



PSYCHOLOGICAL FLEXIBILITY SKILLS ASSESSMENT TOOL

Ashley Fiorilli, PhD., BCBA



Skill Assessment & Considerations to access Psychological Flexibility

Fusion <i>Defusion</i>	Experiential Avoidance/ <i>Willingness&Acceptance</i>	Past/Future <i>PresentMoment</i>	Lack of Action/ <i>CommittedAction&Values</i>	Rigid Perspective Taking <i>Flexible Perspective</i>
Acknowledge Skills ☐ Identify private events ☐ Identify a language based "rule" ☐ Identify choice between "rule" and "weakened rule" (Frames of opposition = Continuum of choices)	Acknowledge Skills ☐ Identify emotion(s) present ☐ Identify stimuli present ☐ Identify people present ☐ Identify body responses/sensations	Acknowledge Skills ☐ Identify stimuli present ☐ Identify people present ☐ Identify body responses/sensations ☐ Identify a past/future private event facting the ☐ aversive (past/future) private or public event	Acknowledge Skill ☐ Identify value and relevance ☐ Identify the related action ☐ Identify the current action (values based or not) ☐ Identify barrier to value/committed action	Acknowledge Skill ☐ Identify that there may be a different perspective

Approach Skills ❑ Tact private events real time ❑ Tacts the “rule” real time ❑ Accepted Offered Engagement ❑ Engage in the “weakened rule” ❑ Engage in a continuum choice (i.e. contrived or captured) ❑ Rate the “rule” or level of stuckness	Approach Skills ❑ Willingness to persist through emotion (s) ❑ Willingness to be with people and stimuli ❑ Willingness to experience emotions and body responses for small durations of time ❑ Willingness to experience emotions and body responses for longer durations of time ❑ Willing to persist over time ❑ Willingness to be interrupted to	Approach Skills ❑ Chooses to expand engagement with stimuli ❑ Chooses to expand engagement with people ❑ Chooses to expand engagement with body responses/sensations ❑ Tacting current contingencies around them	Approach Skills: ❑ Identify choice towards workability Identify choice ❑ towards “away” behavior ❑ Engagement in value identified action ❑ Behavior to Adjust meet value ❑ Matching corresponding ❑ value and committed action	Approach Skills ❑ Engage in perspective of another ❑ Engage in perspective over time (past/future) ❑ Engage in perspective over self (different parts)
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	pause			
Related Communication Skills ☐ Reports the history of the rule ☐ Reports on the changing rules & workability (context sensitivity of the rule) ☐ Tacts the relational frames out loud	Related Communication Skills ☐ Mand to slow conversation down based on body responses ☐ Manding to escape the conversation based on emotion and body sensation	Related Communication Skills ☐ Retelling past events as past events ☐ Tacting a past contingency, pausing, and tacting the current contingency ☐ Tracking behavior of how present they are in the moment	Related Communication Skills ☐ Manding for a smaller step towards value ☐ Expressing a lack of clarity (Disguised mand for help?) ☐ Layering Frames (RFT Map)	Related Communication Skills 1. Predict Future events based on a shift towards values and willingness



Fusion/Rigid Perspective Taking <i>Defusion/Self-As-Content</i>	Things to Observe	Prompts:
Acknowledge & Approach Skills		
1. (Acknowledge) Identify private events 2. (Approach) Tact private events real time	• Does the client label emotions? • Does the client acknowledge that they are thinking about something? • Does this happen under both aversive and appetitive context or is one favored?	• If you notice your clients eyes "looking up" - Hey! Whatcha thinking about buddy?
3. (Acknowledge) Identify a language based "rule" 4. (Approach) Tacts the "rule" real time	• May need to be taught as an idea that thoughts can be "rules" or "stories" we tell ourselves • Does the client use language to distance themselves from their thinking, in the current context?	• If you model this - Oh my mind is telling me... - Does the client learn by observational learning?



5. Identify choice between “rule” and “weakened rule” (Frames of opposition = Continuum of choices)	• Is the client open to seeing that more choices outside the “rule” exist? • Can the client identify something that may be an option outside the rule (i.e. hypothetical action for self or another?)	• What else <i>could</i> you do, even if it feels weird or new?” • What would someone <i>really different from you</i> do in this situation? • If the rule didn’t matter for a second, what would you want to try? • If there were <i>three</i> right answers instead of one, what might they be?
• Accepted Offered Engagement	• When offered to work with the stated rule or given context, does the client accept the engagement? • If multiple prompts are presented, consider the level of response effort that was reduced, consider the level of choices presented?	• What’s one small step that feels doable right now? • Would you rather try this for 30 seconds or just do the first part?” • Which feels easier: trying this quietly or with me doing it first? • Let’s pick the version that feels least annoying today —



Engage in the “weakened rule”	Can the client engage with a different choice from the stated “rule”?	wanna choose?
Engage in a continuum choice (i.e. contrived or captured)	Can the client engage in multiple choices of behavior on the identified continuum?	- Want to try just a little, a medium, or a big version of that? - You can dip a toe in or cannonball — what kind of effort feels okay right now? - What’s one way to do this that feels more comfortable today? “If we turned this behavior into a dial from 1 to 5, which number would you try? - You don’t have to do the whole thing — what’s a small step that still moves you forward? - Can you show me two



		different ways you could respond here?
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Example

(Acknowledge) Identify Private Events

Definition: The client identifies internal experiences such as thoughts, feelings, urges, or memories when prompted or spontaneously.

Observational Example:

During a conflict with a peer, the client says, “I feel mad right now.”

→ *Labels emotion in an aversive context = acknowledgment of private event*

While looking at a preferred item, the client says, “This makes me feel happy.”

→ *Appetitive context acknowledgement = well-rounded emotional vocabulary*

Assessment Prompts:

- “What are you feeling right now?”
- “What’s going on inside your brain?”
- “Did a thought pop up just now?”
- *Use if they’re quiet but shifting gaze upward:* “Hey! Whatcha thinking about, buddy?”

(Approach) Tact Private Events in Real Time

Definition: The client labels or describes internal experiences *while they are happening*, rather than in past or hypothetical tense. This reflects



present-moment awareness and willingness to contact private events directly.

Observational Example:

While becoming visibly anxious, the client says, “I’m feeling really nervous right now. My heart’s beating fast.”

→ *Real-time tacting of emotion + body sensation during discomfort*

Mid-activity, the client pauses and says, “I’m thinking about my mom right now.”

→ *Real-time tacting of thought during appetitive context (e.g., while sharing something fun)*

Assessment Considerations:

- Does the client only label internal events **after** they’ve passed (“I was mad earlier”), or **as they’re unfolding**?
- Is there a difference in willingness depending on context (e.g., more likely to tact happiness vs. shame)?
- Do they attempt to avoid, redirect, or escape after naming the private event, or can they stay engaged?



Defusion Goals

Client will tact private events related to rigid rule governed behavior, on 80% of opportunities, over a 3-month period.

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Client will utilized visual supports to tact their own level of feeling stuck, based on the current context, on 80% of opportunities, over a 3-month period.

When given the rule governed private event, Client will tact the opposite on 80% of opportunities, over a 3-month period.

When given the rule governed private event, Client will tact 3 alternatives based on a frame of opposition, on 80% of opportunities, over a 3-month period

Client will engage in a contrived role play engaging, related to a frame of oppositive, on 80% of opportunities, over a 3-month period

Client will tact 3 features of rule governed private event, on 80% of opportunities.

Client will engage in self-perspective taking and tact how their behavior has changed with the private event over time, on 80% of opportunities.

Client will track and self-report rule governed private events in the current context, on 80% of opportunities, over a 3- month period.

Client will be willing to engage in activities that different from the private event rule, on 80% of opportunities, over a 3-month period.



Fusion/Rigid Perspective Taking <i>Defusion/Self-As-Content</i>	Experiential Avoidance/ <i>Willingness & Acceptance</i>	Past/Future <i>Present Moment</i>	Lack of Action/ <i>Aimlessness</i>
Self Monitoring/Data Collection ❑ Frequency on identified language rules ❑ Level of independence with shifting the relational frame ❑ Level of independence with referencing a successful intervention (i.e. metaphor, character name, etc...) ❑ Frequency tracking of reorientation behaviors	Self Monitoring/Data Collection ❑ Level of independence noticing shifts in body sensations, tone, speed, etc... ❑ Level of independence with guided intervention (i.e. Soles of the Feet) ❑ Frequency of descriptive present moment words to describe experience ❑ Frequency tracking of reorientation behaviors	Self Monitoring/Data Collection ❑ Level of independence using intervention ❑ Frequency of present moment language (well here... I am....seeing...) ❑ Frequency tracking of reorientation behaviors	Self Monitoring/Data Collection ❑ Permanent Product: Values Vision Board ❑ Frequency tracking on vision board when values show up ❑ Permanent Product: Values Bingo Board ❑ Intentional Daily Check-Point on Value Alignment ❑ Frequency of committed actions during session time/week/month ❑ Frequency tracking of reorientation behaviors



			☐ Motivational Interviewing	
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Example Clinician Prompts: ☐ What's true at this moment? ☐ What's the "story"? ☐ What's based on the context? ☐ What's the history of this rule? ☐ What resulted in reinforcement? ☐ What resulted in punishment? ☐ "Is this a 'have to' or a 'choose to'?" ☐ Whose voice is that rule in? ☐ Is this your rule or someone else's rule	Example Clinician Prompts: ☐ What emotions are more reinforcing or punishing based on the context?	Example Clinician Prompts: ☐ What do you need right now in this context? ☐ Is this true now or from before? ☐ What resulted in reinforcement based on the current context ☐ What resulted in punishment based on the current context ☐ What might happen if you slowed down and	Example Clinician Prompts: ☐ "What makes this action worth it, even if it's hard?" ☐ What would make this feel more workable? ☐ "If your value had a voice right now, what would it say?" ☐ What would make this feel easier? What resources do you need to move towards this? ☐ What would make	Example Clinician Prompts: ☐ Is it possible that there might be a different understanding or viewpoint of this situation? ☐ What would it be like to explore this....?
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about what you “should” be or do? ☐ Pliance ☐ Society ☐ Relations ships ☐ Culture ☐ Social System s		noticed what’s happening right now—like, what power could that give you? ☐ If you use your Noticer powers right now, what cool choice could you make next?	this feel more worth it to you? ☐ How could this help you get closer to something you care about? ☐ If this went really well, what might it say about you? ☐ Can you imagine a version of this that feels more like <i>you?</i>	
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Relational Framing Skills ☐ Frames of opposition ☐ Frames of comparison ☐ Frames of opposition ☐ Frames of comparison	Relational Framing Skills ☐ Frames or Perspective ☐ Frames of temporal markers	Relational Framing Skills ☐ Frames of opposition ☐ Frames of comparison ☐ Frames of temporal markers	Relational Framing Skills ☐ Frames of temporal markers ☐ Frames of hierarchy ☐ Frame of opposition	
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☐ Frames of temporal markers				
☐ Frames of hierarchy				