

Focused Acceptance and Commitment Therapy Worksheets for BHCs\*

**Life Context: Love, Work, Play and Health\***

<b>Love</b>	<p>Where do you live?                  With whom?                  How long have you been there?                  Are things okay at your home?                  Do you have loving relationships with your family or friends?</p>
<b>Work</b>	<p>Do you work? Study?                  If yes, what is your work?                  Do you enjoy it?                  If not working, are you looking for work?                  If not working and not looking for a job, how do you support yourself?</p>
<b>Play</b>	<p>What do you do for fun?                  For relaxation?                  For connecting with people in your neighborhood or community?</p>
<b>Health</b>	<p>Do you feel connected to your culture?                  Do you use tobacco products, alcohol, illegal drugs, social media?                  Do you exercise on a regular basis for your health?                  Do you eat well? Sleep well?</p>

**Problem Context: The Three T's**

<b>Time</b>	<p>When did this start? How often does it happen? What happens before / after the problem? Why do you think it is a problem now?</p>
<b>Trigger</b>	<p>Is there anything--a situation or a person--that seems to set it off?</p>
<b>Trajectory</b>	<p>What's this problem been like over time? Have there been times when it was less of a concern? More of a concern? And recently . . . getting worse, better?</p>
<b>Workability Question</b>	<p>What have you tried (to address the problem)? How has that worked in the short run? In the long run or in the sense of being consistent with what really matters to you?</p>

Four-Square Tool\*

	Avoidance / Controls Suffering	Approach / Supports Flourishing
Actions		
Thoughts		
Emotions		
Sensations		

Pillars Assessment Tool (PAT)

Use this tool to assess patient functioning in each pillar and to plan interventions that might promote greater psychological flexibility.

1. What are the patient’s strengths and weaknesses?
  
2. Is there a pillar that is a priority target for skill development at this point in time?

<p style="text-align: center;"><b>Open</b></p> <ul style="list-style-type: none"> <li>• Accepts distressing thoughts and feelings</li> <li>• Creates a safe observational distance from distressing thoughts and feelings</li> <li>• Uses experiences to inform behavior, rather than habits and rules</li> </ul>	<p style="text-align: center;"><b>Aware</b></p> <ul style="list-style-type: none"> <li>• Intentionally focuses on present moment experience</li> <li>• Uses self-reflective awareness to promote sensitivity to context</li> <li>• Can change perspectives on stories told about self and others</li> </ul>	<p style="text-align: center;"><b>Engaged</b></p> <ul style="list-style-type: none"> <li>• Speaks about values with emotion, recalls moments of values-in-action, and accepts vulnerability that comes with caring</li> <li>• Plans and implements behavior change experiments that promote vitality</li> </ul>
<b>Strengths</b>	<b>Strengths</b>	<b>Strengths</b>
<b>Needs</b>	<b>Needs</b>	<b>Needs</b>
<b>Targets</b>	<b>Targets</b>	<b>Targets</b>

## Contextual Assessment Checklist

Do I know:
1. What the patient is doing to address the problem?
2. How are their solutions are working?
3. What matters and who matters to the patient?
4. What might the patient do in a world where anything was possible?

## The “Relate the Problem to Values” Worksheet

Experiment with using one or more of these questions to assist the patient with seeing a relationship between the problem and values that are important to the patient at this time.

1. Tell me more about why it is important for you to find a new way to address this problem now.
2. In a world where anything is possible, what would you do about this problem?
3. If you could make this problem go away, but it cost you the ability to care about problems like this, would you?
4. If you didn't have  $x$  as value, would this problem matter to you?
5. What does your heart say about this problem?
6. What happens in your body now when we are talking about this?

Conceptualize and plan by brainstorming the answer to this question.

What skills might you teach the patient during the visit to strengthen the patient's ability to implement a plan that improves consistency between daily actions and values important to the patient at this time?

## The “SMART Behavioral Experiment” Worksheet\*

Use this worksheet to improve your skills for developing behavioral experiments with patients. If the patient’s history included painful punishing experiences (e.g., critical or depressed parent, multiple traumas), you may want to spend a little more time explaining the value of experimenting and the usefulness of trying something new, even if it doesn’t turn out to be that helpful).

A SMART Behavioral Experiment is engaging and SMART.

### A. An engaging experiment . . .

1. What does experiment mean to you?
2. Can you imagine yourself doing this experiment?
3. Is there any part of this that you would like to practice with me before we end our visit?
4. What might get in your way of doing this? Anything come to mind?
5. And how confident are you in this experiment? 1 is not at all confident and 10 is very confident

(If not a 7 or higher in confidence) Most of us aren’t able to do something new unless we are pretty confident about doing it. How shall we change this to bring up your confidence?

### B. A smart experiment . . .

- Specific
- Measurable
- Attainable
- Relevant to patient’s values
- Timely

\*\*Inspired by YourCoach, BVBA; <https://www.yourcoach.be/en/coaching-tools/smart-goal->

\*Worksheets adapted from *Basics of Behavior Change in Primary Care* (Robinson, 2020)