

# RFT is in our DNA - stuff clinicians want to know

RFT & DNA-V are in a relation of 'awesomeness'

Introduce RFT process of Relating, Orienting, and Evoking (ROE) with metaphors, a poem, and even a song!

Use DNA-V and RFT to help a young person with OCD.

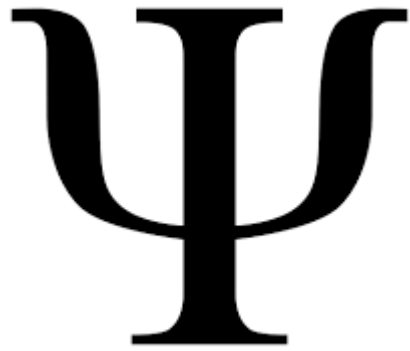
Tim McLauchlan (Clinical Psychologist, Peer-reviewed ACT trainer)

[www.spacehead.com.au](http://www.spacehead.com.au)





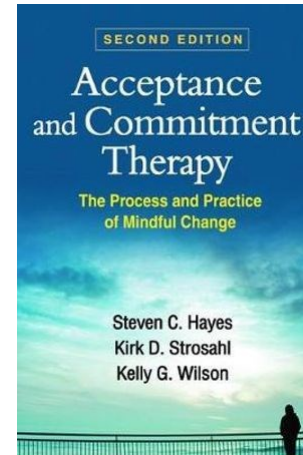
About me in 3 pictures...



Clinical Psychologist



Youth Mental Health



ACTing



**DNA-v** is a model of ACT that gives secure base to discover the world- it's **flexible, robust, and life saving**.



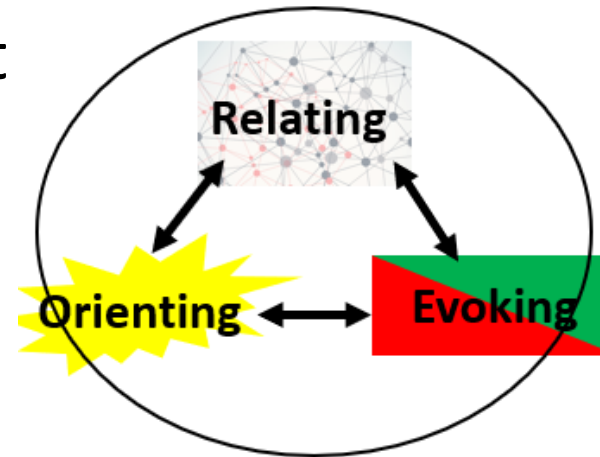
Louise Hayes Joseph Ciarrochi  
[www.dnav.international](http://www.dnav.international)



**RFT:ROE** offers a functional analysis that is like doing surgery with words – it's **precise, elegant and life saving**.



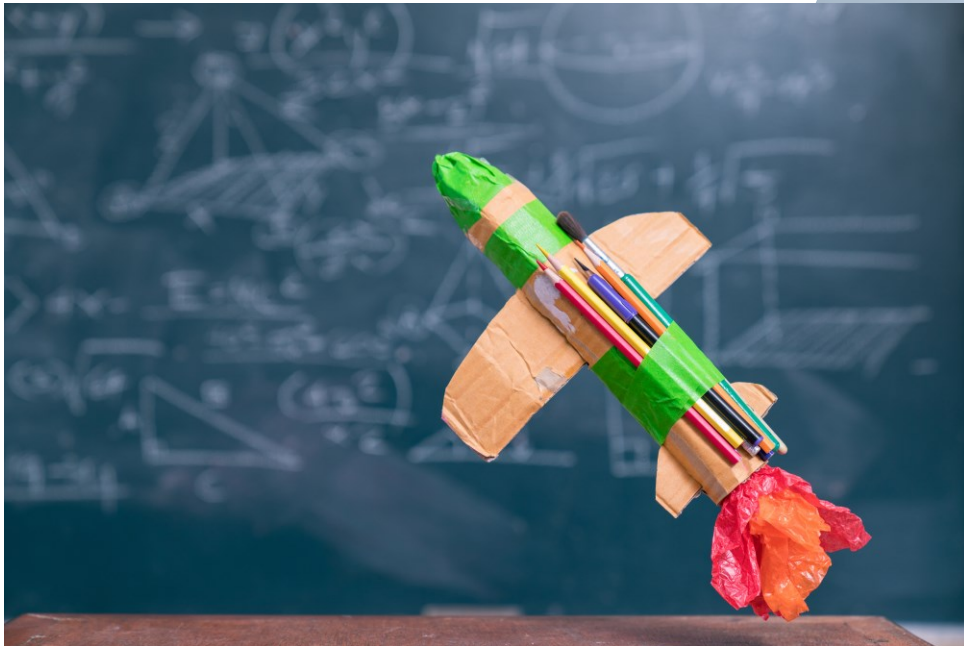
Yvonne Barnes-Holmes  
 Dermot Barnes-Holmes  
[www.balc-i.net/odysseus-2015-2020](http://www.balc-i.net/odysseus-2015-2020)



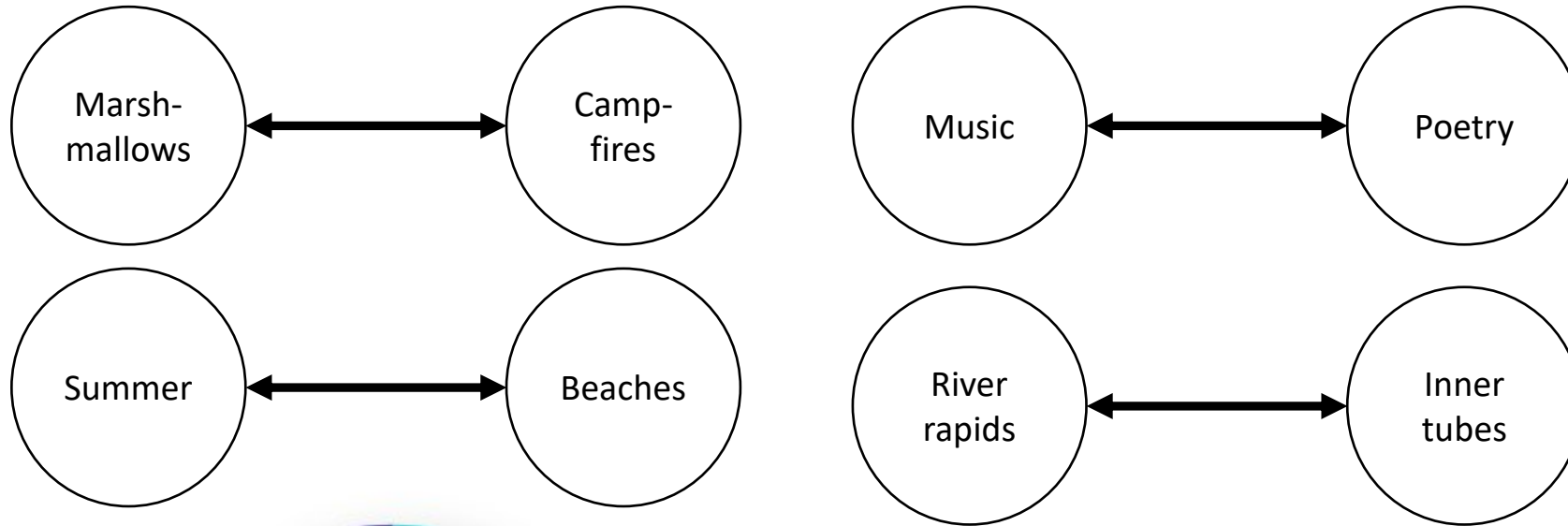
## Disclaimer:

Learning **RFT & DNA-v** from this workshop is like learning to fly by making paper planes.

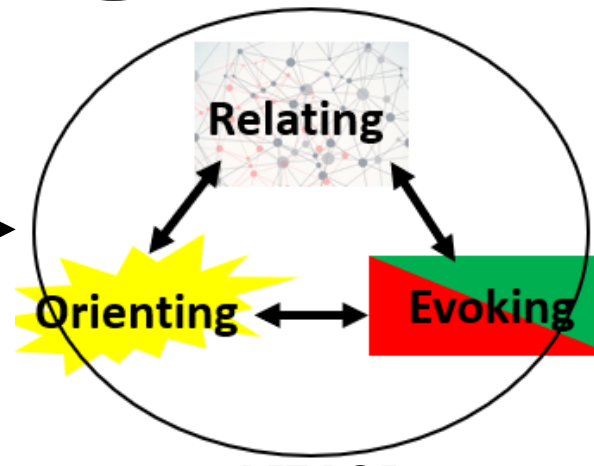
**It's a start...**



# Relation of awesomeness



DNA-v



RFT:ROE

# Camping at the coast!

Relationship with relationships



We need to talk about your behaviour



Sharks and Dolphins are everywhere

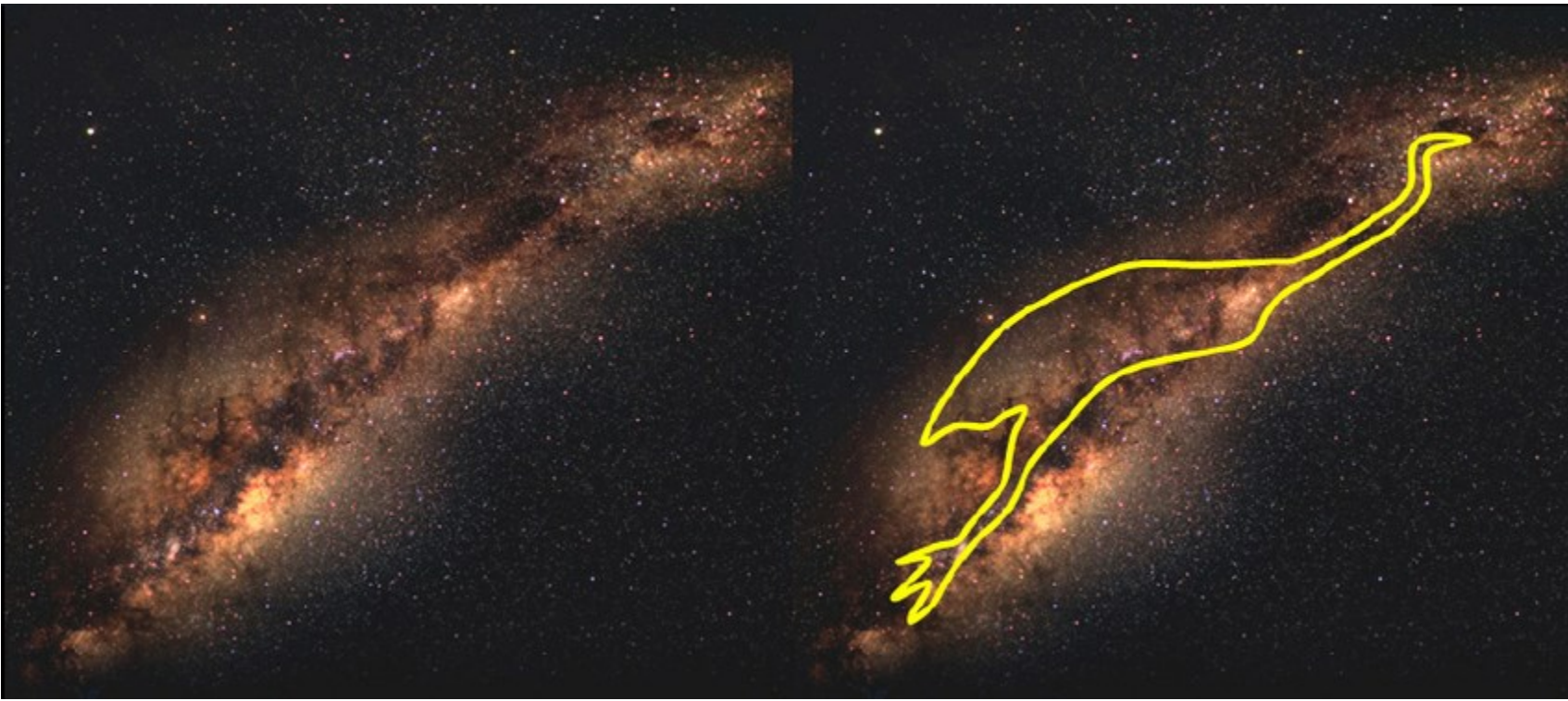


Snuggle up close with RFT



If time... go to work.

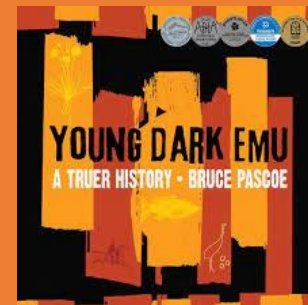




THROUGHOUT HISTORY, humans have looked to the night sky to help explain their existence, but the conclusions people draw from the same sky can be remarkably different.

European astronomy uses constellation of stars to tell a story,  
but sometimes Aboriginal Australia uses the darkness between the stars.

Dark Emu is a shape in the dark areas between the stars of the Milky Way.  
**It's a different way of seeing.**







THROUGHOUT HISTORY, scientists have looked to context *and* the person to help explain their psychological suffering,

but the conclusions people draw from the same context *and* person can be remarkably different.

Some scientists use constellation of symptoms to tell a story about underlying psychological disorders,

but sometimes contextual behavioural science uses the relationship between the context *and* person.

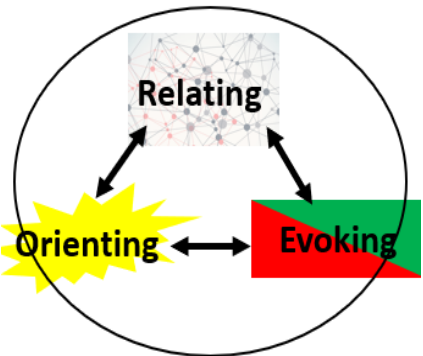
Contextual Behavioural Science looks at the shapes in the dark areas between the person *and* their context.

**It's a different way of seeing.**

It's a different way of seeing



**DNA-v** is a developmental model of ACT to help **reduce psychological suffering** and help people **reach the stars!**



**RFT** is a behavioural science way of seeing “Dark Emus” – **the relationships between people and their contexts.**



















In contexts that have been **aversive** ('swimming with sharks') the behaviours that are most likely to show up may be...

- running
- fighting
- hiding

In contexts that have been **appetitive** ('swimming with dolphins') the behaviours that are most likely to show up may include...

- connection
- play
- exploration
- perspective taking
- meaning making
- choosing
- noticing beauty
- flexibly attending to things
- etc....

aversive

appetitive





We need to talk about your behaviour





# Contextual River Rapids Inc.

## Aim:

We all float down the river of life (Context)

Using our inner tubes (Behaviour)

## Rules:

No one's inner tube is *broken!*

Sometimes they can get a bit *stuck...*

*IF* you get stuck, we will help in three (3) ways.





# Contextual River Rapids Inc.

## Three ways to help:

- 1) **Improve the river** – nurture the waterways (have safe places, access to good health and education, meaningful roles, equitable policies...)
- 2) **Good river guides** – lots of caring people and nurturing relationships
- 3) **Skills to use your inner tube** – try new flexible behaviours that may be more workable when you get stuck



# Contextual River Rapids Inc.

## GUIDE

'Choose a cover for your inner tube please.'

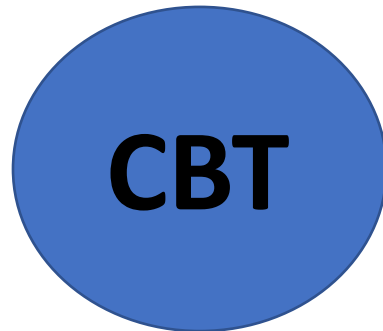
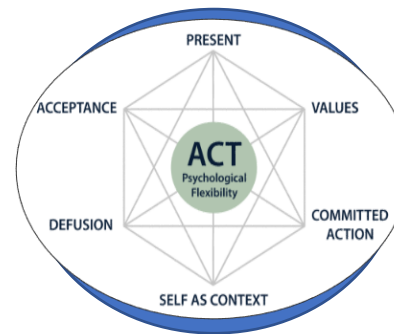
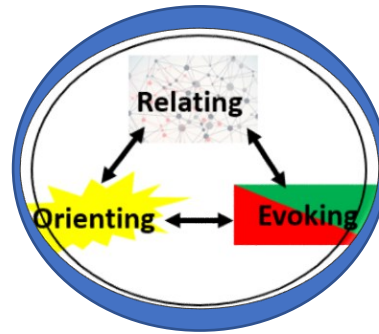
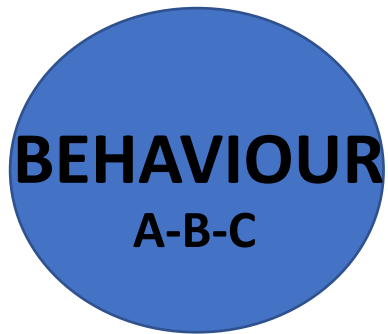
## US

'Which one is the right cover?'

## GUIDE

'None. They just help us talk about how you use your inner tube. (*Behaviour*)

They are just different ways of seeing.'



**DNA-V**



**RFT ROE**



**Noticer**

We pay attention and notice the things in the world around us and inside us.

**Orienting**

Orienting refers to noticing or attending to a stimulus or event.

**Advisor**

We tell stories and make connections between things, constantly giving ourselves advice about the world.

**Relating (relational framing)**

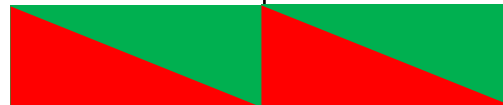
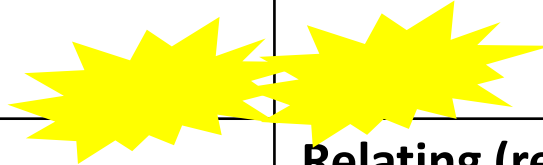
Relating refers to the myriad complex ways in which verbal humans can relate stimuli and events.

**Discover**

We engage in the world and do things.

**Evoking**

Evoking refers to whether a noticed stimulus or event is appetitive, aversive, or relatively neutral









# Snuggle up close with RFT



## Steve's Ditty

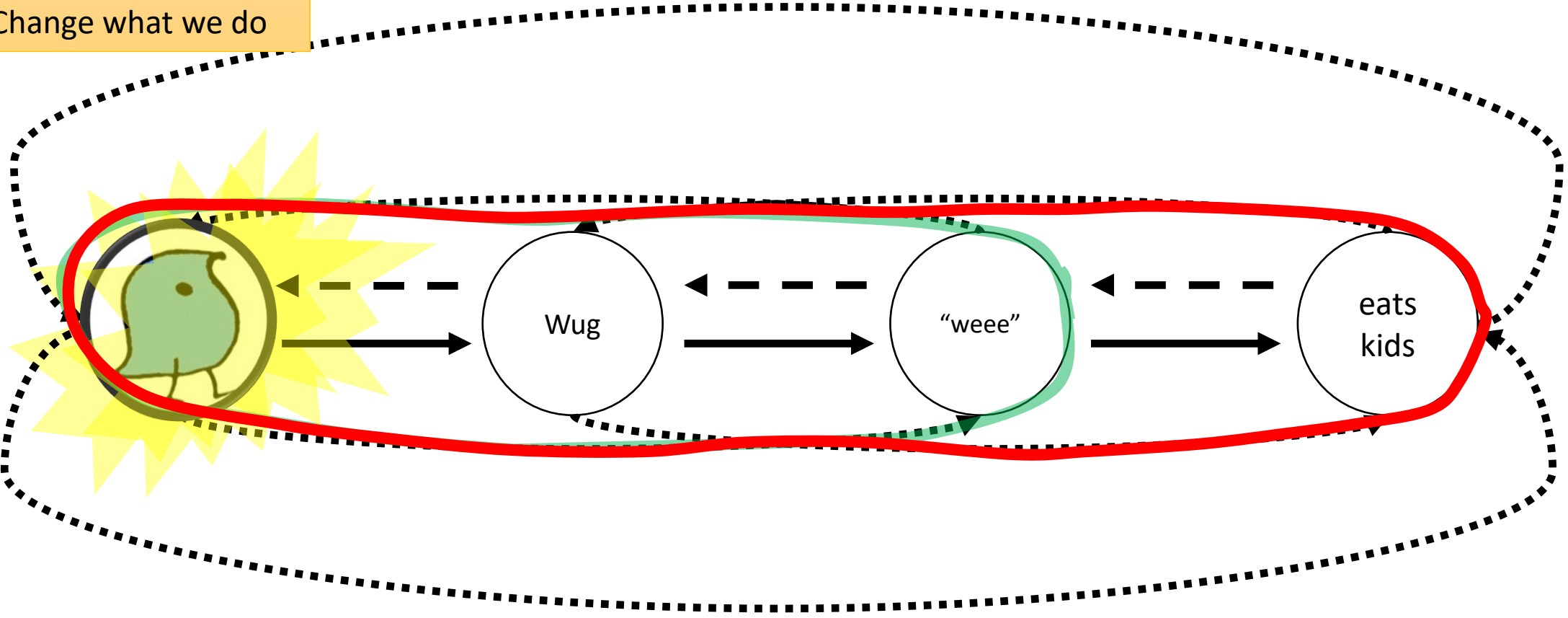
Learn it in one  
Derive it in two  
Put it in networks  
Change what we do  
- Steven Hayes

## Ode to RFT

Learn it from others  
Get it for free  
Put it in networks of networks  
About you and me  
  
Can never delete them  
Try hard to complete them  
Get faster and faster and faster  
Watch out for disaster!  
  
With loops like "I'm Broken"  
Want to run, hide, or choke em!  
But if we approach with gentle reflections  
We can build helpful new connections.

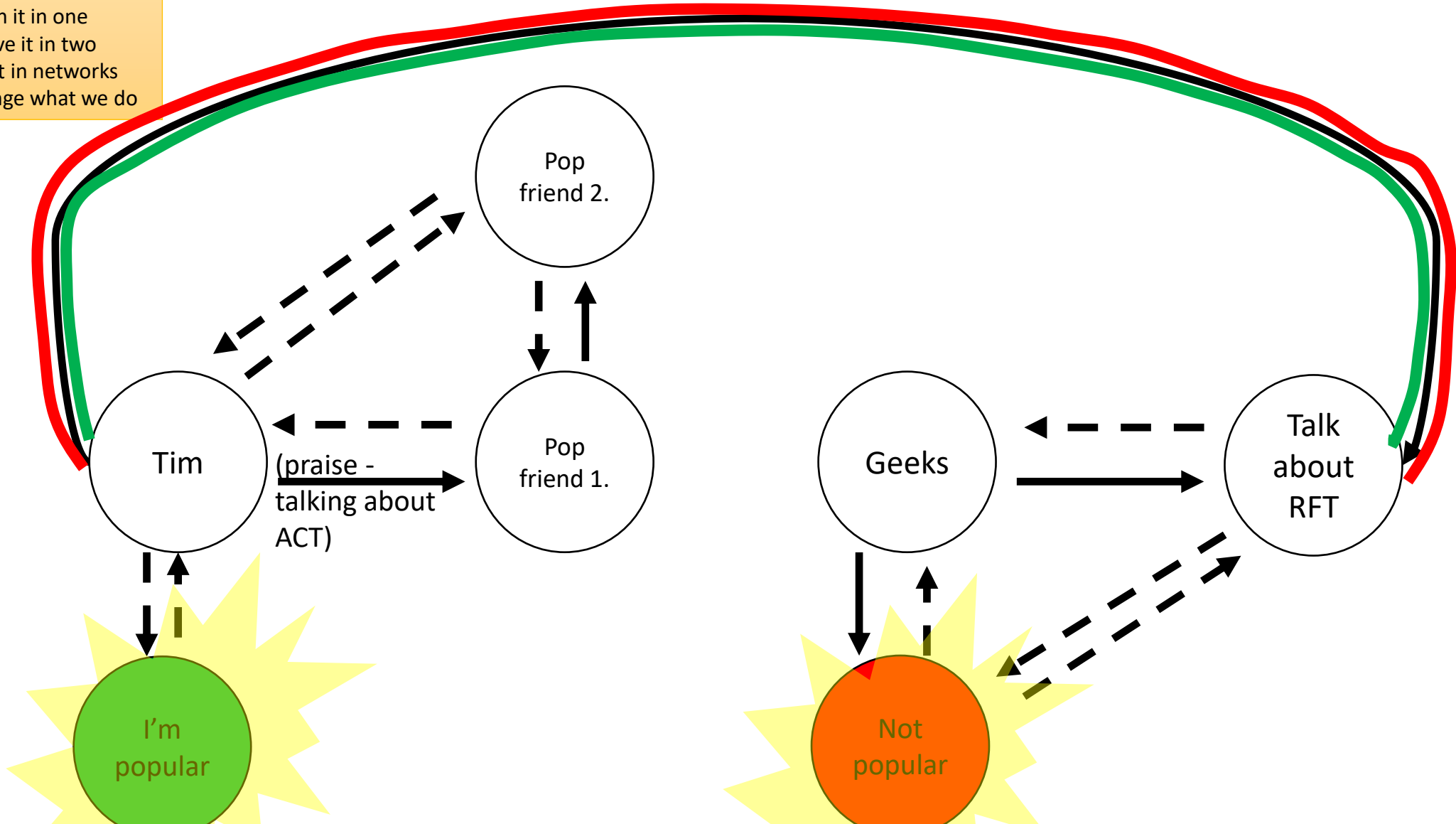
No matter the song  
Your mind hums along  
Know that each of us humans  
Just needs to belong.

Learn it in one  
Derive it in two  
Put it in networks  
Change what we do





Learn it in one  
Derive it in two  
Put it in networks  
Change what we do



Learn it from others  
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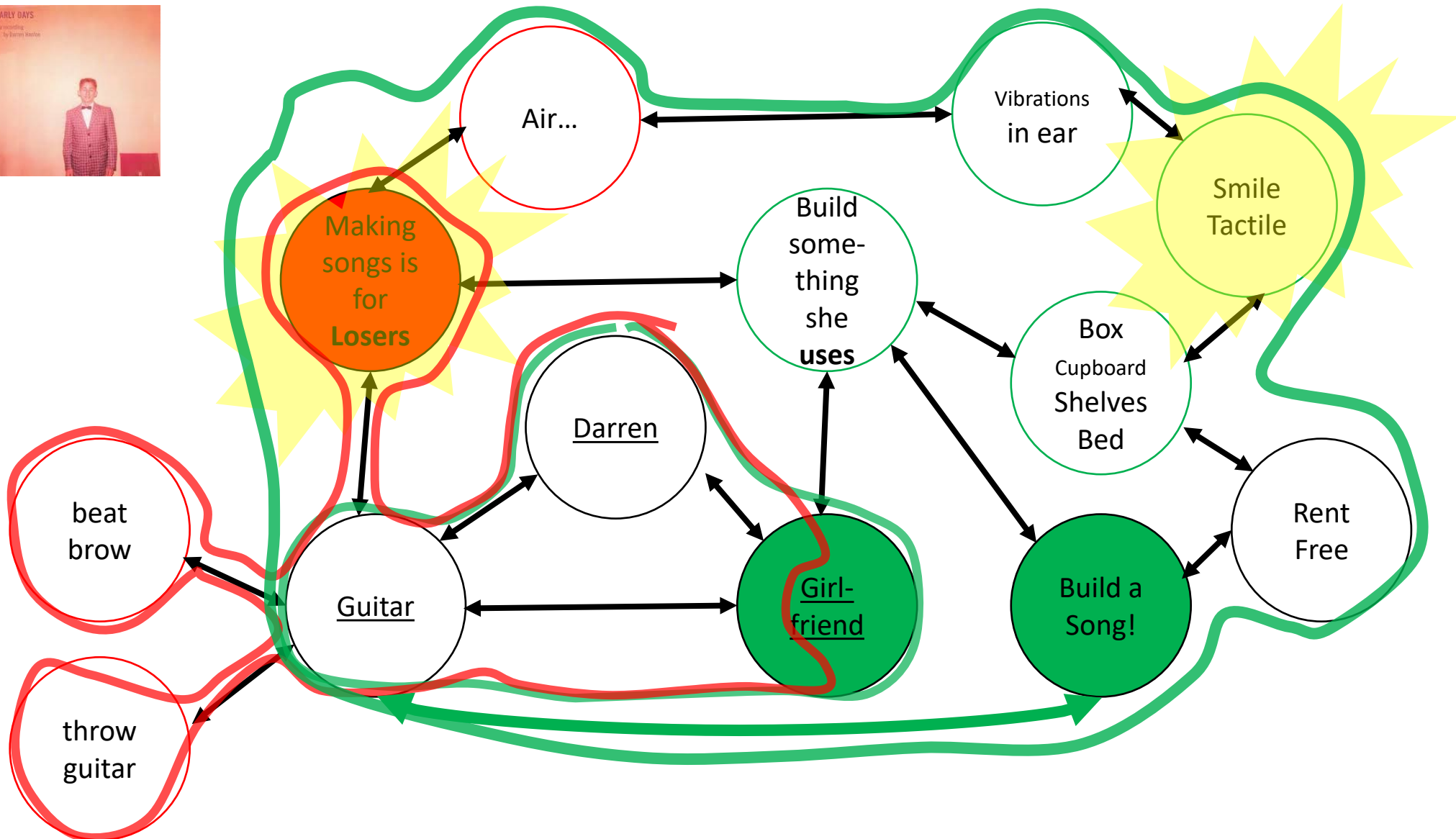
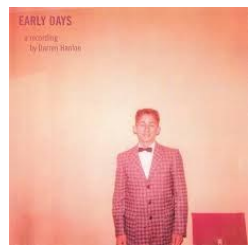
# Snuggle up close with RFT



Darren Hanlon - Falling Aeroplanes







1. Making up songs is for Losers

2. Don't be daft!

3. Just as tactile

4. Build a song she uses

Learn it in one (classical and operant conditioning)  
 Derive it in two (combinatorial and mutual entailment)  
 Put it in networks (arbitrarily applicable relational responding)  
 Change what we do (transformation of stimulus function) 1

# Ode to RFT

Back to the Future with an Up-dated Version of RFT: More Field than Frame? ■ 001-019

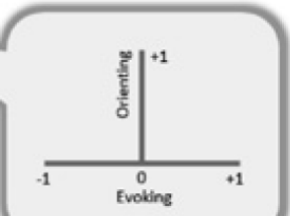
Table 2. A Hyper-Dimensional Multi-Level (MDML) Framework Consisting of 20 Intersections Between the Dimensions and Levels of Arbitrarily Applicable Relational Responding, Combined with the Dimensions of Orienting and Evoking from the DAARRE Model.

| LEVELS                       | DIMENSIONS      |                 |            |                  |
|------------------------------|-----------------|-----------------|------------|------------------|
|                              | Coherence       | Complexity      | Derivation | Flexibility      |
| Mutually Entailing           | Analytic Unit 1 | Analytic Unit 2 | ┌          | ┌                |
| Relational Framing           | ┌               | ┌               | ┌          | ┌                |
| Relational Networking        | ┌               | ┌               | ┌          | ┌                |
| Relating Relations           | ┌               | ┌               | ┌          | ┌                |
| Relating Relational Networks | ┌               | ┌               | ┌          | Analytic Unit 20 |

**LEVELS**  
 Learn it from others  
 Get it for free  
 Put it in networks of networks  
 About you and me 2

**COHERENCE**  
 Can never delete them  
 Try hard to complete them 3

**COMPLEXITY** **DERIVATION** **FLEXIBILITY**  
 Get faster and faster and faster 4



**ORIENTING**  
 Watch out for disaster!

**EVOKING ('sharks and dolphins')**  
 With loops like "I'm Broken"  
 Want to run, hide, or choke em!  
 But if we approach with gentle reflections  
 We can build helpful new connections. 5

**EEMM (Extended Evolutionary Meta Model)**  
 No matter the song  
 Your mind hums along  
 Know that each of us humans  
 Just needs to belong.  
 Variation and Multidimensional (Psychological, Biophysiological, Sociocultural)  
 Selective Retention in Context. 6



# Time to go to work



# Use DNA-v and RFT to help a young person with OCD – ‘my toxic sister’.

## Case presentation

- ‘Sally’ (16-years old) - 18 sessions
- Kind, generous, intelligent and thoughtful of others.
- Loving family and friends.
- Cares about her 11-year-old sister
- **BUT...**Sally has not spoken, touched nor even been in the same room as her sister for the last six months.
- ‘If I spend time with my sister, I will become disgusting and repulsive, which would frighten my little sister’
- It became clear that her difficulties were consistent with the diagnostic criteria of obsessive-compulsive disorder (OCD).

## Relational network 1.

I would like to be a caring and kind big sister and spend time with my little sister.

## Relational network 2.

If I spend time with my sister, I will become disgusting and repulsive, which would *frighten my little sister*. **I must avoid her.**





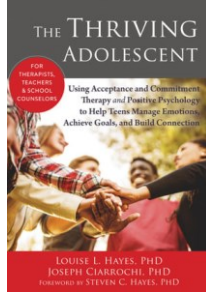


## Three ways to help:

- 1) **Improve the river (context)**– she has a healthy river, fed by secure streams. (i.e. secure and safe developmental history, safe home, access to good health & education, has meaningful roles in her community) **done** 😊
- 2) **Good river guides (people)**– she has caring and nurturing family, friends, and school. **done** 😊
- 3) **Skills to use your inner tube when stuck (behaviour)** –
  - Step 1) Teach DNA-v skills
  - Step 2) Find cool metaphor to guide intervention
  - Step 3) Exposure and Response Prevention (ERP)

# Step 1) Teach DNA-v skills



|   |  |
|---|--|
| <p><b>Noticer (Orienting)</b></p> <p>We pay attention and notice the things in the world around us and inside us.</p> <p><i>Aware Name Describe Allow</i> </p>                          | <p><b>Values</b></p> <p>Find the stuff that really matters to you.</p> <p><i>Figure out what you care about...</i></p> <p><i>And then care about it.</i></p> <p>- Ben Sedley</p>  |
| <p><b>Advisor (Relating)</b></p> <p>We tell stories and make connections between things, constantly giving ourselves advice about the world.</p> <p><i>Unhook – use if helpful</i> </p> |  |
| <p><b>Discover (Evoking)</b></p> <p>We then engage in the world and do things.</p> <p><i>Track if working, try new stuff</i> </p>   |    |

## Skills to use your inner tube –

Step 1) Teach DNA-v skills – done 😊

Step 2) Find cool metaphor to guide intervention

**What are we trying to see differently?**

Step 3) Exposure and Response Prevention (ERP)



# Disney Pixar movie Monsters Inc. as a therapeutic metaphor

Sully (Fuzzy monster) thinking humans are **toxic** and extremely **dangerous**.



Exposure goes here



When Sully spends time with Boo (a human child) he realises humans are **friendly** and **safe**.



**R1:** I would like to be a caring and kind big sister and spend time with my little sister.

**R2.** If I spend time with my sister, I will become disgusting and repulsive, which would frighten my little sister. I must avoid her.

## Skills to use your innertube –

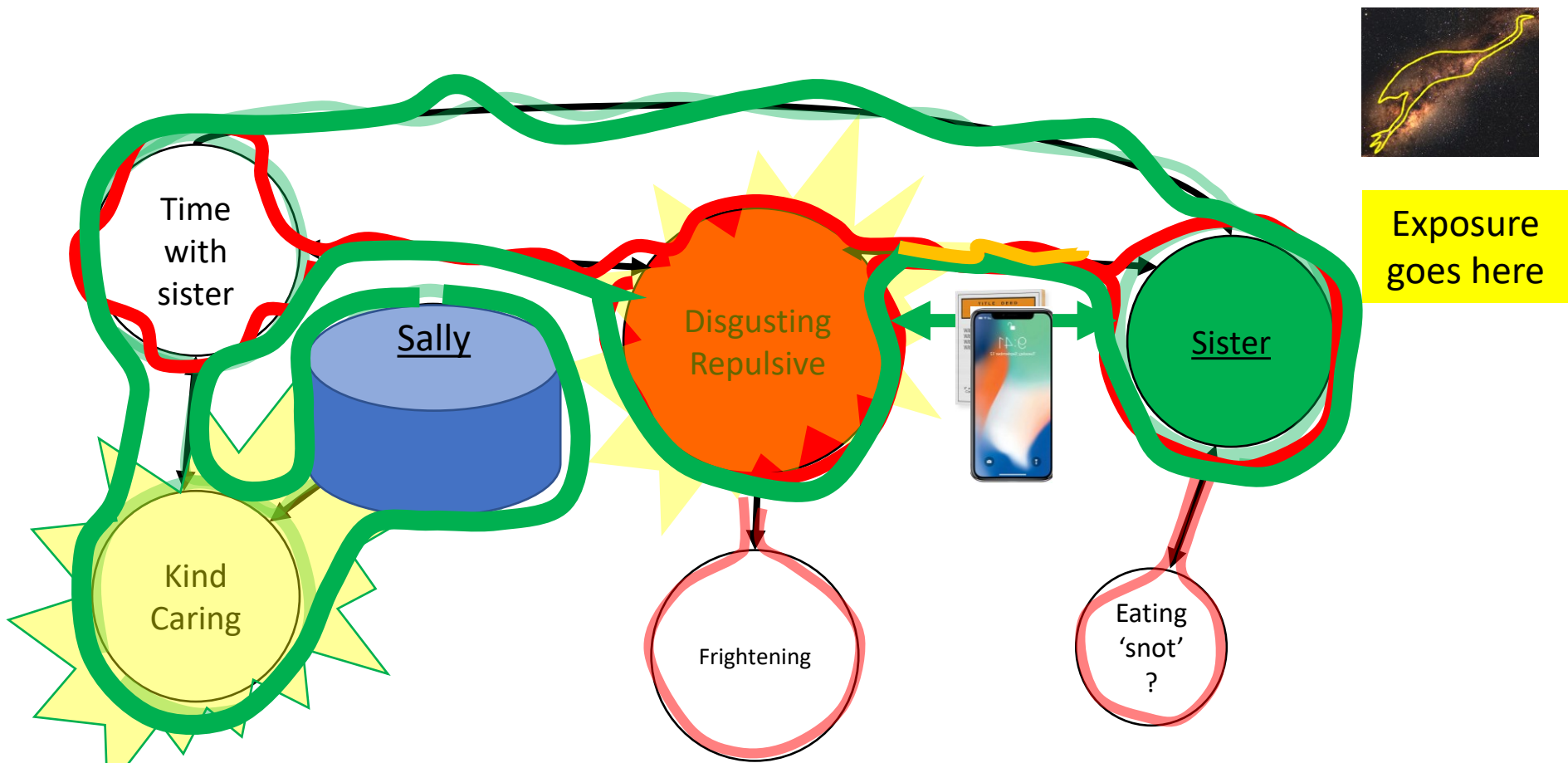
Step 1) Teach DNA-v skills – done 😊

Step 2) Find cool metaphor to guide intervention– done 😊

Step 3) Exposure and Response Prevention (ERP)

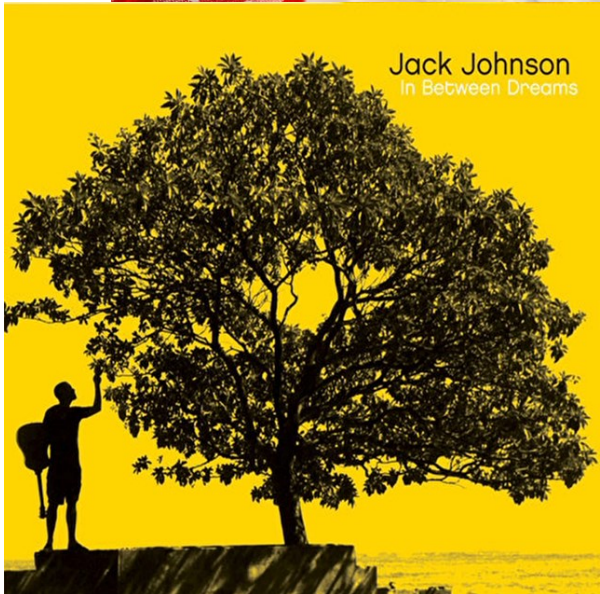
Exposure to what? What response do we want to prevent?  
What behaviours do we want to strengthen instead?





**R1:** I would like to be a caring and kind big sister and spend time with my little sister.

**R2.** If I spend time with my sister, I will become disgusting and repulsive, which would frighten my little sister. I must avoid her.



Jack Johnson  
In Between Dreams

**Better Together** - Jack Johnson

Love is the answer, at least for most of the questions in my heart  
Like why are we here? And where do we go?  
And how come it's so hard?  
It's not always easy and  
Sometimes life can be deceiving  
I'll tell you one thing, it's always better when we're together  
Mmm, it's always better when we're together  
Yeah, we'll look at the stars when we're together



# Thanks so much!

## Ode to RFT

No matter the song  
Your mind hums along  
Know that each of us humans  
Just needs to belong.

### Key References:

Barnes-Holmes, D., Barnes-Holmes, Y., & McEnteggart, C. (2020). Updating RFT (more field than frame) and its implications for process-based therapy. *The Psychological Record*, 70, 605-624.

*The Thriving Adolescent: Using Acceptance and Commitment Therapy and Positive Psychology to Help Teens Manage Emotions, Achieve Goals, and Build Connection* 2016 by Hayes, Louise, and Ciarrchi, Joseph.

# The END.

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