

ACT and Emotional Regulation

Instructor:

Dr. Katie Saint, PhD, LPC, BCBA-D

Continuing Education Credits:

- **BCBA CEs:** 2 Ethics CEUs
 - **IBAO PD:** 2 Ethics CEUs
 - **QABA CEs:** 2 Ethics CEUs
-

Course Description

This webinar introduces the principles of Acceptance and Commitment Therapy (ACT) to help participants learn how to regulate emotions and take values-based actions, even in the presence of challenging thoughts and emotions. The course provides behavioral strategies for responding to emotions, reducing avoidance, and increasing motivation. Participants will gain tools for applying the six core processes of ACT in a way that aligns with behavior analysis principles.

Speaker Bio

Katherine Saint, PhD, LPC, BCBA-D, is a behavior analyst and licensed professional counselor with a doctorate in Behavior Analysis. Katherine serves as the Director of Training at Fox Valley Autism Treatment Program in Appleton, WI, and runs a private mental health counseling practice. She is a seasoned presenter at both local and international events, focusing on autism, mental health, and behavior analysis. Katherine is also an accomplished author, having published multiple books and articles on mental health and behavior analysis. Additionally, she teaches master-level behavior analytic courses at Pepperdine University.

Learning Objectives

By the end of the course, participants will be able to:

1. Respond to emotions in a behavior-analytic and consistent way.
 2. Apply the six processes of ACT to teach emotional regulation.
 3. Implement strategies to increase motivation.
 4. Identify and reduce avoidant behaviors.
-

Evaluation and Assessment

- **Quizzes and Exams:** Participants must score at least **80% or higher** on all assessments.
 - **Participation:** Completion of all assignments, discussion boards, and activities is required.
 - **Opportunities for Improvement:** Participants may retake quizzes and resubmit assignments if their first attempt does not meet the required standard.
-

Technology Requirements

Participants need access to a computer or tablet with a reliable internet connection for viewing lectures, participating in discussions, and completing assessments.

Contact Information

For technical support or course-related questions, contact:

Behavior Webinars

Email: support@behaviorwebinar.com

References

1. Bonow, J. T., & Follette, W. C. (2009). Beyond values clarification: Addressing client values in clinical behavior analysis. *The Behavior Analyst, 32*(1), 69–84.
2. Masuda, A., Twohig, M. P., Stormo, A. R., Feinstein, A. B., Chou, Y. Y., & Wendell, J. W. (2010). The effects of cognitive defusion and thought distraction on emotional discomfort and believability of negative self-referential thoughts. *Journal of Behavior Therapy and Experimental Psychiatry, 41*(1), 11–17.
3. Noone, S. J., & Hastings, R. P. (2010). Using acceptance and mindfulness-based workshops with support staff caring for adults with intellectual disabilities. *Mindfulness, 1*(2), 67–73.
4. Noone, S. J., & Hastings, R. P. (2011). Values and psychological acceptance as correlates of burnout in support staff working with adults with intellectual disabilities. *Journal of Mental Health Research in Intellectual Disabilities, 4*(2), 79–89.
5. Singh, N. N., Lancioni, G. E., Winton, A. S., Curtis, W. J., Wahler, R. G., Sabaawi, M., & McAleavey, K. (2006). Mindful staff increase learning and reduce aggression in adults with developmental disabilities. *Research in Developmental Disabilities, 27*(5), 545–558.
6. Winzelberg, A. J., & Luskin, F. M. (1999). The effect of meditation training on stress levels in secondary school teachers. *Stress Medicine, 15*(2), 69–77.

7. Yu, L., Norton, S., Almarzooqi, S., & McCracken, L. M. (2017). Preliminary investigation of self-as-context in people with fibromyalgia. *British Journal of Pain, 11*(3), 134–143.
8. Yu, L., Norton, S., & McCracken, L. M. (2017). Change in “self-as-context” (“perspective-taking”) occurs in acceptance and commitment therapy for people with chronic pain and is associated with improved functioning. *The Journal of Pain, 18*(6), 664–672.