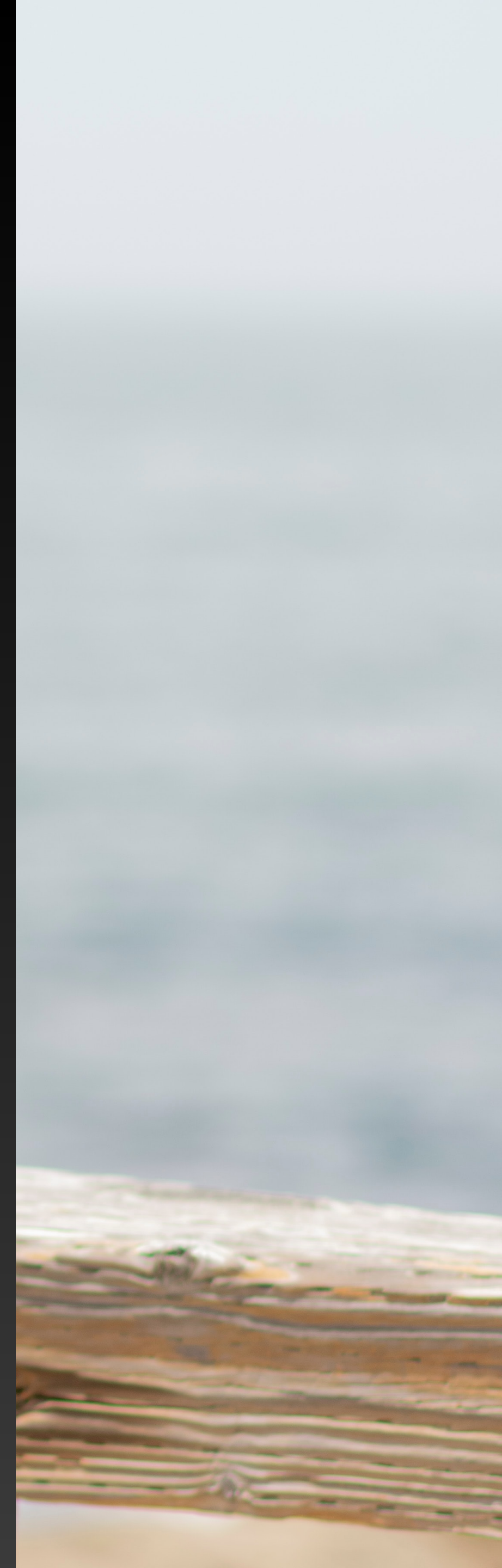


# Notes



# Willingness Control

- Willingness to acceptance our experiences, thoughts and feelings
- Being Hooked is being unwilling (avoiding, stopping, delaying) experiences, thoughts and feelings
- 2 types of change work: 1) Naming struggle as the problem 2) breaking the illusion of emotional control
- Out of one's control's v Within one's control
- Control is the problem, not the solution. The ignorance about control create undesired results
- Understand the difference between what is and what isn't in our control
- Letting go of trying to control things that are not within our control
- Begin doing, what is useful, things that are within our control.
- See the Willingness Control Clarification Slide.





Outside of our Control	Within our Control
Most to nearly all Emotions, Feelings, Memories, Thoughts and Sensations	How we respond to Emotions, Feelings, Memories, Thoughts and Sensations.
What happened in the past	How we respond to Emotions, Feelings, Memories, Thoughts & Sensations from the past.
What happens in the furture	What we say & do, what actions we take, what behaviors we make to impact, create and/or influence the future.
Later results, when and whether or not we recieve or achieve the outcomes we wish for, want and/or desire	What we say and do to increase the odds of achieving the outcomes we wish for, want and/or desire.
What other people say or do	How we respond to what other’s say and do as well as what we say and do to influence others.
How others judge, percieve or interpret us	How we judge ourselves. How we act to act/behave to be like the person we wish to be.
If life gives us what we want or feel we deserve or entitled to recieve.	Living by and acting on core values. The level of effort we put into life. Appreciating what we do have.
Natural Disasters, Global warming, Economic Crisis, Illness, Personal Injury, Career & Work issues, Educational requirements, Other’s Suffering	Living by and acting on core values. The level of effort we put into life. Appreciating what we do have. Being Self compassionate and living with purpose.
Painful Loss, Death of loved one, Divorce, Financial Ruin	Recognising the Grief process, being self compassionate and creating purpose to move forward.





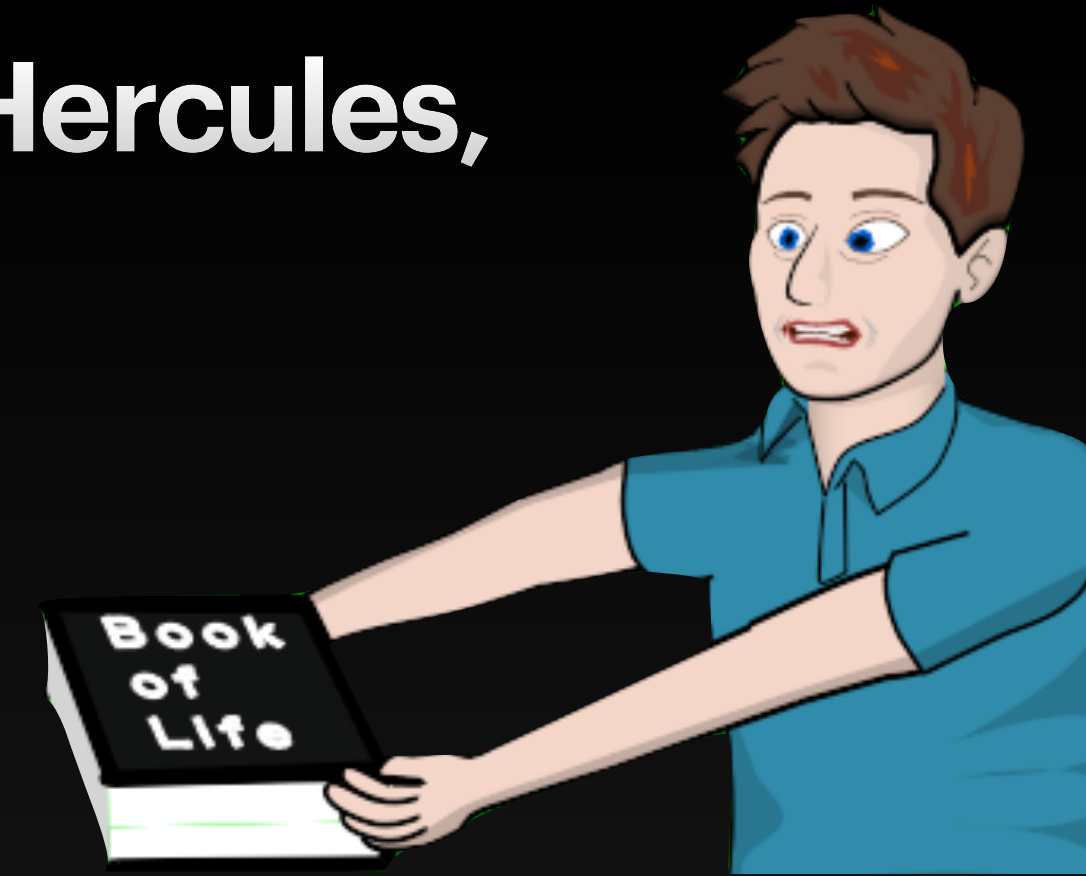
# Notes



# Metaphors: Chinese Finger-trap, Tug of war with Hercules, Book of Life Hold Away Exercise

- Demonstrate Book of Life Hold away Exercise

- The Book represents everything in your life that is meaningful
- All the positive people, places, events, memories, favorite foods etc
- All the challenges, difficulties, conflicts, problems, issues, concerns
- Societies Agents (friends, family, doctors, therapist, etc... encourage us to push away negative or difficult thoughts & Feelings



- Chinese Finger Trap Metaphor

- The harder you pull to try to free yourself the tighter the trap
- Our desire to control our problem by focusing Emotions & feelings creates behaviors and actions that trap or hook us
- Moving towards the feelings and thoughts is how we become unhooked and free of the trap



- Tug of war with Hercules Metaphor

- Hercules represents your struggle with your thoughts and feelings
- The tug of war is over a bottomless pit
- Your instincts might be to pull harder to keep from falling into the pit.
- However if you drop the rope, give up the struggle, you live.







# Notes



# Anchors ACE Placing, Dropping

- Anchors are a multipurpose Mindfulness tool
- We use the term anchor to ground and with looking at SAC beliefs or Fusions associated with triggers
- ACE: Acknowledge your inner experience: Come back into your body: Engage with the world (CPM)
- Placing Anchors: Through mental imaging or hypnosis to set Stopping points when we get mentally or emotionally charged
- Dropping Anchors: Use ACE to tie down emotional storms or floods. Have your client imagine they're are a boat in a harbor and a storm is coming or has hit. Mentally imagine tieing down the boat to an anchor to keep it from capsizing. Then while the storm passes you sit still and breath. (CPM)







# Notes



# 5 Defusion Techniques

- Bullying Reframe: What's it like to have that feeling, belief, idea and/or thought push you around or control you? Do you that it bosses you around telling you what to do?
- Computer Screen: Imagine this thought is on a computer screen running on the Paint Program. Manipulate it.
- Insight: When you go with this thought where does it take you? How does your behavior change? What do you start or stop doing?
- Interested: Nod and say "that's an interesting THOUGHT" [emphasize the word THOUGHT]
- Form & Locate: Turn the thought into a sense. What does it look like? What's its size, shape? What does it sound or smell like? Is this your voice or someone else's? Where is this in your body? Does it move or set in the same place?





# List of Defusion Techniques

- Meditation: Let your thoughts be like sheep jumping pass you. Birds flying by. Clouds drifting. People passing you in the park.
- Name it: If your feelings and thoughts were a novel or magazine article what would the title be? Each time they show up call it by this name.
- Noticing Mind: When you have thoughts, notice what you are doing and what your mind is telling you in that moment. Notice the line of thinking.
- Noticing Self: Imagine you having thoughts and you see this process as if you were watching yourself on a movie screen. How does this thought look from the observational point of view?
- Pragmatic: If you go with this thought, then what? What do you get by believing this? Where do you go from that point? Could you try it, even if your mind is saying it won't work?





# List of Defusion Techniques

- **Problem Solving:** Our minds job is to solve problems. Your feeling bad, your mind trys to make you feel better. However, we know what we know and we don't know what we don't know. So many solutions our mind comes up with are poor or ineffective. So your mind is perfect, it's the solution/strategy that needs modifying. Your role is to determine if your mind is coming up with the best solutions. Do they give you the success, happiness and fulfillment you desire in the long term?
- **Workability:** By going with that thought do the consequences move you towards or away from your bullseye, "b" point, desires, goals? If this thought runs your life will you be behaving like the person you wish to be?
- **The More Traditional**
  - A. How old is that story?
  - B. Write your thoughts on cards
  - C. Thank you mind, for that thought
  - D. Repeat it rapidly over & over
  - E. Say it in silly voice
  - F. Sing it
  - G. Who's talking you or your mind?
  - H. I'm having the thought that...
  - I. Passengers on the Bus Metaphor





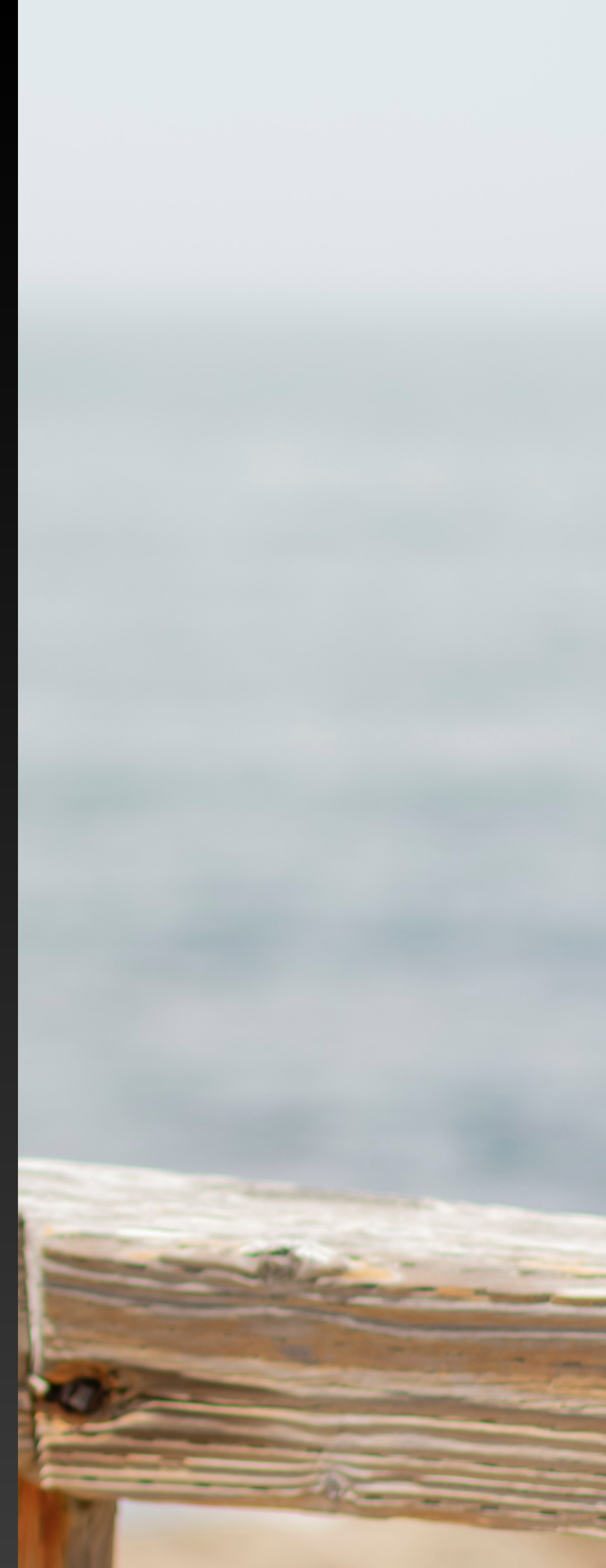


# Notes



# Understanding Values

- Value versus Goal: In a nutshell a goal is a destination and a value is the vehicle to get you there.
- Values are ever present. They are part of our here and now experience.
- Values are chosen by us often running sub-consciously or deliberately. So we are free to choose them and be aware.
- Values include self and others. They impact our inner and other worlds greatly effecting our relationships.
- Values are best held lightly. They are not commandments to obey but rather act as wise guides to live by.
- Values need not be justified. Values are a matter of personal attraction. Like Cuisine, Music, Sports etc... We are drawn to what attracts us.
- Values often require Prioritization. At times our values will clash and we will need to move by one or another value.
- Values are not set in Stone. Values evolve and change over the years. New experiences will expose you to new or help to better understand values.
- Getting in touch with today's priority of values is key to forging a workable committed plan of action with the willingness to get us from A2B







# Notes



# Value Identification Exercises

- An Exercise to help find our values
- Do in session and/or as Homework
- Who are you? Not your name, what you do/done nor your title. Describe who you are.
- Why do you wake up each day? What is/are the primary reasons/motivations to do what you do?
- Time machine. You travel one year into the future and you look at yourself today like you watching a movie. What qualities did you possess? What were your best Characteristics? How did you treat yourself and others?
- Time Machine. You travel ten years into the future and get to look back at today. What would you have done differently? What did you spend the most time worrying about? What didn't you spend time on that you could've?

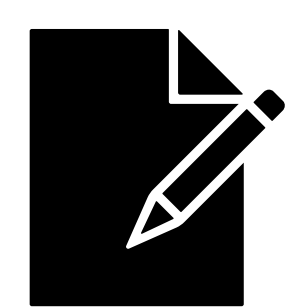




Value List: Scale of 1-5 5 = highest value: 1 = lowest value

1-5		1-5		1-5		1-5	
	Abundance		Engagement		Intimacy		Skillfulness
	Acceptance		Excitement		Justice		Supportiveness
	Assertive		Fairness		Kindness		Trust
	Authentic		Fidelity		Love		Variety
	Caring		Fitness		Mindfulness		Other_____
	Certainty		Flexibility		Order		Other_____
	Compassion		Forgiveness		Persistence		Other_____
	Connection		Freedom		Purposeful		Other_____
	Contribution		Fun		Reasonable		Other_____
	Courage		Fulfillment		Respectful		Other_____
	Creativity		Gratitude		Responsibility		Other_____
	Curiosity		Growth		Safety/Security		Other_____
	Dedicaton		Honesty		Sensuality		Other_____
	Effort		Hope		Sexuality		Other_____
	Encouragement		Industry/Adventurous		Significance		Other_____





## Notes



# 16 Values Techniques

- **Artistic Methods:** Draw, Sculpt, Paint, your values
- **Connect & Reflect:** The last time you really connected with someone or even fell in love with them, Reflect on those characteristics. How are you mimicking those behaviors and/or actions?
- **Character Strengths:** What personal Strengths & Qualities do you possess? How would you like to use them? Which values would you like to develop further?
- **Childhood Dreams:** As a child what did you imagine the future of your life?
- **Disapproval:** What actions or characteristics of others do you dislike, disapprove of?
- **Retirement Party or Eulogy:** What great things would people say about you? What did you stand for?
- **Exploring the pain:** [Your Pain, your Friend] What does pain tell you in terms of what you care about and what most matters? [Your Pain, Your Teacher] How can pain help you learn and grow? What can you strengthen? What new skills can be developed? How does pain help you relate to others better? [from Worry to Caring] What do your fears, worries & negative feelings tell you that you care about? What do they remind you is most or more important?
- **If - Then:** If you hit your bullseye, how will this change you as a person? How would you behave towards others moving forward? What would you do differently going forward?





# 16 Values Techniques

- **Life & Death:** Imagine you only have 24 hours to live but you can't tell anyone, what would you do? Who would you visit? Where would you go?
- **Likes:** What do you like? What don't you like?
- **Magic Wand:** All your problems, negative thoughts & feelings disappear and no longer effect you. What would do with your life? How would you behave? What actions would you take?
- **Mind-Reading Power:** You can listen to the thoughts of loved ones and well respected people in your life. You can hear what they think of you. What do they think your values are? What would you want them to be thinking about you?
- **Missing Out:** What areas of life have you not tried, finished or Missed out on because you lack the willingness to pursue?
- **Role Models:** Who are ideal roles models and what quailities are attractive? Who do you admire or inspires you and why?
- **Wealth:** You when the lottery. What do you do with the money? How would you behave? Who would you share the wealth with and why?
- **What Matters:** What do you really want in life? Whats your legacy goal? What drives you, invokes action, gives you purpose?







## Notes



# Fusion Inquiry Q's

- A set of questions to help find out if they are fusions
- Done in Session or as a homework assignment
- 18 questions on a 1 to 10 scale. 10 equals most true while 1 is least scale.





# Fusion Inquiry

On a scale from 1 to 10; 10 most true 1 least true about my thoughts

1. I regret choices I made, things were better back then and I think about those times alot.
2. If “so and so” hadn’t done what they did I wouldn’t be in the mess I’m in. I just can’t seem to stop thinking about what they did to me.
3. I wish I had a time machine that would send me back to when everything was so much better. The best days are behind me, that’s how I feel.
4. The way things are going I’m screwed, heck we’re all screwed.
5. When “such and such” Happens it’s going to be so bad. The future seems so bleak
6. If I let “that” happen the next thing you know everything in my life will be destroyed



# Fusion Inquiry

On a scale from 1 to 10: 10 most true: 1 least true about my thoughts

7. I'm always right. Nobody is better than me. I know everything I need to know. My 3 best friends are me, myself, and I.
8. Nobody could ever like me, I'm a total screw up. I'm basically worthless.
9. I'm fat and Ugly, no matter how much makeup I wear, or weight I lose, I still feel fat and ugly.
10. I tried what those so called "successful folks" said to do and it didn't work, so it doesn't work, never will work, period.
11. Hey the boss says that treating people that way is the way to treat people, so I'm treating people that way.
12. The reason I can't do "X" is because ...



# Fusion Inquiry

On a scale from 1 to 10; 10 most true 1 least true about my thoughts

13. I mustn't make mistakes. I need to be perfect.

14. I won't change until they change first.

15. Those are the rules, they must be followed, no matter what.

16. What I do/did was (Good) (Bad).

17. My feelings are (Good) (Bad).

18. Those people are wrong, those other folks are bad.



# Fusion Query

On a scale from 1 to 10;  
10 most true 1 least true about my thoughts

<b>1</b>		<b>10</b>	
<b>2</b>		<b>11</b>	
<b>3</b>		<b>12</b>	
<b>4</b>		<b>13</b>	
<b>5</b>		<b>14</b>	
<b>6</b>		<b>15</b>	
<b>7</b>		<b>16</b>	
<b>8</b>		<b>17</b>	
<b>9</b>		<b>18</b>	

1. I regret choices I made, things were better back then and I think about those times alot.
2. If “so and so” hadn’t done what they did I wouldn’t be in the mess I’m in. I just can’t seem to stop thinking about what they did to me.
3. I wish I had a time machine that would send me back to when everything was so much better. The best days are behind me, that’s how I feel.
4. The way things are going I’m screwed, heck we’re all screwed.
5. When “such and such” Happens it’s going to be so bad. The future seems so bleak
6. If I let “that” happen the next thing you know everything in my life will be destroyed
7. I’m always right. Nobody is better than me. I know everything I need to know. My 3 best friends are me, myself, and I.
8. Nobody could ever like me, I’m a total screw up. I’m basically worthless.
9. I’m fat and Ugly, no matter how much makeup I wear, or weight I lose, I still feel fat and ugly.
10. I tried what those so called “successful folks” said to do and it didn’t work, so it doesn’t work, never will work, period.
11. Hey the boss says that treating people that way is the way to treat people, so I’m treating people that way.
12. The reason I can’t do “X” is because ...
13. I mustn’t make mistakes. I need to be perfect.
14. I wont change until they change first.
15. Those are the rules, they must be followed, no matter what.
16. What I do/did was (Good) (Bad).
17. My feelings are (Good) (Bad).
18. Those people are wrong, those other folks are bad.





## Notes



# ACT Life Coach Certificate

Advance Level



# Acceptance



# Section Overview

- Language of Acceptance
- Three A's
- 16+ Acceptance Techniques
- AIE aka Accepting "it" Exercises
- Better revealing of AIE
- Analyzing AIE
- "It didn't work"
- Our Wise Emotional Self
- Flex Exposure
- Reframing
- Coach, Guide or Friend

# Acceptance







# Language of Acceptance

- Acceptance is the willingness to open up & allowing all thoughts, feelings, memories, emotions, urges, sensations, impulses whether they are positive or negative pleasant or painful to come and go as they are naturally designed to do.
- To open up to both wanted and unwanted inner experiences so as to act with values guiding us.
- To use this language when Experiential Avoidance restricts us from operating with effective value-based behavior.





# The Thesaurus of Acceptance

- Acknowledge its presence
- Accomodate it in a healthy way
- Allow it to come and be there
- Breathe into it
- Drop the struggle with it
- Expand it
- Give it room to be there
- Hold it gently/softly/lightly
- Lean into it
- Let it be
- Make peace with it
- Observe it
- Sit with it
- Soften up around it
- Speak peacefully to it
- Stay with it
- Stop fighting it
- Watch it





# Notes



# Three A's

- Acknowledge: The first step. Noticing and naming it without judgement.
- Allow: The second Step. Giving it permission (with acceptance language) to stay with you. [This is uncomfortable but I will tolerate it and let it be]
- Accommodate: The third and most difficult step. Giving it space. Think of the family member that you don't like, you are still respectful, even if you wish they weren't there. Here we implement strategies worked out in advance to deal with these unwanted thoughts, feelings, memories, urges, impulses, sensations etc...







# Notes



# 16+ Acceptance Techniques

- **Allowing:** Attempting to allow “it” (thoughts, feelings, memories, urges, sensations, impulses etc...)
- **Breathe into it:** Breath into “it”. Let the air flow through and around it.
- **Choice to feel:** Choose “A” or “B” A) You never have to experience “it” again but it means you lose the ability to love and care. B) You get to love and care but the gap between where you are now and what you want will come with moment of “it”
- **Cognition Tower Elevator Exercise:** A framework of Traveling back to developmental time periods to visit when you learned to not accept and reprogram/relearn to accept “it”
- **Compassion:** Hold “It” gently as if it were a crying youngster or frightened puppy.
- **Curious child:** Notice “it” then zoom in on it. Observe it as if you were a curious child. Describe the size, shape, color, temperature, mobility, location etc... with, What does it \_\_\_\_\_ like?





# 16+ Acceptance Techniques

- **Drop Anchor:** Acknowledging “it” (thoughts, feelings, memories, urges, sensations, impulses etc...)
- **Emotion Surfing:** Imagine “it” are waves in an ocean or sea and you are surfing them. Stay above the waves, if you fall you are still connected to the board so you can climb back up.
- **Expansion:** Imagine you are expanding around “it” allowing space to open up inside you.
- **Healing Hand:** Lay your hand on the area of your body where “it” feels the most intense. Imagine your hand is a healing hand. This hand heals the pain and creates a loving space for “it”
- **Metaphors:** Quicksand; Passengers on the bus; Demons on the boat; Wade through a swamp
- **Mindful Naming:** Label “it” mindfully. I’m noticing worry. Here comes Anxiety. This feeling is of sadness.





# 16+ Acceptance Techniques

- **Normalizing:** This “it” is normal. This is what happens to normal human beings that care and have a heart. Humans experience “it” from time to time when they are between where they want to be and where they are.
- **Noticing:** Notice the location of “it”. Notice when and/or where it is most intense. Notice the hot and cold areas. Notice the different sensations.
- **Pain your Ally:** Use “it” to teach, communicate, illuminate, motivate and to learn from.
- **Physicalizing:** Imagine “it” is a physical object. Whats it’s shape, consistency, dynamics, color, weight, temperature, texture, thickness, opaqueness, is it solid, liquid, gas?
- **Struggle Dial/Switch:** This “it” you struggle with is a dial or switch. On and you are fully experiencing “it” in the worse way. Off an “it” is gone or isn’t bothering you at all. Tolerating is the midway point or a 5 on a 0-10 dial. 10 is full on. 0 is full off. Imagine you have control of this dial. What level is the dial currently? Are you willing to turn the dial down a few notches?







# Notes



# AIE aka Accepting “it” Exercises

- Each Acceptance technique is performed with the client as an Accepting “it” Exercise or AIE.
- Practice using each of the Accepting “it” Exercises
- Use a mirror as if you were working with the person in the mirror.
- Practice each and find a few that feels best to you.
- Go over these exercises several times until they are natural and you don’t need to use notes
- Find a friend or study buddy to practice with.
- Once you use this with your client have them Practice at home and demonstrate it to you (the coach)
- Do this with the Value Identification Techniques as well.
- Practice Practice Practice







# Notes



# Better revealing of AIE

- Generally we have been nurturally conditioned to avoid, delay, push away, stop any “it’s” that are deemed to be bad. We are not permitted or highly restricted from being emotional. Certain thoughts are deemed evil, terrible, sinful, harmful, negative etc... Urges & Impulses we punish ourselves for having them. Memories are also judged as good or bad.
- These “it’s” are natural as water and wind. When we begin controlling, constraining, avoiding, delaying “it” over time with practice we perfect these strategies of dealing with “it”. Our ability to master “it” often grows until we are less natural with “it” causing so much of our lives to become stress-filled.
- Using Accepting “it” Exercises (AIE) gives us a means to undo/redo the conditioning we experienced up until this point in life.
- Acceptance is not an all or nothing concept. Despite what many traditional ACT textbooks might say Acceptance is flexible with more than just two degrees of yes or no.
- Acceptance is more like a dial like you would find on a stove top. Low to high with several levels between.
- Our jobs as ACT coaches is help our clients discover their acceptance dial and help them learn how to adjust that dial towards more beneficial setting.







# Notes



# Analyzing AIE

- After we complete an Accepting “it” Exercise we will examine the exercises impact with our client.
- IMPORTANT to engage the client with the analysis of the exercise.
- NOTE this can be done right after the AIE and/or after you have given the AIE as homework to be done repeatedly
- Coach ask Client: “How was that experience for you?” “Do you notice any differences with “it”?”
- If the client responds with any answer other than “It’s not working” or something like that then we will ask additional questions.
- “In what ways are you feeling, now?” “To what degree do you feel more in command over your behaviors, now?” “How might this exercise help you with your struggle with ‘it’?” “How is your energy level?” “Is it now easier to focus during session?” “How might this exercise be useful for you dealing with “it” moving forward?
- Be on the look out for; Coaches level of assertiveness & eagerness to move the client through the process: Over explaining the techniques. Its better to get permission to do the exerises and begin AIE as this will have an experiential impact: Remember to validate feelings and emotions. While we have our agenda and may feel compelled to surge forward we dare not risk being insensitive. Frequent “how are you?” checks are suggested: Be careful to not get caught up in the avoidance trap by the reduction or disappearance of “it”. Otherwise we are reinforcing avoidance: Not linking values and acceptance. Otherwise we create potential unwillingness. We accept “it” because our value based goals require uncomfortable change moments to get us what we want.







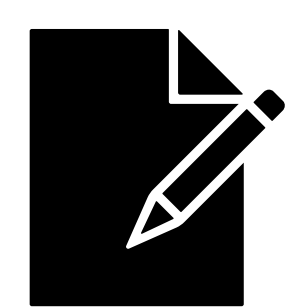
# Notes



# “It didn’t work”

- Expectation Review: Often the client will not experience, sense, feel or go through anything other than the exercise. We have a few paths we can take.
- Path 1) Acknowledge their response and explain that this is expected and normal. Some Clients notice immediate changes. Some notice tiny or gradual changes. Some will notice later some change to some degree. Some will not notice any difference. You can try a recipe of trying the exercise several times more and being open to any minor differences.
- Path 2) Like above clarify the expectation v reality then offer another type of AIE and then go through the AIE analysis again.
- Path 3) Move to Fusion Q’s to eliminate the chance that the client is not being open about the process.
- Path 4) Try several AIE prior to analysis. Read the body language of the client to check for signs of reacting to AIE then when doing the analysis tell your client what you observed. “I noticed when we did the first two AIE’s you reacted differently than when we tried the last two. What was going on that was different from the first two versus the last two exercises?”





# Notes



# Our Wise Emotional Self

- Why do we have to have emotions? Why the pain? Anxiety? Sadness? Guilt? Other negative feelings?
- Emotions are our first means of communication. So we should always accept communication to receive needed & wanted information.
- Emotions are our inner experience that is ours to know. We can and often do express this in ways others can understand through facial expressions, body language, breathing patterns, skin changes, vocalization.
- Our emotions **C**ommunicate, **M**otivate & **I**lluminate
- Fear: [C: danger] [M: Run, Freeze, Fight] [I: Safety, Protection]
- Anger: [C: Injustice, defense] [M: Fight, bark, Stay] [I: boundaries, justice]
- Sadness: [C: loss] [M: Halt or Pause, Retreat, Rest] [I: Our Caring, Need for rest & Recuperation]
- Guilt: [C: my actions were wrong, the need to make amends] [M: to act towards reparations] [I: The importance of relationships, our actions, our impacts]

Each emotion is communicating motivating and illuminating something to us and for us to pay attention to and listen/learn just like a guru or wise person would if we brought our troubles to them.







# Notes



# Flex Exposure

- Fear of the unknown-Disney's Beauty & the Beast
- Avoiding, delaying, stopping is the opposite of Knowing
- Knowing comes from accepting and experiencing for understanding.
- When we understand, fear is replaced by respect. We respect fire. It keeps us warm and cooks our food but it can burn and destroy. "It" prior to acceptance is fire that burns & destroys only. After ACT "it" offers it's benefits to us as well like warmth and cooking does with fire.
- ACT coaches will expose "it" to the client during sessions using AIE techniques
- Repeated exposure begins to desensitize us. We become more knowing, more understanding therfor less pained or affraid of "it"
- We will give our Client AIE's for them to use repeatedly outside of session at home at work and anyplace that might be adding stress to the "it" in their lives.
- Flex Exposure is the idea that we will be flexible what, when, where and how we use AIE's. The repeating equals exposure as well as situations with new strategies used to deal with "it".
- Exposure is Practice with Openness: Incrementally with repetition allows us to become more aware of the Subtleties/Steps of increased stress, pain, fear that occurs with "it"
- We will First use Flex Exposure with Acceptance. Then again with new strategies that include our values that will lead to new actions/behaviors. Generally Discomfort is what will be worked through which is done with flex exposure.







# Notes



# Reframing

- To look at things differently. From different perspectives. With different ways of thinking. Broadening our scope of reality's possibilities.
- Self as Context (SAC) Noticing Self & FPE Flexible Perspective Experiencing. FPE is placing yourself in different positions and different periods of time.
- Deeper probing Q's. Coaches will guide Clients with questions designed to create a shift of perspective experiencing. First we ask a question. Then we ask them to notice the differences the "it" from that position. We can ask sensory questions like: "From that perspective what does it look like, sound like, feel it, how might you think about things from this perspective?" We are attempting to immerse our client into this new perspective-based experience.
- Below are several reframing questions. Remember to use the deeper probing q's with each of the reframing questions.



If this was happening to your best friend what would you do? What might your best friend be feeling, thinking, and hoping for?

If this was happening to a young child what would you do? How would you wish to be treated?

When it comes to taking action: What is the best thing that can happen? The Worse thing? What would increase your chances of the best outcome?

When it comes to taking action: What is your backup Plan if your primary plan doesn't go as planned?

When it comes to taking action: If the worse thing happens, how will you deal with it? How could you deal with it better? How could you increase the chances that it will not be that bad?

When it comes to taking action: What will be your strategy? What will that strategy require of you?

In order to handle this better what ways can you think about this?





# Notes



# Coach, Guide or Friend

- To help our clients develop more flexible thinking we can use the following metaphors
- Coach: In Basketball you have The Bobby Knights and The John Woodens. The Knights scream and yell. They are very harsh. The Woodens are mindful, kind and compassionate. If your mind is your coach, is it Knight or Wooden? What would your Wooden Coach Say to you?
- Guide: Our mind guides us like tourist going on a wild safari. Some guides are **wise**, giving us needed information, great advice, and the truth of the wild. Other guides are **reckless**, taking us on risky routes, hiding yet exposing us to real danger. Is your mind more like the reckless or wise guide? What would the wise guide tell you?
- Friend: Some friends are overly-helpful friendly telling us everything we want to hear to keep us happy or protect us. Others friends are truly-helpful. They tell us what we need to hear and provide compassion and care when the message is painful. What would a truly helpful friend tell you about “it”?







# Notes



# ACT Life Coach Certificate

Advance Level



## Wrap up



# Section Overview

- ◆ **Your Coaching Style**
- ◆ **Your Coaching Session Flow**
- ◆ **When to begin**
- ◆ **Should I Specialize if so What?**
- ◆ **Put the Trainer in Coaching**
- ◆ **Solo, Network, Enterprise**
- ◆ **Worksheet & Tools +**
- ◆ **Did we hit our course goals?**
- ◆ **What's next & Final Words**

# Wrap up



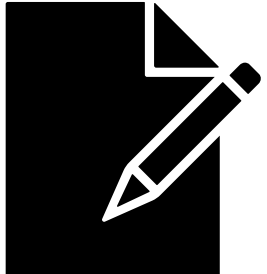


# **Your Coaching Style**

- ◆ **Likely to start out blueprint style. Following the steps of the course.**
- ◆ **Will evolve over time. Your personality will shine through.**
- ◆ **Your favorite techniques will emerge. Defusion-Value Identification Exercises-Accepting “It” Exercises**
- ◆ **Your choice of ACT tools**
- ◆ **In an office, remote, Outdoors, 1 to 1, groups**
- ◆ **Adding in other modalities**
- ◆ **Mixing this and that**
- ◆ **Formulating your own creative methods**
- ◆ **Teacher, Adviser, Counselor, Guide, Trainer, or some combination**







# Notes



# **Your Coaching Session Flow**

- ◆ **Flexible yet rigid Agenda**
- ◆ **Be Mindful of the time it takes to ask questions, do exercises, and allowances for Clients responses.**
- ◆ **Just like Style it will change over time.**
- ◆ **What takes long today will be shorter with a year of practice.**
- ◆ **Keep thinking of ways to keep the energy flowing**
- ◆ **Get your client actively involved**
- ◆ **Keep subtle alarms that flash lights, vibrate or have a pleasant smell or sound**
- ◆ **Flow towards the work outside of session aka Homework**







# Notes



# **When to begin**

- ◆ **NOW by practicing in the mirror then with a study buddy, friend or willing subject.**
- ◆ **Practice Reframing**
- ◆ **Practice The Power Q's**
- ◆ **Practice Flexibility of Session Flow**
- ◆ **Practice Value Elicitation**
- ◆ **Practice Acceptance techniques**
- ◆ **Practice Defusion techniques**
- ◆ **Practice using the different ACT forms**
- ◆ **And yes you can charge for helping people find their values & teaching them acceptance techniques**
- ◆ **Begin even before you feel comfortable to begin**







# Notes



# **Should I Specialize if so What?**

- ◆ **This is a Personal Choice**
- ◆ **Who can you partner with or learn from?**
- ◆ **What experience can you draw from?**
- ◆ **What are you passionate about?**
- ◆ **Role type: Teacher, Adviser, Guide, Trainer or Combo Coach**
- ◆ **Start General to build your style and gain experience**
- ◆ **Be a forever student to master your niche**







# Notes

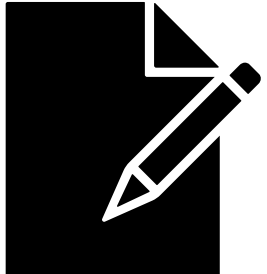


# **Put the Trainer in Coaching**

- ◆ **Feed someone a fish they eat for a day, Teach them to fish and they eat forever.**
- ◆ **SFC philosophy is to help clients become sustainably interindependent Teach, guide, Train in a Capture Grow Release manner.**
- ◆ **Training others while continuing to learn. Lead by example. Practice what you teach**
- ◆ **Train your Client to be ACT self Practitioners**
- ◆ **Ultimately train others to coach others. Teach others to teach.**







# Notes



# **Solo, Network, Enterprise**

- ◆ **Personal Choice**
- ◆ **Opportunity of Market**
- ◆ **Solo: Cons-Lack of Support limited market, Pros-Full Control, Reality Wear all hats & Income volatile & limited**
- ◆ **Network: Cons-Less than Full Control, Pros-Support & Broader Market, Reality Sharing of some hats & Income more stable & higher potential**
- ◆ **Enterprise: Cons-Least Control, Pros-More Support & Broadest Market, Reality Sharing hats & Income Greatest**
- ◆ **SFC: Flexible Enterprised Approach, Gives Coaches all the Pros of Solo, Network & Enterprise withour the Cons, Reality, Highest Income Potential with both Active & Passive models**







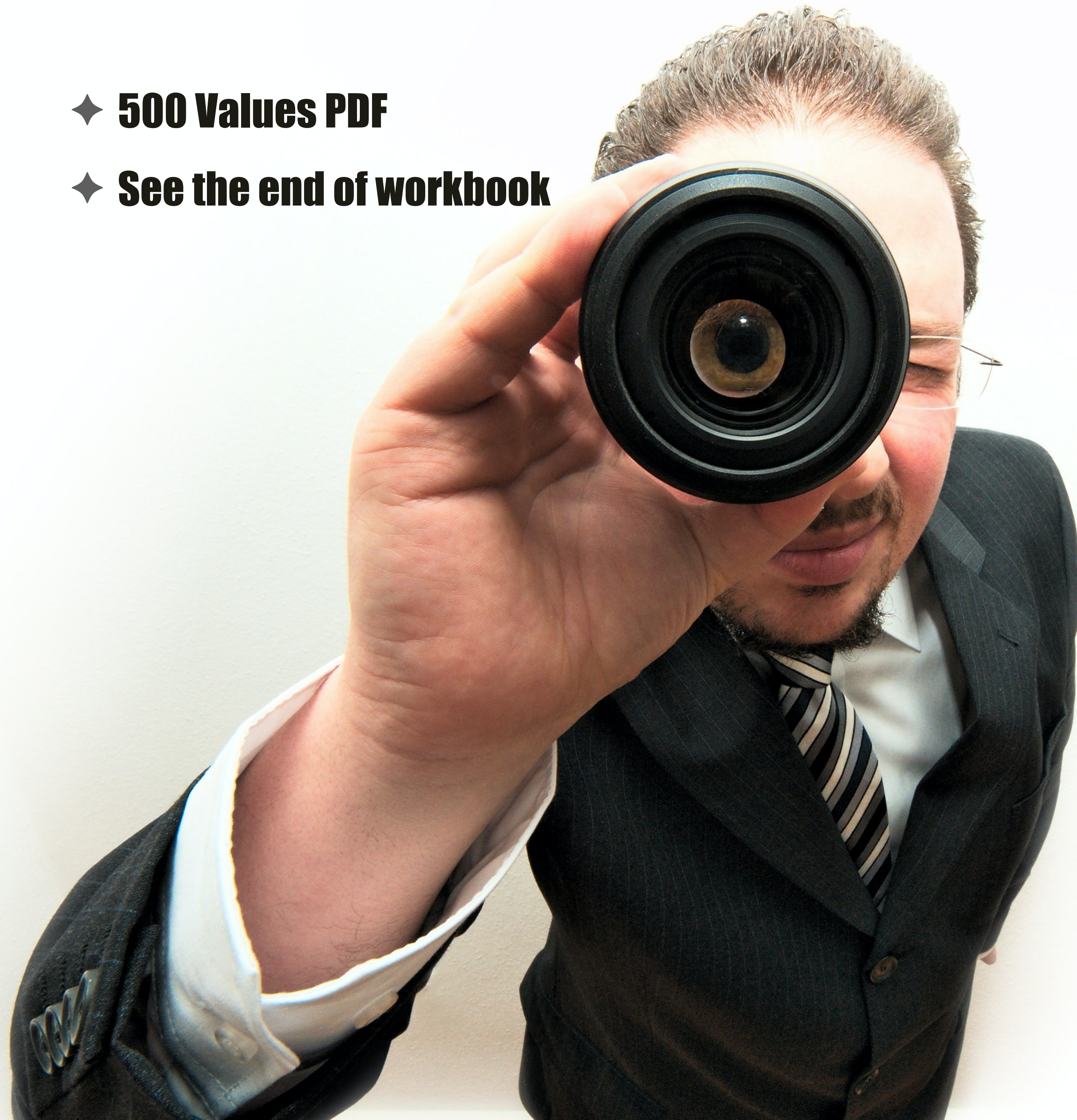
# Notes



# **Worksheet & Tools +**

- ◆ **Choice Point Tool**
- ◆ **Value List 1-5 Rating scale Worksheet**
- ◆ **CP Workable Payoff & Cost questions worksheets**
- ◆ **CP Willingness Payoff & Cost questions worksheets**
- ◆ **HARD Q & A worksheets**
- ◆ **Bullseye Worksheet & Extra page**
- ◆ **Problem Dissection Worksheet w/questions & w/o**
- ◆ **ECS & DOTS Creative Hopelessness Q & A Worksheets**
- ◆ **Fusion Query Answer Sheet**
- ◆ **Four Square**
- ◆ **A & L Worksheet**
- ◆ **ACT Matrix**

- ◆ **500 Values PDF**
- ◆ **See the end of workbook**





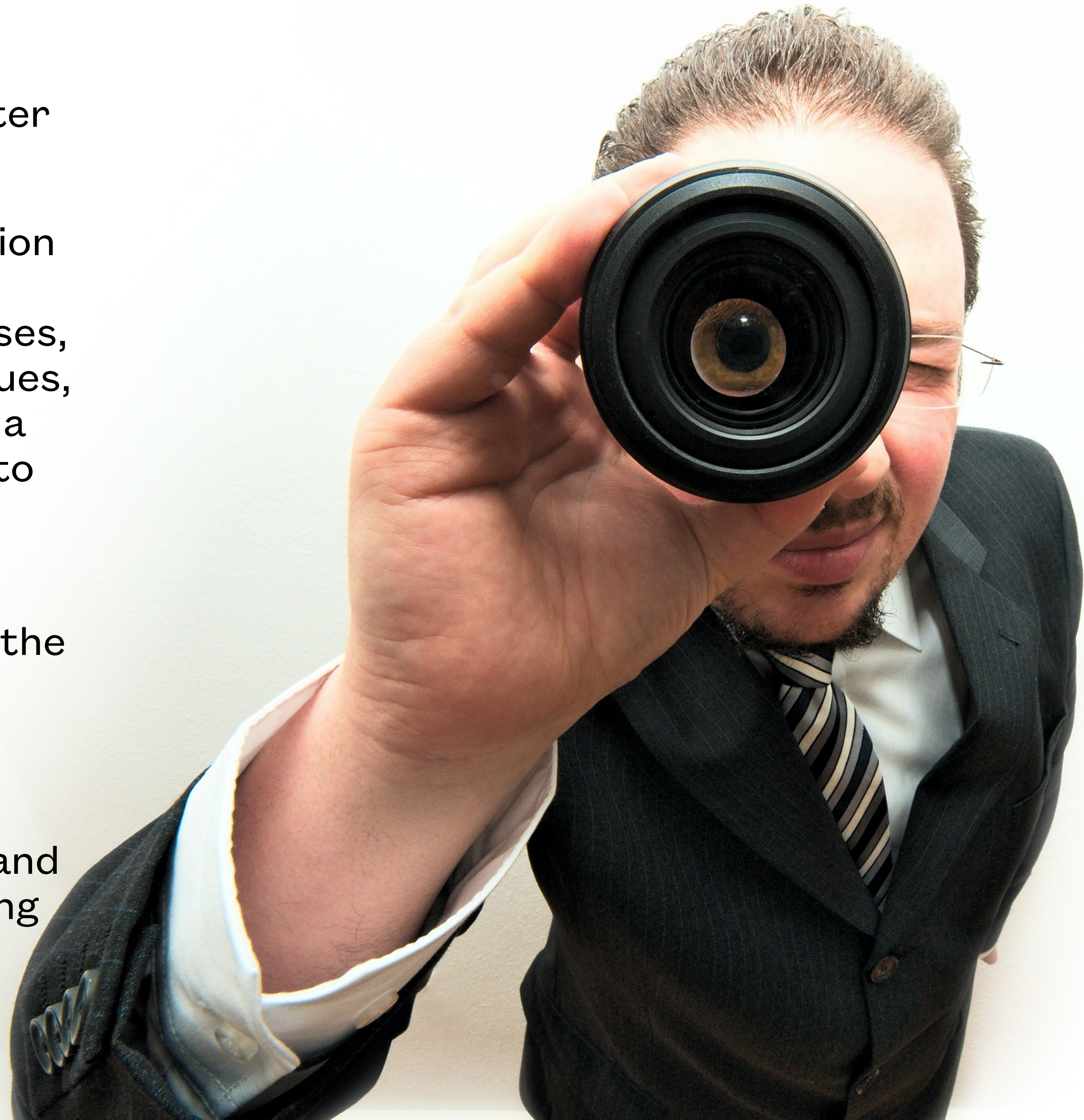


# Notes

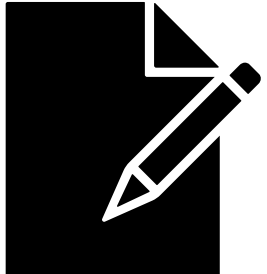


# Did we hit our course goals?

- What is ACT & How it compares to other modalities>
- Teach the Frameworks & Primary Tools of ACT
- Hexaflex, Psychological Flexibility & Rigidity Unpacked
- The triflex Flow of ACT & introduction you to Rachel & Eddie
- Get you (the Life coach) ready to see your first client
- First 3 sessions with Rachel & Eddie step by step demonstration
- How to proceed after the Initial sessions
- 16 Value Identification exercises, 16 Acceptance Exercises, 5 Defusion techniques, Multiple tools over a dozen blank ready to use Coach/Client worksheets
- What should be on the mind of the Coach during session.
- Your coaches role, style, session flow and the business of being an ACT Life Coach







# Notes



# What's next & Final Words



- ◆ **Begin now. Practice in a mirror. Practice with a friend or study buddy**
- ◆ **Start small. Use one worksheet. For example offer a fusion assessment session**
- ◆ **Join Star Family Coaching Facebook Page**
- ◆ **Use ACT on yourself. Especially if you are uncertain about starting as a Coach today. Use ACT to unhook yourself from beginning as a Coach NOW.**
- ◆ **We all have something to offer. We all have learned something about life that we can share. Most people are unaware of the materials you now have learned.**
- ◆ **Mastery comes with incremental dedicated work.**
- ◆ **Contact me on this learning platform or directly at [starfamilycoaching@gmail.com](mailto:starfamilycoaching@gmail.com)**
- ◆ **So long and fair well my friends**





# Notes



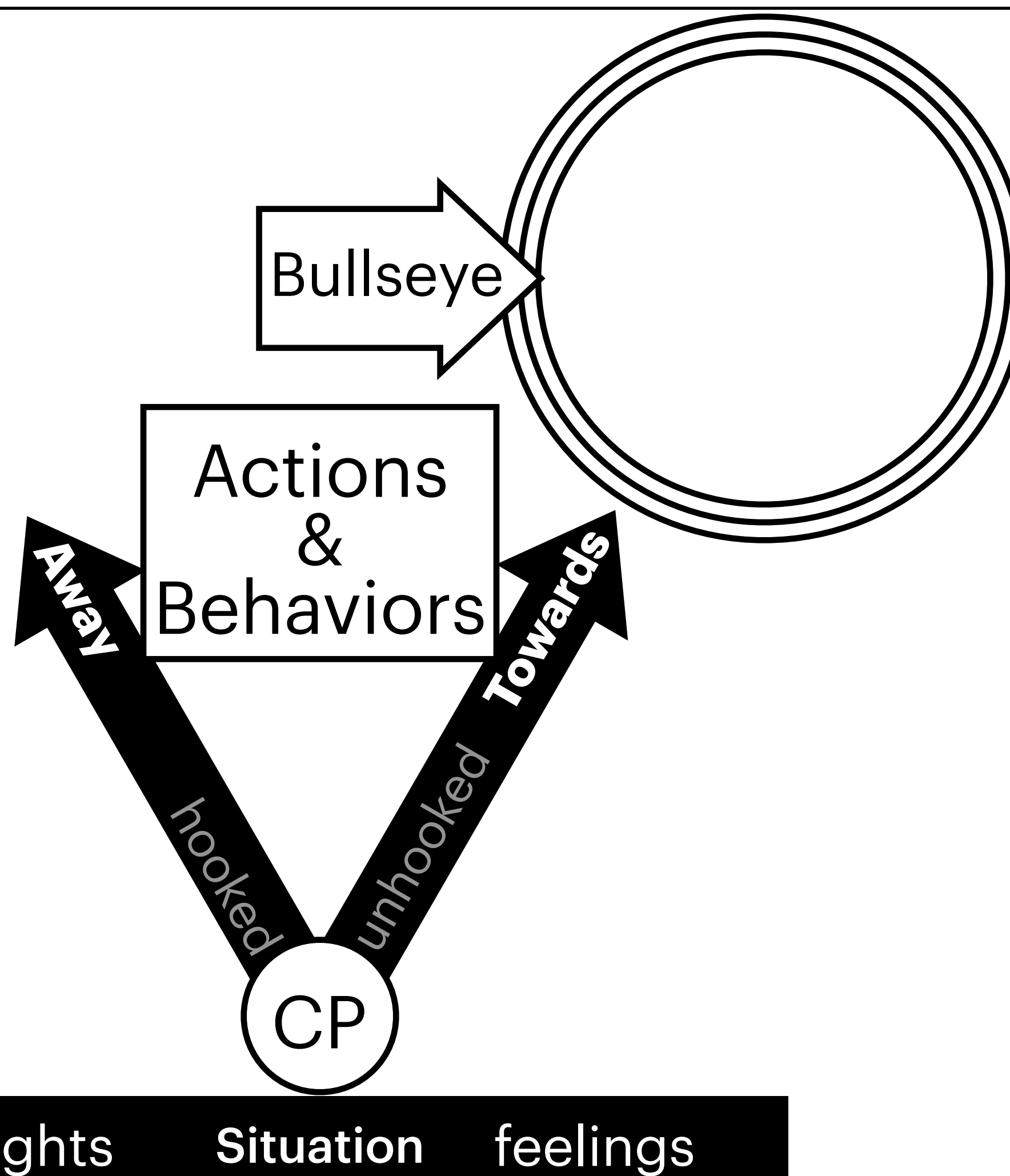
# ACT Advanced SFC Coaching Certificate





**|Client Name▶**

### Cost:-



## Payoffs:

## Payoffs:



Value List: Scale of 1-5 5 = highest value: 1 = lowest value

1-5		1-5		1-5		1-5	
	Abundance		Engagement		Intimacy		Skillfulness
	Acceptance		Excitement		Justice		Supportiveness
	Assertive		Fairness		Kindness		Trust
	Authentic		Fidelity		Love		Variety
	Caring		Fitness		Mindfulness		Other_____
	Certainty		Flexibility		Order		Other_____
	Compassion		Forgiveness		Persistence		Other_____
	Connection		Freedom		Purposeful		Other_____
	Contribution		Fun		Reasonable		Other_____
	Courage		Fulfillment		Respectful		Other_____
	Creativity		Gratitude		Responsibility		Other_____
	Curiosity		Growth		Safety/Security		Other_____
	Dedicaton		Honesty		Sensuality		Other_____
	Effort		Hope		Sexuality		Other_____
	Encouragement		Industry/Adventurous		Significance		Other_____



What happens when you (do or behave) like that or soon after that?  
What Action? What Consequence? What Benefit? What Thoughts?

When you do that, do you feel good or better in some way? How do you feel?  
Powerful? Relaxed? Justified? Relieved? Confident? Calmer? Assertive? Stronger? Name the feeling!

Do you get to avoid or stay away from... Something uncomfortable?  
A person? A Place? An Event? A Situation? A Memory? Something you don't want? A task? A Responsibility?

Do you get something you want or need? Maybe you gain access to something you want or need? What payoff do  
you receive?



When you behave this way what do you lose or miss out on?

What does this cost you short term? Mid-term? Long-term?

After your behavior, what happens that you do not want?

Which Values and/or Goals are jeopardized, delayed, pushed away due to this behaviors?

What do you risk when you behave this way?

What thoughts, feelings, memories come up with this behavior?



When you achieve your bullseye what will the benefits likely be?

Would this behavior feel more like the person you wish to be?

Will or Does this Behavior/Action seem more like the direction you want/need to go?

Which Values and/or Goals would you be bringing with you moving in this direction, each step you make?

Is this a move towards your Goal, or Bullseye?

By doing this what would you be representing?

By doing this what would this say about you?

Would doing this be living life your way?



CP Willingness Worksheet

Validate Cost Questions

By behaving in a “Towards your Bullseye” way, What difficult thoughts, feelings or memories are you likely to have or come up?

By behaving in a “Towards your Bullseye” way, what are you or will you be risking?

By behaving in a “Towards your Bullseye” way, what might you have to give up, lose, miss out on or need to quit?

Do you get something you want or need? Maybe you gain access to something you want or need? What payoff do you receive?



## Hooked

**When you think about your thoughts what does your mind give you for justifying why you Won't, Can't, Shouldn't Do what matters? What is your mind telling about not doing what it takes to get what you want? What consequences or terrible things are going to happen if you do what matters**

---

## Avoiding Discomfort

**To grow and achieve often requires us to move away from being comfortable. Change generally brings some level of discomfort. What Thoughts, Feelings, Emotions, Sensations, Memories, Urges, Interactions are seen so difficult that you are not willing to have them? ...Wanting to have them?**

---

## Remoteness of values

**To be fulfilled, to feel successful and happy we need to operate in life by the values we hold most dear. When we operate remotely or absent of values life becomes more and more difficult, stressful, and unfulfilling. We often become impulsive. We get caught up in situations that mostly are governed by feelings and emotions. What values are you missing from your life? Which ones are you forgetting, ignoring or fail to act on consistently? Which values are left behind when you do "Hooked" things? Which values are missing when you Avoid Discomfort?**

---

## Doubtful GOALS

**When you consider your goals, especially the one related to your issue, how realistic is it for you to actually obtain that goal? On a scale from 1-10 how realistic is your goal? (10=Totally realistic, I can and will do it, no matter what. 1=Unrealistic, I will never achieve it)**

**If your goal is rated at 6 or less, chances are you will not achieve it. So let's look at this goal further. Is it/Are they Excessive? Are you attempting the impossible or perhaps it's too difficult? Is this something that requires extra or missing skills? Is the timing off? Are you trying to do this too fast? Are you expecting something outside of your available resources? Is there something lacking that is outside of your control?**

**Often these unrealistic goals are still possible but they need to be broken down into doable and realistic steps. How could you break down this goal into steps that could lead to the bigger goal becoming more possible?**

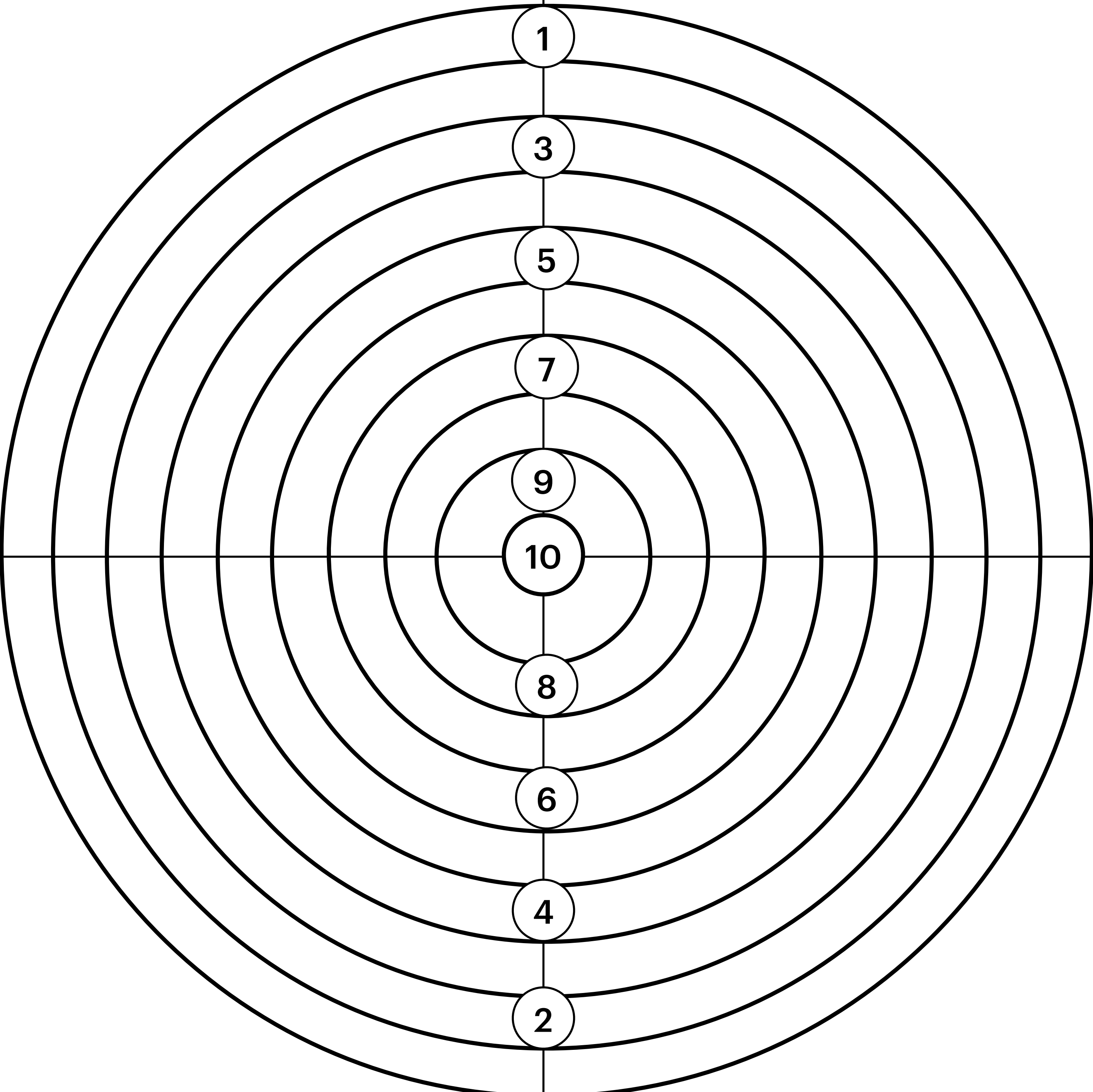


HARD Worksheet	Answers
<b>H</b> ooked:	
<b>A</b> voiding Discomfort	
<b>R</b> emoteness of values	
<b>D</b> oubtful GOALS	



Personal Growth/Health

Occupation/Education



Relationships

Leisure



Personal Growth/Health

Occupation/Education

Relationships

Leisure



Thoughts that hook you:	Life-Draining Actions:
<p>When you think about this issue, what negative thoughts come up? Concerns? Worries? Fears? Beliefs? Swirl around? Get you caught up over and over? What thoughts jolt you? Cause you to stop? Push you away from doing what matters or what is best? What memories pop up that prevent you from doing what matters or what is best?</p>	<p>When you thinking about or dealing with this issue, what negative feelings come up? Emotions? Physical Sensations? Tempations? Escapism Impulses? Describe the feeling when you experience the drive to either pause or move away from what is best or doing what matters?</p>
Feelings that hook you:	Avoiding Challenging Situations
<p>Regarding this issue, What activities or actions are you currently taking that causes you to feel busy but isn't getting you closer to your goals, desires and/or what you want? Causes you to feel stuck, without answers? Creates additional problems? Impacts you financially? Makes life worse in the short term? Long term? What are your doing that negatively impacts your occupation, personal health, your relationships? What actions are you taking that drain your energy, limits or restricts your life? What are you doing that serves only as a temporary solution, maintains the status quo, or worsens your situation?</p>	<p>Regarding this issue and your efforts to get what you want, What activities, people, places, events, experiences do you avoid, delay or stay away from completely? What have you started but have stopped? What have put off or have procrastinated from doing? What falls into the, "I'll do that later or last" category because you don't feel or think you are ready or can do it?</p>



**Thoughts that hook you:**

**Life-Draining Actions:**

**Feelings that hook you:**

**Avoiding Challenging Situations**



# Drilling into our ECS to dislodge Creative Hopelessness

- **Five Clarifying questions**

1. What ECS ( **E**mo**tional** **C**ontrol **S**trategies ) have you tried?
2. How has it/they helped or worked out?
3. What benefit and cost?
4. What consequences or results come from it?
5. Are you open to new/better/more effective strategies?

- **DOTS (another way of extracting information)**

1. Distraction: Have you tried Distracting yourself from your thoughts/feeling? Perhaps with\_\_\_\_\_ (Music, video games, TV, etc...)
2. Opting Out: Have you made an effort to avoid certain situations? Putting off responsibilities or task? Procrastinating? Avoid people or places, situations?
3. Thinking Strategies: Have you tries thinking about this in different ways? Have you thought about others worse off than you? Have you thought about debating yourself? How about telling yourself to stop thinking that way or to change your thoughts?
4. Substances and Other Strategies: Have you tried substances to rid yourself of your thoughts and feelings? Drugs? Alcohol? Cigarettes? Caffine? Sugar? Food? What about staying or getting busy doing things to keep your mind off the pain? Planning holidays? Focusing on the future? Reminiscing about the past? Risk taking activities? Suicide?

- **Cost Analysis applied to the answers to above questions & DOTS**



• **Answers for Five Clarifying questions**

1.
2.
3.
4.
5.

• **DOTS (another way of extracting information)**

Distraction:

Opting Out:

Thinking Strategies:

Substances and Other Strategies:



# Fusion Query

On a scale from 1 to 10;  
10 most true 1 least true about my thoughts

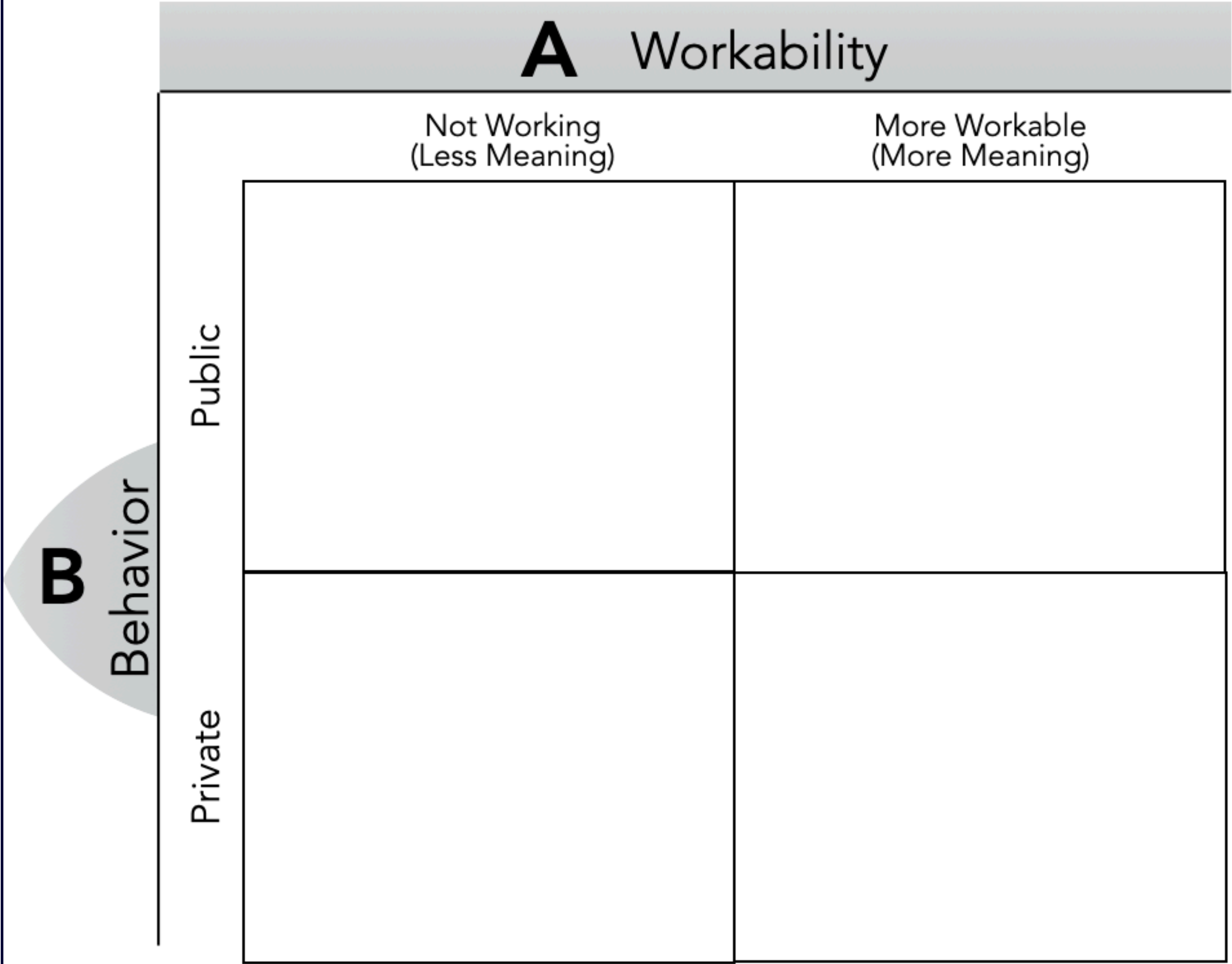
<b>1</b>		<b>10</b>	
<b>2</b>		<b>11</b>	
<b>3</b>		<b>12</b>	
<b>4</b>		<b>13</b>	
<b>5</b>		<b>14</b>	
<b>6</b>		<b>15</b>	
<b>7</b>		<b>16</b>	
<b>8</b>		<b>17</b>	
<b>9</b>		<b>18</b>	

1. I regret choices I made, things were better back then and I think about those times alot.
2. If “so and so” hadn’t done what they did I wouldn’t be in the mess I’m in. I just can’t seem to stop thinking about what they did to me.
3. I wish I had a time machine that would send me back to when everything was so much better. The best days are behind me, that’s how I feel.
4. The way things are going I’m screwed, heck we’re all screwed.
5. When “such and such” Happens it’s going to be so bad. The future seems so bleak
6. If I let “that” happen the next thing you know everything in my life will be destroyed
7. I’m always right. Nobody is better than me. I know everything I need to know. My 3 best friends are me, myself, and I.
8. Nobody could ever like me, I’m a total screw up. I’m basically worthless.
9. I’m fat and Ugly, no matter how much makeup I wear, or weight I lose, I still feel fat and ugly.
10. I tried what those so called “successful folks” said to do and it didn’t work, so it doesn’t work, never will work, period.
11. Hey the boss says that treating people that way is the way to treat people, so I’m treating people that way.
12. The reason I can’t do “X” is because ...
13. I mustn’t make mistakes. I need to be perfect.
14. I wont change until they change first.
15. Those are the rules, they must be followed, no matter what.
16. What I do/did was (Good) (Bad).
17. My feelings are (Good) (Bad).
18. Those people are wrong, those other folks are bad.



# Four-square

Notes





**A & L Worksheet**

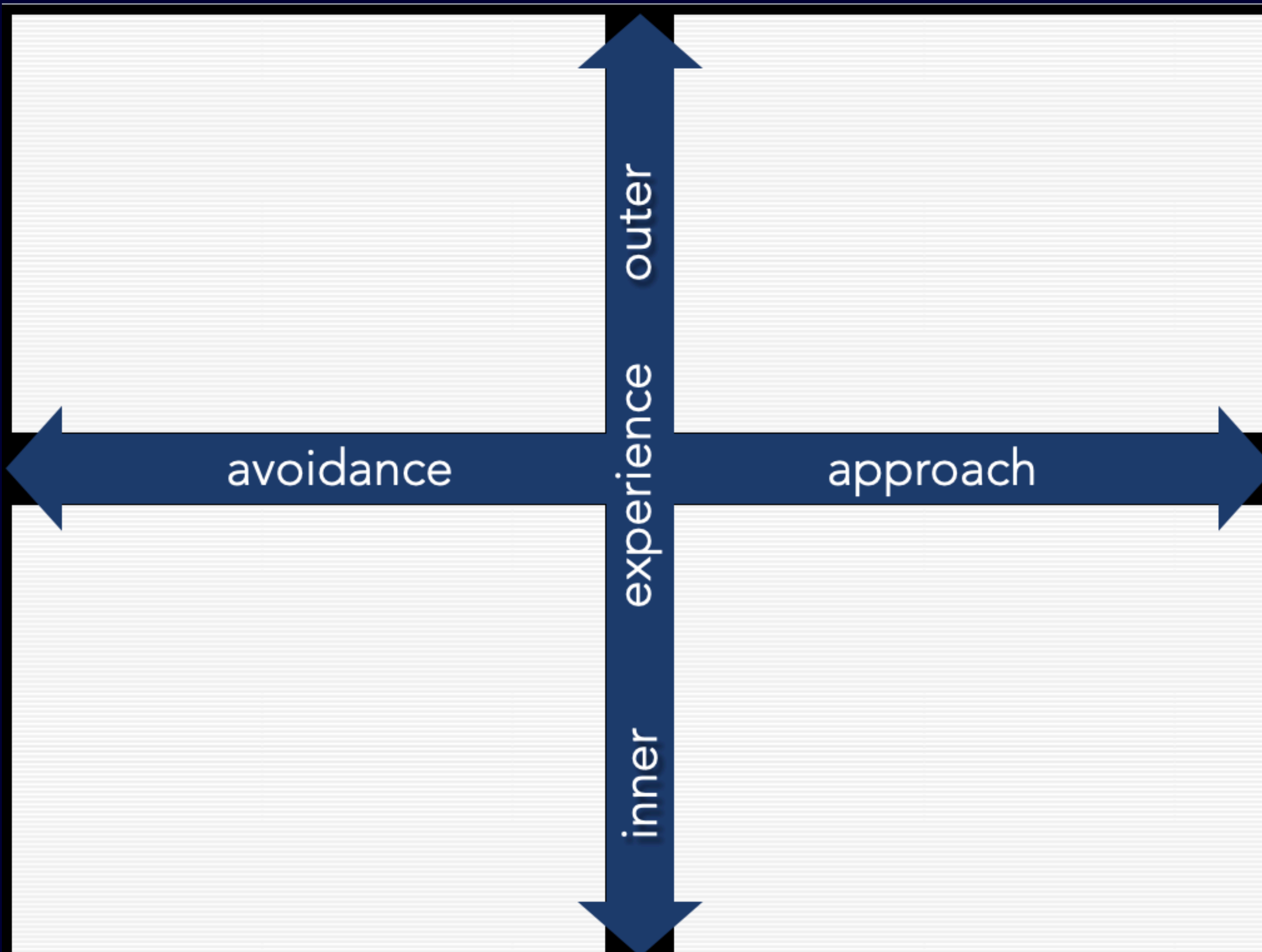
Notes

Assets	Liabilities
Hmmm	



# ACT Matrix

Notes





# Power Questions

**What is going on at this time? Or what is the issue you wish to talk about?**

**What do you want?**

**What do you NOT want?**

**Why do you want that?**

**What have you done to get that?**

**What are you willing to do today to get that?**



Session Notes

Client Name:\_\_\_\_\_

Session #\_\_\_\_\_

Main Issue & Goal: \_\_\_\_\_

Progression: S#1\_\_\_\_\_, S#2\_\_\_\_\_, S#3\_\_\_\_\_, S#4\_\_\_\_\_, S#5\_\_\_\_\_, S#6\_\_\_\_\_, S#7\_\_\_\_\_, S#8\_\_\_\_\_, S#9\_\_\_\_\_, S#10\_\_\_\_\_, S#11\_\_\_\_\_, S#12\_\_\_\_\_, S#13\_\_\_\_\_, S#14\_\_\_\_\_, S#15\_\_\_\_\_, S#16\_\_\_\_\_, S#17\_\_\_\_\_, S#18\_\_\_\_\_, S\_ \_

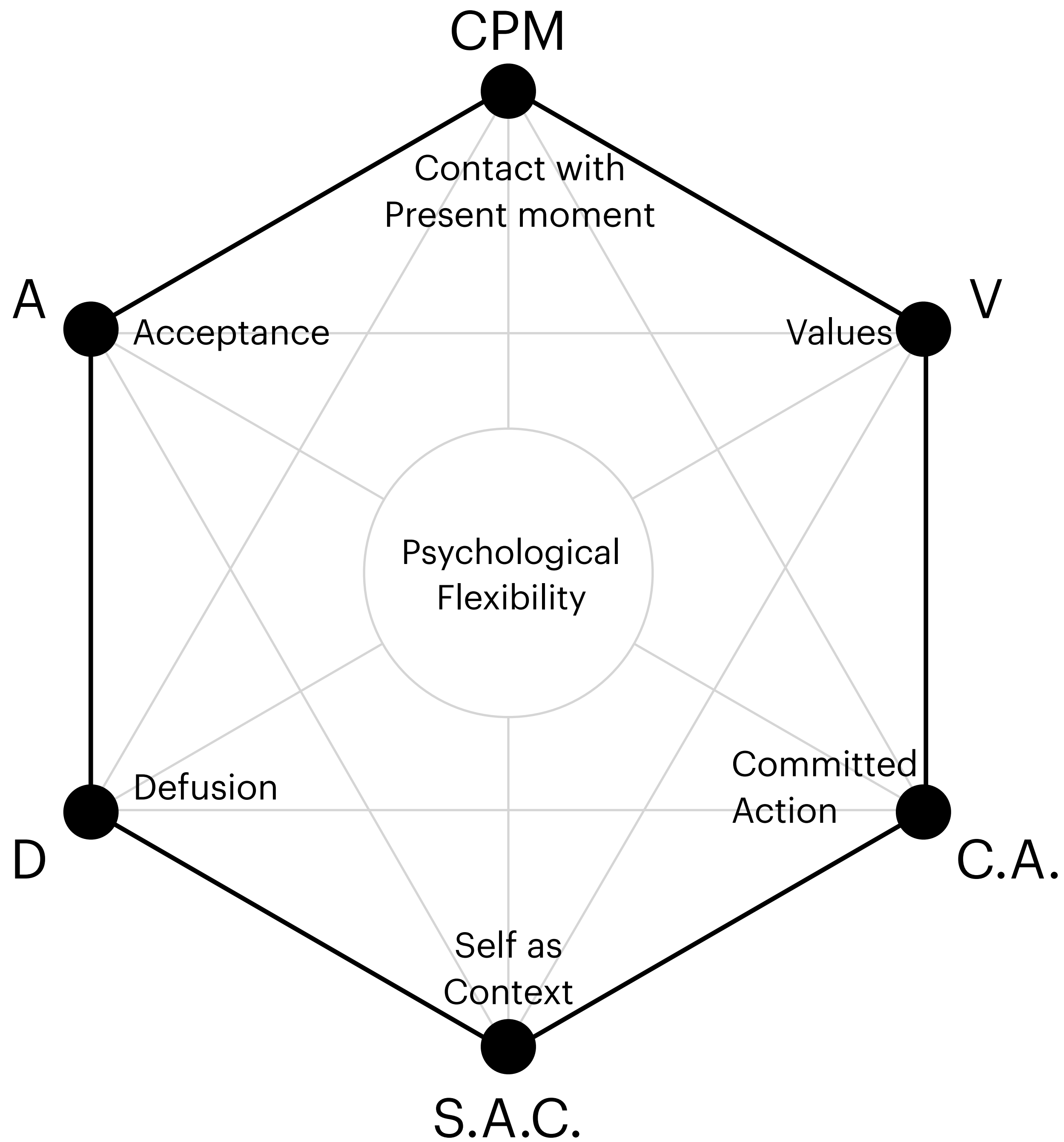
Progression Notes

Session Goals

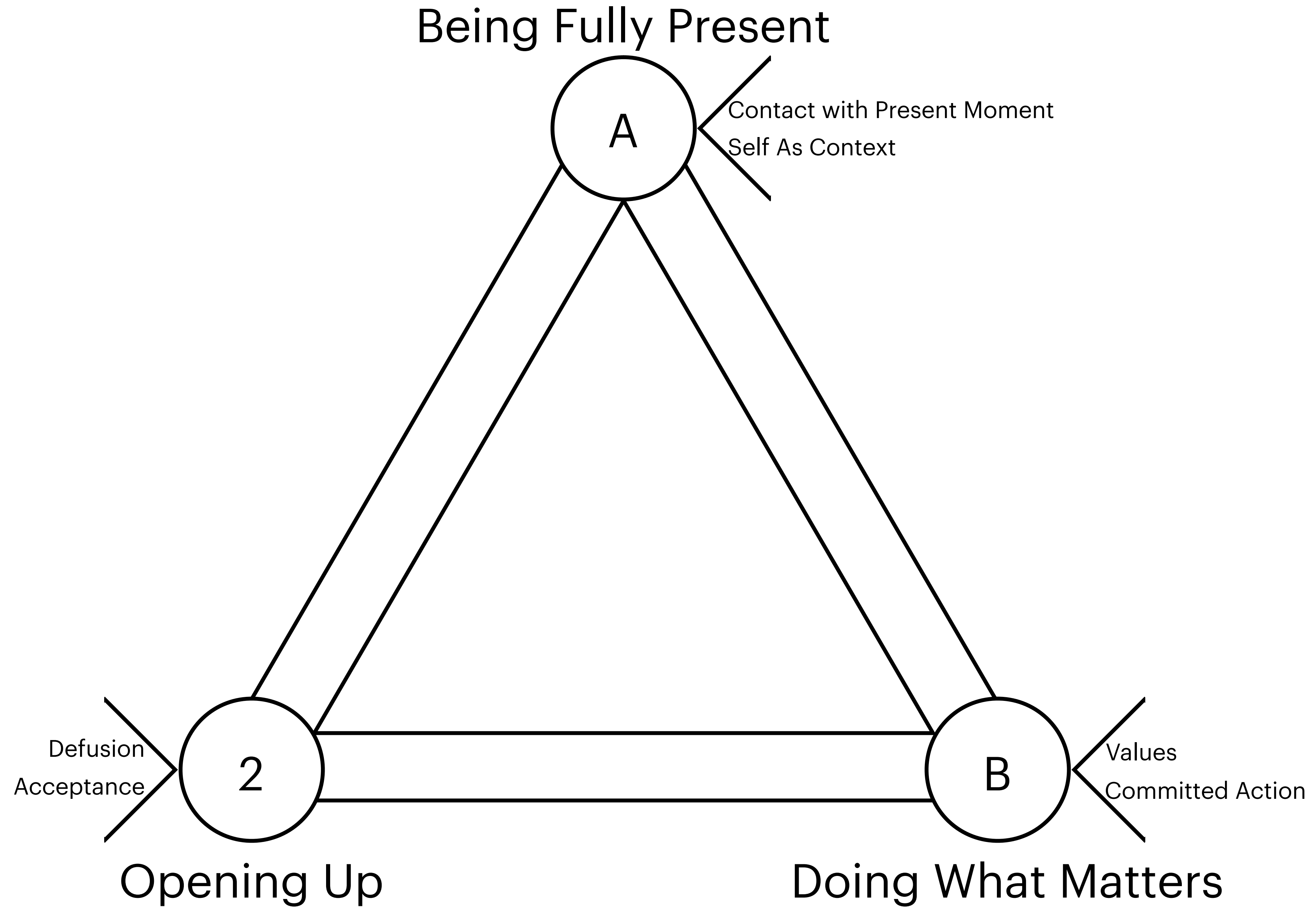
Client Observation

Follow Up Notes









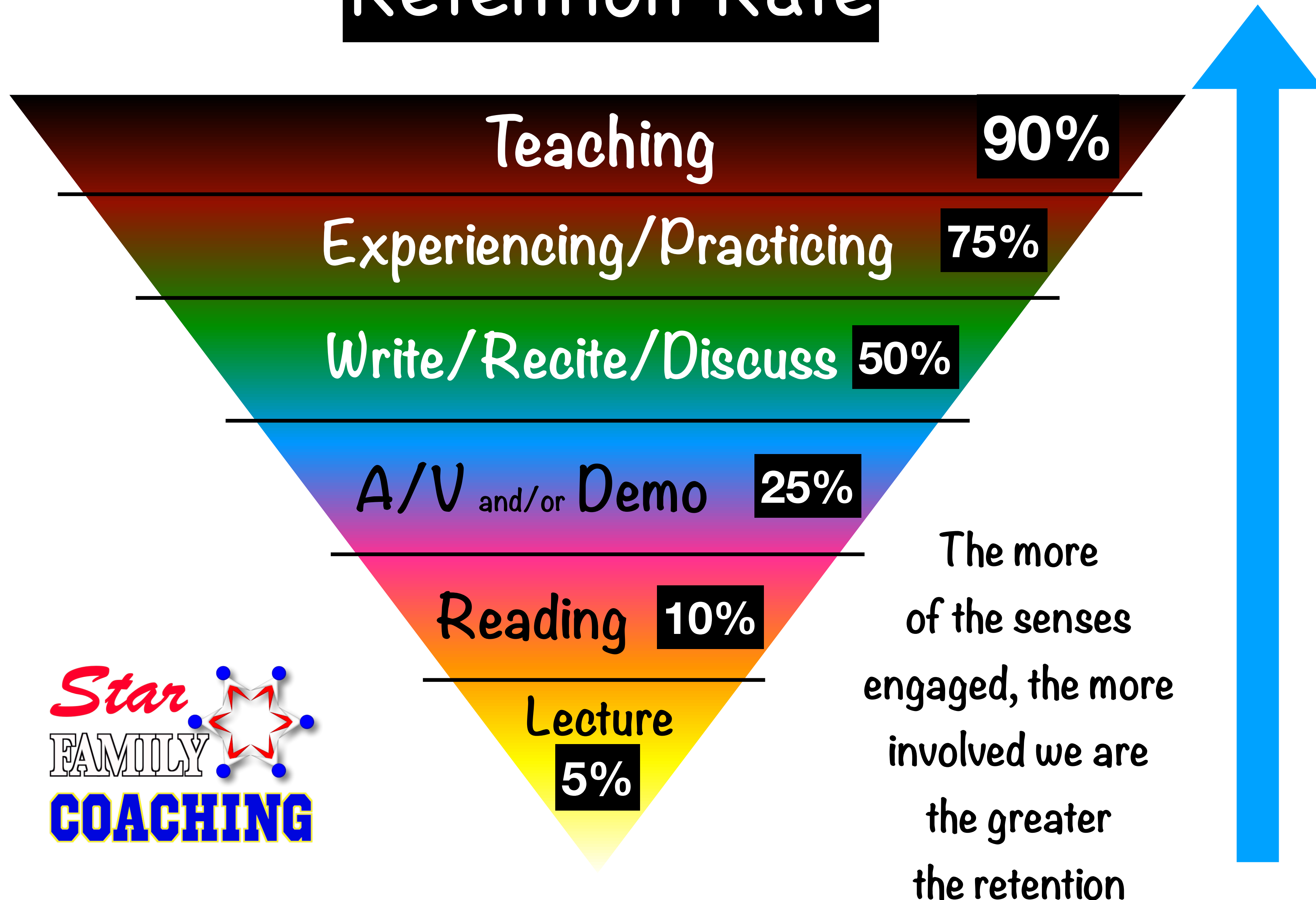




# Notes

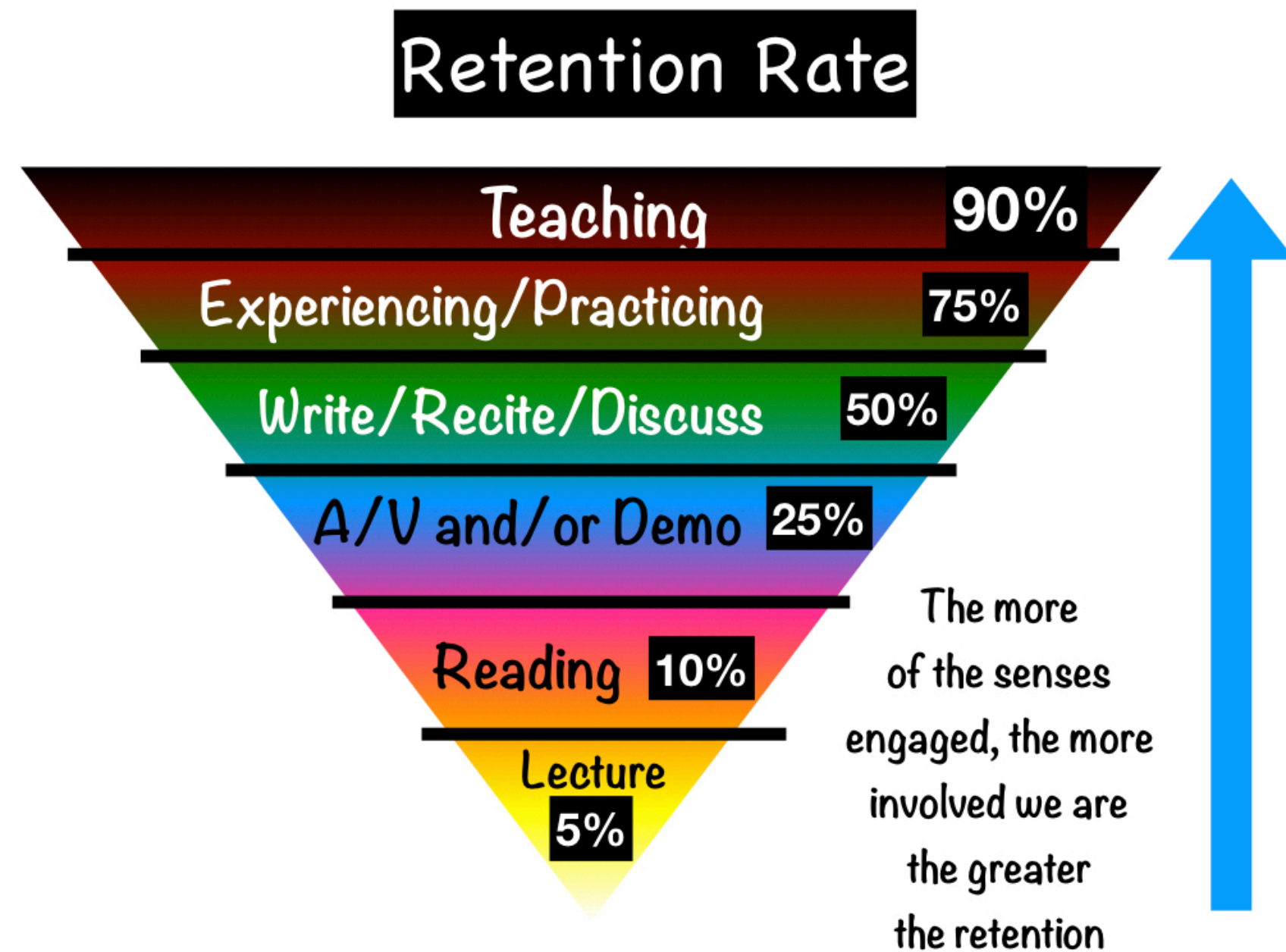


# Retention Rate





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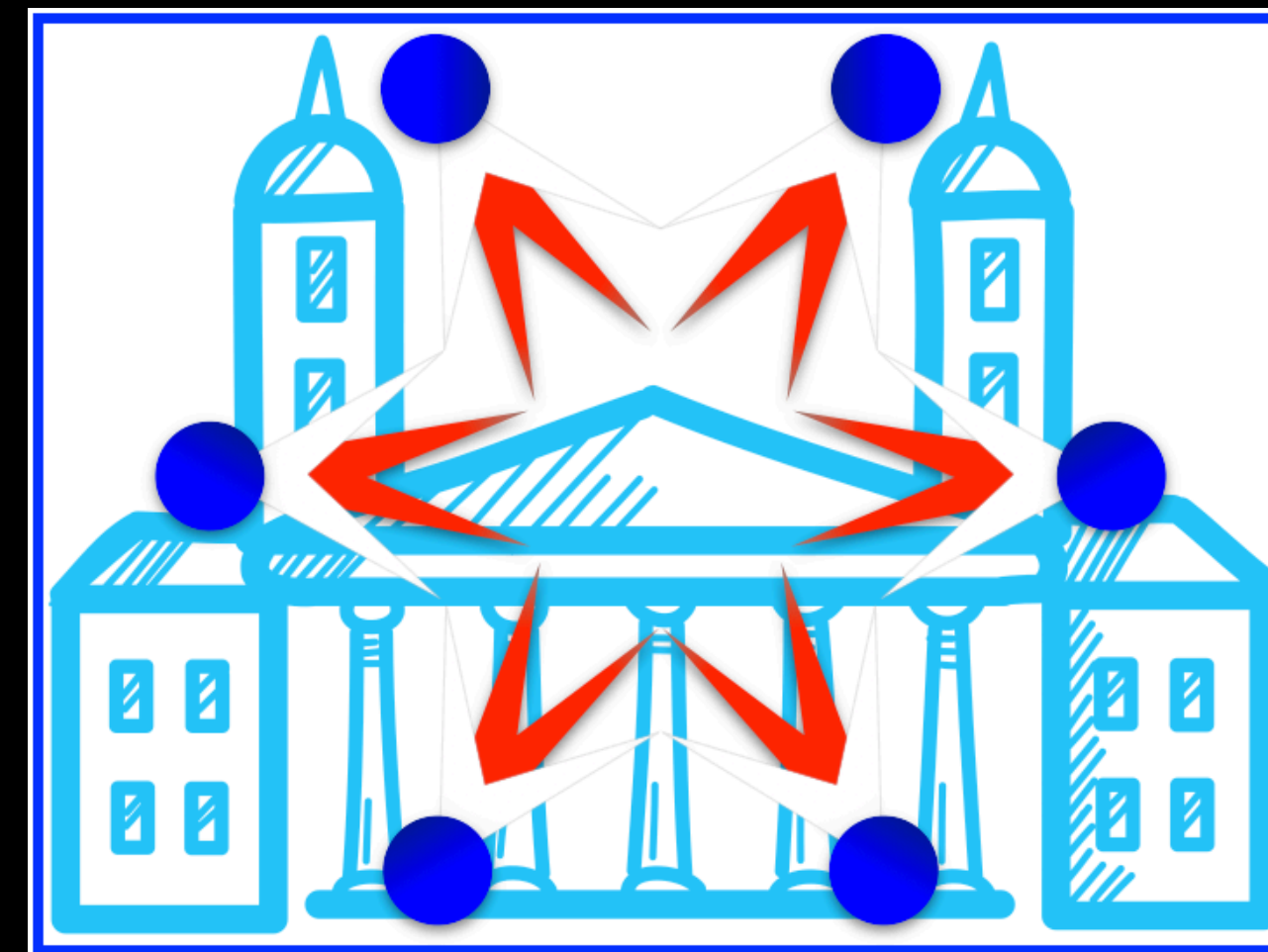
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