

50th Annual Convention



HONORING the past | ENVISIONING the future

Saturday
October 29

October 27–30, 2016
ABCT | New York City
Marriott Marquis

Saturday

8:00 a.m. – 9:00 a.m.

Marquis Ballroom, Floor 9

Panel Discussion 17

CBT, DBT, and ACT: Different Waves or Branches on the Same Tree?

MODERATOR: *Simon A. Rego, Psy.D., ABPP, ACT*, Montefiore Medical Center

PANELISTS: *David H. Barlow, Ph.D.*, Boston University

Steven C. Hayes, Ph.D., University of Nevada, Reno

Kelly Koerner, Ph.D., Evidence-Based Practice Institute

Primary Category: Treatment - CBT

Key Words: *ACT (Acceptance & Commitment Therapy), DBT (Dialectical Behavior Therapy), Treatment Development*

Over the past 50 years cognitive-behavioral therapy (CBT) has grown to become one of the most widely used forms of psychotherapy in the world. The rapid and extensive adoption of CBT is largely the result of strong empirical support for its effectiveness when treating patients suffering from a wide range of mental disorders. However, as the field has continued to evolve and grow, a number of new theories and treatment approaches have emerged. This evolution has been referred to by some as the three “waves” of behavior therapy, with the first wave having a focus on classical conditioning and operant learning, the second wave having a focus on information processing, and the third wave having a focus on second order and contextual change, an emphasis of function over form, and the construction of flexible and effective repertoires. Others, however, have argued that because the treatments in each of the waves are fundamentally related and share a number of therapeutic principles, there is no need to adopt a separate classification for them and suggest that perhaps a better analogy for CBT is that of a single tree with many branches. With this in mind, in honor of the 50th year of the ABCT convention, this panel will feature a conversation by three experts in the field (David Barlow, Steven Hayes, and Kelly Koerner) reflecting on the similarities and differences between CBT, ACT, and DBT, along with a discussion of where we are as a field, how we got here, and where we might be going.

SIG Leaders' Meeting

Key Words: *Professional Development*

Special Interest Group Leaders will share activities and concerns of their groups.

Symposium 42

Anxiety Sensitivity: A Transdiagnostic Treatment Target

CHAIR: *Hannah Boettcher, M.A., Boston University*

DISCUSSANT: *Brett J. Deacon, Ph.D., University of Wollongong*

Primary Category: 2016 Program Theme - Cognitive Science and Transdiagnostic Principles

Key Words: *Anxiety Sensitivity, Transdiagnostic, Exposure*

Anxiety Sensitivity and Interoceptive Exposure Across Cognitive-Behavioral Interventions: Results From a Randomized Controlled Trial

Hannah Boettcher, Heather Latin, Todd Farchione, David Barlow, Boston University

Fear of Fear in Expectant Mothers: Associations Between Anxiety Sensitivity and Emotional Adjustment During and After Pregnancy

Laura J. Dixon, University of Mississippi

Andres Viana, University of Houston

Matthew Tull, University of Mississippi Medical Center

Effects of a Brief, Computerized Intervention Focusing on Anxiety Sensitivity Cognitive Concerns

Nicole A. Short, Florida State University

Dan Capron, University of Southern Mississippi

Amanda Raines, Southeast Louisiana Veterans Healthcare System

Norman Schmidt, Florida State University

Vigorous-Intensity Exercise Reduces Anxiety Sensitivity During a Quit Attempt Among Smokers With High Anxiety Sensitivity

Michelle L. Davis, University of Texas at Austin

Michael Zvolensky, University of Houston

David Rosenfield, Southern Methodist University

Bess Marcus, University of California at San Diego

Timothy Church, Louisiana State University

Mark Powers, University of Texas at Austin

Georita Frierson, Howard University

Michael Otto, Boston University

Lindsey Hopkins, San Francisco VA Medical Center

Richard Brown, Brown University

Scarlett Baird, University of Texas at Austin

Jasper Smits, University of Texas at Austin

8:00 a.m. – 9:30 a.m.

Juilliard & Imperial, Floor 5

Symposium 43

Factors Influencing Response to Cognitive-Behavioral Interventions for Youth Anxiety, Depression, and Bipolar Disorder: Implications for Understanding Transdiagnostic Processes

CHAIRS: Heather MacPherson, Ph.D., Harvard University

Mei Yi Ng, M.A., Harvard University

DISCUSSANT: Mary Fristad, Ph.D., The Ohio State University Wexner Medical Center

Primary Category: Treatment - CBT

Key Words: Change Process / Mechanisms, Child, Transdiagnostic

Mediators in the Randomized Trial of Child- and Family-Focused CBT for Pediatric Bipolar Disorder

Heather MacPherson, Harvard University

Sally Weinstein, David Henry, Amy West, The University of Illinois at Chicago

How Do Evidence-Based Psychotherapies for Youth Depression Work?: Reviewing 50 Years of Evidence on Mediation Effects

Mei Yi Ng, Katherine DiVasto, Samantha Cootner, Nazca-nu Gonzalez, John Weisz, Harvard University

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Biological Response to a Single-Session Exposure Intervention for Children With SAD

Nancy Lau, Harvard University
Ryan Parigoris, The University of Washington
Anna Zhou, Boston Children's Hospital
John Weisz, Harvard University

Trajectories and Predictors of Treatment Response in Cognitive Behavioral Therapy for Youth Anxiety: An Integrative Data Analysis Approach

Laura Skriver, University of Pennsylvania
Brian Chu, Rutgers University
Denise Bodden, University of Utrecht
Susan Bogels, University of Amsterdam
Philip Kendall, Temple University
Maaïke Nauta, University of Groningen
Wendy Silverman, Yale Child Study Center
Jeffrey Wood, University of California, Los Angeles

Disruptive Behavior Outcomes and Moderation in a Randomized Controlled Trial of Psychoeducational Psychotherapy and Omega-3 Supplementation for Youth With Depression

Andrea Young, Johns Hopkins University School of Medicine
L. Eugene Arnold, The Ohio State University
Mary Fristad, The Ohio State University Wexner Medical Center

8:00 a.m. – 9:30 a.m.

Lyceum, Carnegie, & Alvin, Floor 5

Symposium 44

Taking the Lab Into the Clinic: Incorporating Biomarkers Into PTSD Treatment Research

CHAIR: *Anu Asnaani, Ph.D.*, University of Pennsylvania

DISCUSSANT: *Mark B. Powers, Ph.D.*, University of Texas, Austin

Primary Category: Translational

Key Words: *Psychophysiology, Trauma, Research Methods*

Predicting Dropout From Prolonged Exposure Therapy (Before It Happens): Developing a Five-Minute Prospective Psychophysiological Tool

Peter Tuerk, Medical University of South Carolina
Bethany Wangelin, Ursula Myers, Stephanie Keller, Daniel Dewey, Kristy Center, Brian Lozano, Ralph H. Johnson VA Medical Center, Charleston, SC, United States & Department of Psychiatry and Behavioral Sciences, Military Sciences Division, Medical University of South Carolina, Charleston, SC, United States
Scott Orr, Massachusetts General Hospital

Changes in Skin Conductance During 60- Versus 90-Minute Prolonged Exposure Therapy Sessions

Carmen P. McLean, Antonia Kaczurkin, Anu Asnaani, Edna Foa, University of Pennsylvania

Changes in Salivary Cortisol During Psychotherapy for PTSD

*Sheila A. M. Rauch, Emory University School of Medicine
Anthony King, Israel Liberzon, Rebecca Sripada, University of Michigan Medical School*

Identification of Biomarkers of PTSD Risk and Resilience From Virtual Reality-Based Exposure Therapies

*Seth Norrholm, Emory School of Medicine
Krista Highland, Michelle Costanzo, Uniformed Services University of the Health Sciences*

*Tanja Jovanovic, Emory University School of Medicine
Rochelle Ndiongue, Brian Reinhardt, Walter Reed National Military Medical Center
Barbara Rothbaum, Emory University School of Medicine
Albert Rizzo, University of Southern California
Michael Roy, Uniformed Services University of the Health Sciences*

8:00 a.m. – 9:30 a.m.

Winter Garden & Palace, Floor 6

Symposium 45

Toward a Life-Span Understanding of Sluggish Cognitive Tempo (SCT): Internal and External Validity of SCT in Adolescents and Adults

CHAIR: *Stephen P. Becker, Ph.D., Cincinnati Children's Hospital Medical Center*

DISCUSSANT: *Keith McBurnett, University of California, San Francisco*

Primary Category: ADHD - Adult

Key Words: ADHD - Adult, ADHD - Child / Adolescent, Comorbidity

Sluggish Cognitive Tempo and Depression: Unique or Shared Disruptions in Experience, Expression, and Regulation of Positive Affect?

Aaron M. Luebbe, Rachel Chandley, Anna Hung, Lauren Fussner, Kathryn Mancini, Alex Nyquist, Miami University

Evaluating Internal and External Validity of Adolescent Self-Reported Sluggish Cognitive Tempo

Zoe R. Smith, Joshua Langberg, Stephen Molitor, Lauren Oddo, Virginia Commonwealth University

Impairment Related to Sluggish Cognitive Tempo and ADHD in Emerging Adult College Students

Will H. Canu, Appalachian State University

Cynthia Hartung, University of Wyoming

Elizabeth Lefler, University of Northern Iowa

Erik Willcutt, *Daniel Leopold*, University of Colorado Boulder

Anne Stevens, *Christopher Shelton*, University of Wyoming

Loren Ranson, Appalachian State University

Sluggish Cognitive Tempo Symptoms and Adult ADHD: Heterogeneity in Neurocognitive Performance, Comorbid Problems, and Impairment

Jaclyn M. Kamradt, *Allison Momany*, *Molly Nikolas*, University of Iowa

Sluggish Cognitive Tempo and ADHD Symptoms as Risk Factors for Multidomain Impairment in a National Sample of Adults

Gina M. Sacchetti, *Anne Dawson*, *Brian Wymbs*, Ohio University

8:00 a.m. – 9:30 a.m.

Columbia & Duffy, Floor 7

Symposium 46

How Can Recent Technological Advances Help Us Better Understand Risk for Suicide and Nonsuicidal Self-Injury?: Cutting-Edge Research Using Real-Time Monitoring Methodology

CHAIRS: *Evan M. Kleiman, Ph.D.*, Harvard University

Brianna J. Turner, Ph.D., Harvard University

DISCUSSANT: *Matthew K. Nock, Ph.D.*, Harvard University

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Self-Injury, Technology / Mobile Health*

Short-Term Variation in Suicidal Ideation and Its Risk Factors: An Ecological Momentary Assessment Study

Evan M. Kleiman, *Matthew Nock*, Harvard University

Predicting Suicidal Thoughts in Day-to-Day Life: The Moderating Role of Daily Fatigue

Brianna J. Turner, Harvard University

Evan Kleiman, Harvard University

Alexander Chapman, Simon Fraser University

Matthew Nock, Harvard University

Understanding the Transition From Nonsuicidal Self-Injury (NSSI) Ideation to NSSI Behaviors: An Ecological Momentary Assessment Study

Kiki Fehling, Rutgers University

Edward Selby, Rutgers

Ecological Momentary Assessment of Affect, Cognition, and Suicidal Ideation and Behavior in a High-Risk Psychiatric Inpatient Sample

Michael Armev, Butler Hospital & The Warren Alpert Medical School of Brown University

Nicole Nugent, The Warren Alpert Medical School of Brown University and Division of Behavioral Genetics, Rhode Island Hospital

Valerie Knopik, The Warren Alpert Medical School of Brown University and Division of Behavioral Genetics, Rhode Island Hospital

John McGeary, Providence V.A. Medical Center, The Warren Alpert Medical School of Brown University and Division of Behavioral Genetics, Rhode Island Hospital

Lawrence Price, Psychosocial Research Program and Butler Hospital 2The Warren Alpert Medical School of Brown University

Heather Schatten, Psychosocial Research Program and Butler Hospital and The Warren Alpert Medical School of Brown University

Ivan Miller, Psychosocial Research Program, Butler Hospital and The Warren Alpert Medical School of Brown University

Understanding the Transition From Nonsuicidal Self-Injury (NSSI) Ideation to NSSI Behaviors: An Ecological Momentary Assessment Study

Amy Kranzler, Kiki Fehling, Edward Selby, Rutgers University

Predicting Nonsuicidal Self-Injury in BPD Using Ecological Momentary Assessment

Brooke Ammerman, Thomas Olino, Temple University

Emil Cocarro, University of Chicago

Michael McCloskey, Temple University

Symposium 47

**Treatment of Depression and Anxiety in Pregnancy:
Outcomes for Mother and Child**

CHAIR: *Claudi Bockting, Ph.D., University of Utrecht*

DISCUSSANT: *Steven Hollon, Ph.D., Vanderbilt University*

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Pregnancy / Postpartum / Reproductive Issues, Depression, Anxiety*

**Is Pregnancy the Best Timing for CBT? Effects of CBT on Mother and Child
During Pregnancy as Studied in a Randomized Controlled Trial: The Promises
Study**

Claudi Bockting, University of Utrecht

*Tjitte Verbeek, Chantal Beijers, Judith Aris-Meijer, Mariëlle van Pampus, Huib Burger,
University Medical Center Groningen*

**A Pragmatic Randomized Clinical Trial of Behavioral Activation for Depressed
Pregnant Women**

Sona Dimidjian, University of Colorado-Boulder

Sherryl Goodman, Emory University

Nancy Sherwood, HealthPartners Institute for Education and Research

Greg Simon, Group Health Research Institute

Evette Ludman, Group Health Research Institute

Robert Gallop, West Chester University

Stacy Shaw Welch, Evidence-based Treatment Centers of Seattle

Jennifer Boggs, Kaiser Permanente Colorado Institute for Health Research

Christina Metcalf, University of Colorado Boulder

Sam Hubley, University of Colorado School of Medicine

David Powers, Kaiser Permanente Colorado Institute for Health Research

Arne Beck, Kaiser Permanente Colorado Institute for Health Research

Preference of Relapse Prevention Strategy for Depression During Pregnancy

Marlies Brouwer, Utrecht University

Huib Burger, University Medical Center Groningen

Nina Molenaar, Erasmus Medical Center Rotterdam

Mijke Lambregtse-van den Berg, Erasmus Medical Center Rotterdam

Alishia Williams, Utrecht University

Claudi Bockting, Utrecht University

Acorn: Adapting and Testing a Brief Intervention to Reduce Maternal Anxiety During Pregnancy

Heather O'Mahen, University of Exeter Medical School

Pasco Fearon, University College London

Sarah Halligan, Bath University

Jennifer Ericksen, University of Melbourne

Jeannette Milgrom, University of Melbourne

Jacqueline Dunkley-Bent, Imperial College Healthcare

Paul Ramchandani, Imperial College London

8:00 a.m. – 9:30 a.m.

O'Neill, Floor 4

Clinical Roundtable 2

Mechanisms of Change in CBT for Autism Spectrum Disorder: Knowledge and Process-Based Interventions

MODERATOR: *Jeffrey J. Wood, Ph.D., UCLA*

PANELISTS: *Rebecca Sachs, Ph.D., Spectrum Services*

Valerie Gaus, Ph.D., Private Practice

Jonathan Hoffman, Ph.D., NeuroBehavioral Institute

Connor Kerns, Ph.D., A. J. Drexel Autism Institute, Drexel University

Matthew D. Lerner, Ph.D., Stony Brook University

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Change Process / Mechanisms*

The primary goals of this clinical roundtable are to explicate principles and mechanisms of therapeutic change in utilizing Cognitive Behavioral Therapy (CBT) for individuals with an Autism Spectrum Disorder (ASD), and accordingly the implications for dissemination and use in clinical practice. While there is increasing empirical evidence that CBT benefits outcomes in ASD, knowing the reasons why is important. Understanding this is key to promoting efficiencies and effectiveness in designing treatment plans, especially given the exploding prevalence of ASD and limited treatment resources presently existing. This knowledge is also essential in regard to identifying what are truly active “ingredients” in engendering meaningful treatment progress, for whom, when, and under what specific conditions persons with ASD are good candidates for CBT. Individuals with ASD tend to think in unique ways that can lead to problems with the management, interpretation, and expression of information especially in the areas of social thinking, social interaction and communication, creative and flexible thinking, and emotional awareness and regulation. The panelists will turn to the evidence of how CBT interventions currently address core deficits and challenges of those with ASD and propose which interventions or intervention components (knowledge based, processes based, or in combination) are most effective, or responsible for change for specific target symptoms (e.g., rigid thinking/repetitive behaviors, theory of mind and social skills deficits, sensory-motor problems, self-regulation). This widely experienced panel will reference the pertinent existing clin-

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ical and theoretical literature, highlighting areas where research into the mechanisms of CBT for ASD already exists, where it is lacking, and, pertaining to future directions which key studies and theoretical underpinnings of practice are suggested.

8:00 a.m. – 9:30 a.m.

Plymouth & Royale, Floor 6

Panel Discussion 15

How to Develop and Disseminate Intensive Treatment for Pediatric Anxiety Disorders and OCD

MODERATOR: *Kaitlin P. Gallo, Ph.D.*, McLean Hospital/Harvard Medical School

PANELISTS: *Jacqueline Sperling, Ph.D.*, McLean Hospital/Harvard Medical School

Eric A. Storch, Ph.D., University of South Florida

Lindsey Bergman, Ph.D., UCLA

Jamie A. Micco, Ph.D., Massachusetts General Hospital/Harvard Medical School

Adam B. Lewin, University of South Florida

Shannon Bennett, Ph. D., Weill Cornell Medical College

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child Anxiety, Treatment Development, ERP (Exposure and Response Prevention)*

Historically, weekly Cognitive-Behavioral Therapy (CBT) with Exposure and Response Prevention (ERP) has been demonstrated to be an evidence-based treatment for several pediatric anxiety disorders and Obsessive-Compulsive Disorder (OCD; Silverman, Pina, & Viswesvaran, 2008; Storch et al, 2007). However, longitudinal research has demonstrated that about half of youth who received weekly CBT did not experience remission (Ginsburg et al, 2014). For children with anxiety disorders who are not completing their activities of daily living, attending traditional weekly CBT may be insufficient; intensive CBT may allow children to return to their daily routines in an expedient manner. Data from research settings have demonstrated the effectiveness of daily CBT with ERP (e.g., Storch et al, 2007). Therefore, this panel aims to discuss how to develop an intensive treatment program for pediatric anxiety disorders and OCD in pre-existing clinical settings with the goal of disseminating intensive treatments to more providers and families.

This panel will be comprised of faculty from clinical psychology and academic psychiatry departments who have experience in starting intensive treatment programs in clinical and academic settings. Building off of what has been learned through historical research on CBT for anxiety disorders and OCD, specific structural components of intensive treatments (such as session duration and frequency, session content, group-based formats, and family involvement), as well as strategies, (such as psychoeducation topics and Exposure and Response Prevention (ERP) techniques), will be discussed. In addition, panelists will emphasize how to incorporate innovative training programs so that more clinicians learn the specialized treatments and can subsequently provide them when they complete their

training. The panelists will discuss how to navigate possible obstacles that may be present when trying to start an intensive program. In addition, they will review ways to incorporate more generalizable treatment interventions, such as exposures in the community.

8:00 a.m. – 9:30 a.m.

Soho Complex, Floor 7

Panel Discussion 16

Strategies and Successes in Shattering the “Ivory Ceiling” for Women in Psychology

MODERATOR: *R. Meredith Elkins, M.A., New York Presbyterian Hospital/Weill Cornell Medicine*

PANELISTS: *Anne Marie Albano, Ph.D., Columbia University Medical Center*

Christine Conelea, Ph.D., Alpert Medical School of Brown University

R. Kathryn McHugh, M.A., McLean Hospital/Harvard Medical School

Donna B. Pincus, Ph.D., Boston University

Monnica T. Williams, Ph.D., University of Louisville

Antonette M. Zeiss, Ph.D., Department of Veteran’s Affairs

Primary Category: *Women’s Issues / Gender*

Key Words: *Women’s Issues, Career Development, Diversity*

Since its inception in 1966, women have been actively involved in the founding, governance, and expansion of ABCT. Over its 50-year history, efforts within the organization to promote and celebrate the involvement of women in academic psychology represent an encouraging trend. However, despite these laudable advances and the good-faith efforts of many members, recent data indicate that women continue to be underrepresented in prominent and invited presentations (e.g., Invited Address, Discussant, etc.) and in leadership positions across the organization (Sockol, McGinn, & Newman, 2016). Regrettably, these imbalances within ABCT are reflective of gender inequality issues within psychology as a field and across the workplace more broadly (Murphy, Bishop, & Sigala, 2014). Although this issue has fortunately received more attention in recent years, it is crucial that women in psychology continue to prioritize the discussion of these critical issues. The current panel brings together women from various career stages and settings to address the systemic challenges that women in psychology face today. The primary aims of this panel are 1) to provide a forum for women to address current barriers to gender equality, with consideration of additional factors (e.g. age, race/ethnicity, marital status) that intersect with gender and impact career advancement, 2) to discuss experiences in which these barriers have been successfully navigated, and 3) to generate specific strategies for combating gender imbalances in the workplace and improving the state of gender equality in the field of psychology more broadly. Our panelists represent a breadth of professional backgrounds, ranging from early-career, mid-career, and senior-level faculty, and

involvement in ABCT, including two past presidents. Our panelists have also been trained in various settings and geographical locations, and are thus able to speak to the influence of personal characteristics on their experiences navigating gender disparities. Questions and comments will be solicited from the audience to foster a collaborative approach to navigating these barriers.

8:15 a.m. – 9:15 a.m.

Ziegfeld, Floor 4

Symposium 48

Implementing School-Based Interventions: Promoting Effectiveness, Adoption, and Engagement

- CHAIRS: *Catherine DeCarlo Santiago*, Loyola University Chicago
Tali Raviv, Northwestern University Feinberg School of Medicine
- DISCUSSANT: *Tali Raviv*, Northwestern University Feinberg School of Medicine

Primary Category: 2016 Program Theme - Dissemination and Implementation
Key Words: *Child, School, Translational Research*

Effectiveness and Acceptability of a School-Based Intervention for Elementary Students Exposed to Trauma

Catherine DeCarlo Santiago, Stephanie Brewer, Stephanie Torres, Jaclyn Papadakis, Loyola University Chicago
Tali Raviv, Claire Coyne, Colleen Cicchetti, Ann & Robert H. Lurie Children's Hospital of Chicago

The Effect of Received and Perceived Support on Caregiver Strain and Participation in Treatment

Ane Martinez-Lora, Grace Cua, Marc Atkins, Tara Mehta, University of Illinois at Chicago
Elisa Shernoff, Rutgers University
Stacy Frazier, Florida International University

The Role of School Climate in the Adoption, Implementation, and Impact of a Group CBT Intervention for Youth Depression

Antonio J. Polo, Nicole Colon Quintana, Ashley Castro, Bridget Makol, Ana B. Goya Arce, Amanda Wagstaff, Crystalia Weidner, DePaul University

Symposium 49

Advancing CBTs Beyond Mental Health: Behavior Therapies Working to Prevent or Provide Care for People With HIV

CHAIRS: *Trevor Hart, Ph.D., C.Psych., Ryerson University*
Sannisha K. Dale, Ph.D, Ed.M., Massachusetts General Hospital/Harvard Medical School

DISCUSSANT: *Conall M. O’Cleirigh, Ph.D., Massachusetts General Hospital/Harvard University*

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *HIV / AIDS, L / G / B / T, African Americans*

A Pilot Trial of a Sexual Health Counseling Intervention for HIV-Positive Gay and Bisexual Men Who Report Anal Sex Without Condoms

Trevor Hart, Natalie Stratton, Todd Coleman, DHolly Wilson, Ryerson University

Scott Simpson, Rick Julien, AIDS Committee of Toronto

David Hoe, Bob Leahy, Poz Prevention Working Group, Gay Men’s Sexual Health Alliance

John Maxwell, AIDS Committee of Toronto

Barry Adam, University of Windsor

How Do Black Women With HIV Link Experiences With Trauma, Racism, HIV Stigma, and Gender Roles to Medication Adherence?

Sannisha K. Dale, Massachusetts General Hospital/Harvard Medical School

Catherine Pierre-Louis, Massachusetts General Hospital- Behavioral Medicine

Laura M Bogart, RAND Corporation- Health Unit

Conall O’Cleirigh, Massachusetts General Hospital-Harvard Medical School

Steven A Safren, University of Miami

A Pilot Study of a Nurse-Delivered CBT Intervention (Ziphamandla) for Adherence and Depression in HIV in South Africa

Lena Andersen, University of Cape Town

Jessica Magidson, Harvard Medical School/Massachusetts General Hospital

Conall O’Cleirigh, Massachusetts General Hospital/The Fenway Institute

Jocelyn Remmert, Drexel University

Ashraf Kagee, University of Stellenbosch

Dan J Stein, University of Cape Town

Steven A Safren, University of Miami

John Joska, University of Cape Town

A Nurse-Delivered CBT-Based Intervention to Increase Adherence to Oral Prep in Men Who Have Sex With Men: Project Prepare

Steven A. Safren, University of Miami

Kenneth H Mayer, Harvard Medical School and School of Public Health/ Beth Israel
Deaconess Medical Center/ The Fenway Institute

Steven Elssesser, Sidney Kimmel Medical College, Thomas Jefferson University

Christina Psaros, Harvard Medical School/ Massachusetts General Hospital-
Behavioral Medicine

Mark Marzinke, William Clarke, Craig Hendrix, Johns Hopkins School of Medicine

Jessica Haberer, Massachusetts General Hospital

Matthew J Mimiaga, Brown University

Automatic Thoughts and Depression in a Psychosocial Treatment Trial for People Living With HIV/AIDS: Exploring Temporality and Causality

Jasper S. Lee, University of Miami

Kristen Riley, University of Connecticut

Steven Safren, University of Miami

8:15 a.m. – 9:45 a.m.

Empire Complex, Floor 7

Symposium 50

Envisioning the Clinical Integration of Network Analysis and CBT: New Developments

CHAIR: *Richard J. McNally, Ph.D., Harvard University*

DISCUSSANT: *Eiko I. Fried, University of Leuven*

Primary Category: 2016 Program Theme - Cognitive Science and Transdiagnostic Principles

Key Words: *Transdiagnostic*

Comorbid OCD and Depression: A Network Analytic Approach

Richard J. McNally, Harvard University

Patrick Mair, Harvard University

Beth L. Mugno, Rogers Memorial Hospital

Bradley C. Riemann, Rogers Memorial Hospital

An Integrative Network Approach to SAD: A Complex Dynamic Interplay Between Attentional Bias for Threat and Symptoms

Alexandre Heeren, Richard J. McNally, Harvard University

A Network Approach to Conceptualizing and Identifying Treatment Targets in Comorbid Anxiety and Alcohol Disorders

Justin J. Anker, Paul D. Thuras, Jeremiah Menk, Britten L. Wagner, Zack W. Almquist, Miri K. Forbes, Jordan J. Simundson, Amanda S. Unruh, Matt K. Kushner, University of Minnesota

8:15 a.m. – 9:45 a.m.

Wilder, Floor 4

Mini Workshop 10

Taking Anxiety Disorder Treatment to the Next Level: Using ERP for Maximum Effect

Patrick B. McGrath, Ph.D., Alexian Brothers Center for Anxiety and Obsessive Compulsive Disorders

Basic level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: ERP (*Exposure and Response Prevention*), *Dissemination*, *Student Issues*

For the beginning therapist, anxious patients can be intimidating, as can the idea of exposing someone to the very thing that they fear. The treatment of anxiety disorders will be reviewed in this talk through the lens of Exposure and Response Prevention (ERP). Instead of focusing on diagnosis, this mini-workshop will be a practical application of how to utilize ERP to treat anxiety disorders in session. Specific CBT and ERP techniques for panic, OCD, PTSD, social anxiety, school anxiety, and specific phobias will be reviewed, as well as understandable ways of presenting treatment rationale. If you are a student, no matter what level, attend this talk to see how to take what you have learned in the textbooks and apply it to your patients. Be ready to have some fun and learn the practical uses of humor, self-disclosure, YouTube, and props. This mini-workshop will be entertaining and educational.

You will learn:

- The basic theory behind ERP.
- A simple way to present ERP to your patients and to start to use ERP in your daily sessions.
- Specific ERP techniques to use with all of the different anxiety disorders.

Recommended Readings: Abramowitz, J., Deacon, B., & Whiteside, S. (2012). *Exposure Therapy for Anxiety: Principles and Practice*. Guilford Press. McGrath, P. B. (2008). *The OCD Answer Book*. Sourcebooks, Naperville, IL.

Research and Professional Development 4

Envisioning the Future of Psychotherapy: Implications of the IOM Report on Assessing Psychosocial Interventions

PANELISTS: *Kimberly Hepner, Ph.D.*, RAND Corporation
Harold A. Pincus, M.D., Columbia University
Joel Sherrill, Ph.D., National Institute of Mental Health/NIH

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Evidence-Based Psychotherapy, Dissemination, Introductory*

The Patient Protection and Affordable Care Act (ACA), along with the Mental Health Parity and Addiction Equity Act (MHPAEA), are likely to increase access to behavioral health care. At the same time, this health care legislation increases the focus on accountability and performance measurement. What are the implications for the future of psychotherapy research and practice? Despite a substantial evidence base documenting the efficacy of certain types of psychotherapy, these treatments are often not effectively implemented in routine practice. Further, we lack methods to synthesize literature on effective psychotherapies and assessing whether effective psychotherapy is being delivered in routine settings. A new report by the Institute of Medicine (IOM) offers a framework to guide the actions of stakeholders to improve the quality of psychosocial interventions, including psychotherapy, delivered to individuals with mental health and substance use disorders. This mini-workshop will provide an overview of current limitations on ensuring the delivery of high quality, evidence-based psychotherapy in the era of health care reform, and an introduction to the new framework and the recommendations put forward by the IOM. The research challenges and opportunities in the area of assessing and ensuring quality in the delivery of psychosocial interventions will be presented. Finally, implications for psychotherapy researchers, administrators, trainers/supervisors and clinicians will be discussed.

You will learn:

- How the challenges presented by the healthcare reform and the “quality chasm” reports and lack of approaches to assess psychotherapy quality could limit the role of psychotherapy in a post-health care reform era.
- How the IOM framework and recommendations inform the future of psychotherapy and provide a pathway to ensure effective psychotherapies are included in the mainstream of health care reform and quality improvement efforts.
- Strategies to incorporate the IOM recommendations into psychotherapy research, supervision, and practice.

ticket

Master Clinician Seminar 6

Comprehensive Behavioral Intervention for Tics (CBIT)

Douglas W. Woods, Ph.D., Marquette University

Sabine Wilhelm, Ph.D., Harvard Medical School

Basic level of familiarity with the material

Key Words: *Tourette Syndrome, Tics, Habit Reversal*

This Master Clinician Seminar will introduce skills for understanding and managing Tourette Syndrome (TS), a neurodevelopmental disorder that can affect children and adults. It will focus on the behavioral treatment Comprehensive Behavioral Intervention for Tics (CBIT). Tested in two parallel multisite randomized clinical trials, CBIT has been shown to be effective in reducing the severity of tics, the primary symptom of TS. These studies have also shown positive indications towards treatment durability, safety, and acceptability of this type of therapy. This seminar will be presented in a lecture style and illustrated through video-based case examples, opportunities for case discussions and role-plays. It will provide an overview of TS diagnostic criteria as they appear in the DSM-V, discuss the common psychiatric comorbidities of TS, including ADHD and OCD, and address the scientific literature and data supporting CBIT treatment intervention. The presenters will offer instruction of the CBIT protocol, including awareness of premonitory tic urges, habit reversal training and developing competing responses, psychoeducation, function-based behavioral interventions, and relaxation methods. Upon completion, participants will be equipped with the necessary tools to better recognize, diagnose, and manage patients with TS.

You will learn:

- The impact of environmental events on tics.
- The current state of evidence regarding nonpharmacological interventions for tics.
- The CBIT protocol for tic management.

Recommended Readings: Piacentini, J. C., Woods, D. W., Scahill, L. D., Wilhelm, S., Peterson, A. L., Chang, S. . . Walkup, J. R. (2010). Randomized trial of behavior therapy for children with Tourette's disorder. *Journal of the American Medical Association*, 303(19), 1929-1937. Wilhelm, S., Peterson, A. L., Piacentini, J., Woods, D. W., Deckersbach, T., Sukhodolsky, D. G. . . Scahill, L. (2012). Randomized trial of behavioral therapy for adults with Tourette syndrome. *Archives of General Psychiatry*, 69(8), 795-803. Woods, D. W., Piacentini, J. C., Chang, S., Deckersbach, T., Ginsburg, G., Peterson, A. L., . . . Wilhelm, S. (2008). *Managing Tourette's Syndrome: A Behavioral Intervention for Children and Adults (Therapist Guide)*. New York: Oxford University Press.

Participants in this course can earn 2 continuing education credits.

ticket

Master Clinician Seminar 7

Trauma-Focused CBT for Young Children and Their Parents

Esther Deblinger, Ph.D., Rowan University

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: *Trauma, Parenting, Trauma*

Research has repeatedly documented the wide-ranging and long-lasting negative psychosocial effects of childhood trauma. These effects include the development of posttraumatic stress, chronic depression, and other behavior difficulties that, gone untreated, can lead to increasing dysfunction in adolescence and adulthood. Dr. Deblinger will share, discuss, and demonstrate the implementation of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) with young children (ages 3 to 8 years old) and their nonoffending caregivers. Dr. Deblinger, and her colleagues Drs. Judith Cohen and Anthony Mannarino, originally designed TF-CBT for children and adolescents who experienced sexual abuse, and later the model was effectively applied to youth impacted by a wide array of traumatic experiences. These trauma(s) include exposure to domestic, community, and war-related violence as well as natural disasters, medical trauma, and traumatic losses. To date, the efficacy of TF-CBT has been documented in over 17 randomized trials and thus it is considered the standard of care for youth with a history of trauma. The demand for training in this model led to the development of a free-of-charge introductory training available via the Internet at www.fcbt.musc.edu. After a brief review of the research and principles relevant to the application of TF-CBT with young children, Dr. Deblinger will discuss case examples, present videotaped treatment sessions (utilizing actors), and facilitate interactive discussion addressing the common clinical challenges faced when working with this vulnerable population and their caregivers. The session will encourage the practicing of skills that are critically important when working with this young population, including having fun!

You will learn:

- How to teach cognitive behavioral coping skills to young children with a history of trauma
- How to help caregivers of young children cope with the trauma(s) suffered by their children and respond effectively to their children's emotional and behavioral difficulties
- How to help young children and their caregivers process and overcome trauma experience(s) together

Recommended Readings: Cohen, J., Mannarino, A., & Deblinger, E. (2006). *Treating trauma and grief in children and adolescents: A clinical guide*. New York: Guilford Publications. Deblinger, E., Mannarino, A. P., & Cohen, J. A. (2015). *Child sexual abuse: A primer for treating children, adolescents, and their nonoffending parents* (2nd ed.). New York: Oxford University Press.

Participants in this course can earn 2 continuing education credits.

Clinical Roundtable 3

Exposure and Response Prevention, Distress Tolerance, Mindfulness, and Acceptance: Expert Perspectives on Treating Anxiety Disorders

MODERATORS: *Efthimia Rigogiannis, Psy.D.*, Cognitive & Behavioral Consultants of Westchester & Manhattan

Jessica Renz, Psy.D., Cognitive & Behavioral Consultants of Westchester & Manhattan

PANELISTS: *Lata McGinn, Ph.D.*, Ferkauf Graduate School of Psychology, Yeshiva University

James Herbert, Ph.D., Drexel University

Alec L. Miller, Psy.D., Cognitive & Behavioral Consultants

Jonathan B. Grayson, Ph.D., The Grayson LA Treatment Center for Anxiety & OCD

Primary Category: Adult Anxiety

Key Words: *Anxiety, DBT (Dialectical Behavior Therapy), ACT (Acceptance & Commitment Therapy)*

Although Cognitive Behavioral therapies remain the gold standard treatment for the treatment of anxiety disorders, emerging research demonstrates the efficacy of mindfulness-based and acceptance-based approaches in treating anxiety despite differences in theory and treatment approaches. While CBT aims to help patients modify cognitions and confront anxiety without the use of safety behaviors in order to facilitate habituation and disconfirmation of cognitions (Wells et al., 1996), DBT seeks to first teach a set of coping skills to increase one's ability to accept and tolerate distress (Linehan, 2015). Similar to CBT, Acceptance and Commitment Therapy focuses on accepting one's emotional experience as the vehicle through which one ceases experiential avoidance and ineffective coping (Harris, 2009). Similar to DBT, MBCT teaches mindfulness skills and relaxation techniques before employing traditional cognitive therapy techniques to modify dysfunctional thinking contributing to the maintenance of anxiety (Sharma et al., 2012). However, clinicians faced with treating anxiety may not always know when it is appropriate to block safety behaviors to help maximize emotional distress and when it is appropriate to help patients learn skills to help manage their distress. For example, are safety behaviors in CBT distress tolerance skills in DBT or is there a time to use one or the other? This clinical roundtable of experts in their respective fields will discuss and debate the differences between exposure and response prevention, distress tolerance skills, mindfulness, and acceptance to help clinicians learn when it is appropriate to use one or the other in treating patients with anxiety disorders.

Symposium 51

CBT Interventions for Anxious Young Children

CHAIRS: *Ronald Rapee*, Macquarie University
Michal Kahn, M.A., Tel Aviv University

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child Anxiety, Prevention, Early Intervention*

A Community Effectiveness Trial to Prevent Anxiety Disorders in Young Children

Ronald Rapee, Macquarie University
Jordana Bayer, Ruth Beatson, LaTrobe University
Lesley Bretherton, Harriet Hiscock, Murdoch Children's Research Institute
Tamsyn Gilbertson, LaTrobe University
Catherine Mihalopoulos, Deakin University
Melissa Wake, Murdoch Children's Research Institute
Luke Prendergast, LaTrobe University

Strengthening Early Emotional Development: An Early Intervention for Anxious Preschoolers

Jeremy K. Fox, Montclair State University
Carrie Masia Warner, NYU Langone Medical Center, William Paterson University

Cognitive-Behavioral Versus Nondirective Therapy for Preschoolers With Nighttime Fears: A Randomized Controlled Trial

Michal Kahn, Tel Aviv University
Alan Apter, Schneider Children's Medical Center of Israel

Does an Online CBT Program for Anxiety Impact Sleep Problems in Anxious Preschool Children?

Caroline L. Donovan, Griffith University
Sonja March, University of Southern Queensland

Anxiety Treatment for Young Children With Autism Spectrum Disorders

Dina R. Hirshfeld-Becker, Massachusetts General Hospital
Katherine Driscoll, Boston Children's Hospital



SIG Meeting

SIG Meeting Child and School-Related Issues

Key Words: *School, Child*

The SIG is designed to facilitate the interests of ABCT members who wish to apply empirically supported assessment and treatment practices in school and clinical settings that serve children, youth and their families. We are interested in preventative and clinical applications and the dissemination of these practices to clinicians. Some specific points of interest include: 1) treating parents own symptoms in addition to child treatment; 2) CBT for children in medical settings; 3) utilizing a public health model for prevention and intervention efforts; and 4) conducting parent and teacher trainings. We serve practicing clinicians as well as clinical researchers in the hope that our dialogue enhances child and family services and research. Our group sponsors poster presentations, a biannual newsletter, and a listserv focus on child and school-related issues

Our invited speaker (and former SIG Leader) this year is Dr. Richard Gallagher, Director of Special Projects, Institute for Attention Deficit Hyperactivity and Behavior Disorders.

Symposium 52

Examining the Link Between Childhood Adversity and Youth Psychopathology From a Cognitive Science and Transdiagnostic Approach: Moving From “Who” to “How” and “Why”

CHAIRS: *Adam B. Miller, Ph.D., University of North Carolina at Chapel Hill*

Brianna J. Turner, Ph.D., Harvard University

DISCUSSANT: *Katie McLaughlin, University of Washington*

Primary Category: 2016 Program Theme - Cognitive Science and Transdiagnostic Principles

Key Words: *Child Trauma / Maltreatment, Transdiagnostic, Risk / Vulnerability Factors*

Associations Among Suicidal Ideation, Suicide Attempts, HPA-Axis Reactivity and Childhood Adversity: A Longitudinal Examination

Adam B. Miller, Tory Eisenlohr-Moul, University of North Carolina at Chapel Hill

Matthew Nock, Harvard University

Karen Rudolph, University of Illinois Urbana-Champaign

Paul Hastings, University of California Davis

Mitchell Prinstein, University of North Carolina at Chapel Hill

Risk of Suicidal Behavior in Low-Socioeconomic Status, Urban Youth

Brianna J. Turner, Evan Kleiman, Matthew Nock, Harvard University

Cognitive Emotion Regulation Strategies Prospectively Predict Adolescent PTSD Symptom Onset Following a Terrorist Attack

Jessica Jennes, University of Washington

Shari Jager-Hyman, University of Pennsylvania

Charlotte Heleniak, University of Washington

Aaron Beck, University of Pennsylvania

Margaret Sheridan, University of North Carolina at Chapel Hill

Kate McLaughlin, University of Washington

Traumatic Experiences Predict Prospective Emotional Reactivity to Ovarian Steroid Changes: Evidence From Three Prospective Studies

Tory Eisenlohr-Moul, David Rubinow, Crystal Schiller, Jacqueline Johnson, Jane Leserman,

Susan Girdler, University of North Carolina at Chapel Hill

Nathan DeWall, Suzanne Segerstrom, University of Kentucky

Symposium 53

Mental Health Literacy: Why Should We Care and How Do We Assess It?

CHAIRS: *Casey A. Schofield, Ph.D.*, Skidmore College
Ashley Harrison, Ph.D., University of Georgia

DISCUSSANT: *Amy Mendenhall*, University of Kansas

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Adult Anxiety, Adult Depression, Stigma*

It's Not Me, It's You: Recognizing the Need for Treatment in a Character Versus Oneself

Casey A. Schofield, Gabriella Ponzini, Skidmore College

Development and Psychometric Evaluation of the Autism Stigma and Knowledge Questionnaire

Ashley Harrison, Madison Paff, Mylissa Slane, University of Georgia

Nilofer Naqvi, Iona College

Jonathon Campbell, University of Kentucky

Thanks, but I Don't Need Help: Mental Health Literacy in Those With and Without Psychopathology

Tony Wells, Morganne Kraines, Lucas Kelberer, Meghan Hills, Cassandra Krug, Oklahoma State University

Mental Health Literacy Among Latinos in the Faith-Based Setting

Susan Caplan, Rutgers University

Nilsa Oliveira, Boricua College

Symposium 54

What Processes Predict Acute and Long-Term Outcomes in Treatment for Depression?

CHAIR: *Heather O'Mahen*, University of Exeter Medical School

DISCUSSANT: *Willem Kuyken*, University of Oxford

Primary Category: Treatment - CBT

Key Words: *Psychotherapy Process, Relapse, Depression*

Pupil Reactivity and the Acquisition of Cognitive Skills in CBT for Depression: Moderated Mediation of Change

Nick Forand, Northwell Health, Zucker Hillside Hospital

Mohammad Hindeyeh, Ohio State University

Greg Siegle, University of Pittsburgh

Dan Strunk, Ohio State University

Jason Feinberg, Ohio State University Medical Centre

Jeffrey Barnett, Ohio State University Medical Centre

Trajectories of Change in Behavioral Activation Versus CBT: Results From the COBRA Trial

Heather O'Mahen, Kim Wright, Dave Richards, Claire Harries, University of Exeter Medical Centre

Adele Hayes, University of Delaware

Trajectories of Change and Predictors of Relapse in CBT for Treatment-Resistant Depression

Adele M. Hayes, University of Delaware

Anna Abel, NHS

Willem kuyken, Oxford University

Carly Yasinski, University of Delaware

Disrupting the Rhythm of Depression Using Mobile Online Cognitive Therapy for Recurrent Depression

Claudi Bockting, University of Utrecht

Mini Workshop 11

Present-Moment Power Moves in ACT

Kirk D. Strosahl, Ph.D., Central Washington Family Medicine

Patricia J. Robinson, Ph.D., Mountainview Consulting Group, Inc.

Basic level of familiarity with the material

Primary Category: Treatment - ACT

Key Words: ACT (*Acceptance & Commitment Therapy*), *Mindfulness*

Although helping clients learn to be in the present moment is a pivotal feature of many ACT interventions, clinicians typically have difficulty developing and maintaining powerful present-moment interventions. Treatment fidelity ratings in ACT clinical trials consistently suggest a dearth of present-moment awareness interventions compared to other ACT interventions such as defusion, acceptance, or value-based action. What is lacking is a systematic clinical framework for both conceptualizing and delivering present-moment awareness interventions. This mini-workshop will introduce a five-phase, mindfulness-based approach to (a) eliciting distressing, unwanted, and avoided thoughts, feelings, and memories and (b) helping clients move through this experience in a transformative way. Participants will learn about verbal and nonverbal clues that signal emotional avoidance. We will examine the two major modes of mind that control both the form and function of the brain's attention resources. The "calm" mind promotes executive control and a productive form of attention while the "busy" mind triggers fight-or-flight forms of attention that lead to emotional avoidance. The goal of present-moment interventions therefore is to block the appearance of unproductive forms of attention while simultaneously eliciting higher-order forms. Participants will view a video and identify five specific sequential steps the clinician takes to amplify the client's avoided experience and support the client in relating to emotional pain in ways that transforms its meaning. The mini-workshop will also include mini-didactic lectures and associated experiential exercises to demonstrate each present-moment power move.

You will learn:

- Ways to recognize verbal and nonverbal avoidance behaviors in session.
- Five powerful present-moment awareness interventions.
- A step-by-step present-moment power moves checklist to guide practice.

Recommended Readings: Strosahl, K., & Robinson, P. (2014) *In this moment: Five steps to transcending stress using mindfulness and neuroscience*. Oakland, CA: New Harbinger. Strosahl, K., Robinson, P., & Gustavsson, T. (2015). *Inside this moment: Promoting radical change in acceptance and commitment therapy*. Oakland, CA: New Harbinger.

Panel Discussion 18

Integrating Sexual and Gender Minority-Affirmative Approaches Into Evidence-Based Practice

MODERATOR: *Matthew Capriotti, M.S.*, San Jose State University

PANELISTS: *Ashley Austin, Ph.D.*, Barry University

Michael Burnias, Psy.D., San Francisco VA Medical Center

Annesa Flentje, University of California, San Francisco

Nicholas Heck, Ph.D., Marquette University

John E. Pachankis, Ph.D., Yale University

David Pantalone, Ph.D., University of Massachusetts Boston

Primary Category: Gay / Lesbian / Bisexual / Transgender Issues

Key Words: *L / G / B / T, Cross Cultural / Cultural Differences, Evidence-Based Practice*

Despite increased societal acceptance, sexual and gender minority (SGM; e.g., lesbian, gay, bisexual, non-heterosexual, gender nonconforming, and transgender) individuals experience distress arising from chronic interpersonal and societal discrimination, termed sexual or gender “minority stress”. This minority stress can be related to emotional and behavioral problems, such as depression, anxiety, and substance use, both directly and indirectly (e.g., through internalization of negative messages about these identities and enduring expectations of rejection). The existence of minority stress, and its associations with negative outcomes, has been well-documented (e.g., Meyer, 2003). Most cognitive behaviorally-oriented therapists appear to be aware that their SGM clients experience minority stress, and express a desire to validate and affirm these experiences. Yet, it can be challenging for therapists to integrate these issues into a traditional cognitive-behavioral conceptualizations, which may primarily focus on more traditional mental health challenges. Via discussion of case vignettes and interactive Q&A, panelists will explore best practices for integrating SGM-affirmative approaches into a transdiagnostic cognitive-behavioral framework. Drawing on their diverse experiences working in a wide variety of settings (e.g., VA, schools, community mental health clinics, SGM specialty clinics, substance use treatment centers), expert panelists will discuss implications for case formulation, assessment, and intervention efforts with SGM clients across the lifespan. We will consider recommendations for working with SGM clients broadly, as well as those from specific SGM subgroups (e.g., veterans, older adults, adolescents, rural SGM individuals, etc.). Given the important distinction between sexual orientation and gender identity as independent, though interrelated, aspects of identity, and the unique stressors experienced by gender minority clients, panelists will address transgender-specific considerations as well. We will also discuss ways clinicians can influence organizational and systemic factors to support the dissemination and implementation of SGM-affirmative practices across settings.

Panel Discussion 19

Successes and Challenges in the Implementation of Treatment Programs for First-Episode Psychosis

MODERATOR: *Emily Gagen, M.A.*, University of North Carolina at Chapel Hill

PANELISTS: *Susan Gingerich, MSW*, Private Practice

Melanie Bennett, Ph.D., University of Maryland School of Medicine

Robert Heinssen, Ph.D., ABPP, NIMH

Irene Hurford, M.D., University of Pennsylvania

Larry Seidman, Ph.D., Commonwealth Research Center

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Early Intervention, Psychosis / Psychotic Disorders, Implementation*

This panel discussion is intended to highlight clinical work being done across the country that is central to the topics of dissemination and implementation of evidence based treatment for first episode psychosis (FEP). Several experts will discuss issues that often arise in this field, including engaging clients and modifying current treatments to be most effective, training clinicians, the relationships between academia and community mental health, and effectively communicating with funding agencies in order to garner support for these programs. Susan Gingerich will discuss the ways in which CBT has been adapted to meet the specific needs of young persons with FEP. She is a trainer and consultant and has extensive research and clinical experience with individuals with psychosis and their families, and was centrally involved in the Recovery After an Initial Schizophrenia Episode (RAISE) initiative of the NIMH. Dr. Melanie Bennett will discuss the training and monitoring of clinicians to ensure the quality of the treatment that is being provided to individuals with FEP. She is a professor at the University of Maryland and the author of several widely used treatment manuals for clinicians. Dr. Robert Heinssen and Dr. Irene Hurford will discuss the issues that are inherent in disseminating evidence-based treatment and the importance of educating the broader community, specifically state and federal agencies, to mobilize and sustain their interest in funding these programs. Dr. Heinssen is the Director of the Division of Services and Intervention Research at the NIMH and is widely recognized as a scientific leader in first episode psychosis research. Dr. Hurford is the director of the Psychosis Education, Assessment, Care, and Empowerment (PEACE) Program, which employs a model of empowerment and using natural supports to promote each participant's individual resiliency. Dr. Larry Seidman will discuss the value of solid and respectful partnerships between academia and community mental health, and the integration of the two in the service of implementing and disseminating early interventions services. He is the director of the Commonwealth Research Center and leads a program on early intervention and prevention of psychosis.

Membership Panel Discussion 2

**Getting Published as a Student or Early Professional:
Tips From Multiple Perspectives**

CHAIR: *Kelly L. Green, Ph.D.*, Aaron T. Beck Psychopathology Research Center/University of Pennsylvania

PRESENTERS: *Sarah L. Brown, M.A.*, Texas Tech University
Antonio J. Polo, Ph.D., DePaul University
Alayna R. Schreier, M.A., University of Nebraska-Lincoln
Nancy Wallace, West Virginia University
Laura Watkins, Ph.D., National Center for PTSD

Basic level of familiarity with the material

Primary Category: Professional Issues

Key Words: *Career Development, Student Issues*

A successful publication record is important as a graduate student and essential to many career paths in psychology and related fields. However, many students and early professionals can find the process of publishing to be a considerable challenge. This panel, sponsored by the Student Membership Committee, will provide tips and discussion related to successful publishing. Panelists will speak about this process from a variety of career points, including graduate student, intern, postdoctoral fellow/early career, and faculty mentor. They will seek to provide practical, current information about the process of publication from start to finish. This will include seeking out mentorship, navigating collaborative relationships, and establishing a line of research. Other topics will include acquiring or gaining access to data, choosing appropriate journals, and writing in a time-efficient manner. In addition, the panel will highlight methods for maintaining publication success throughout a career. Audience participation is encouraged.

This session is not eligible for continuing education credit.

Symposium 55

Cognitive Biases in Mood, Anxiety, and Substance Use Disorders

CHAIRS: *Scarlett Baird*, The University of Texas at Austin
Michelle L. Davis, Ph.D., University of Texas at Austin

DISCUSSANT: *Christopher G. Beevers, Ph.D.*, University of Texas at Austin

Primary Category: Cognitive-Affective Processes

Key Words: *Cognitive Biases / Distortions, Adult Depression, Addictive Behaviors*

Training Automatic Nicotine-Avoidance Tendencies in Inpatient Psychiatric Smokers Reduces Nicotine Consumption

Mike Rinck, Radboud University Nijmegen
Alla Machulska, Armin Zlomusica, Hans-Jörg Assion, Ruhr-University Bochum
Jürgen Margraf, Radboud University Nijmegen

Approach Bias Modification Among Treatment-Seeking Smokers

Scarlett Baird, The University of Texas at Austin
Eunjung Furman, The University of Texas at Austin
Mike Rinck, Radboud University Nijmegen
Mark Powers, The University of Texas at Austin
Jasper Smits, The University of Texas at Austin

Attention Bias Dynamics and Symptom Severity During and Following CBT for SAD

Michelle L. Davis, University of Texas at Austin
David Rosenfield, Southern Methodist University
Amit Bernstein, University of Haifa
Ariel Zvielli, University of Haifa
Andrea Reinecke, University of Oxford
Christopher Beevers, University of Texas
Ernst Koster, Ghent University

A Positivity Approach Training in Depressed Patients

Eni Becker, Anja Barth, Radboud University Nijmegen
Jasper Smits, The University of Texas
Ernst Lindenmeyer, Sylvia Beisel, Salus Klinik Lindow
Mike Rinck, Radboud University Nijmegen

Mini Workshop 12

Evidence-Based Assessment for Mood Disorder: Assessing Quickly and Accurately to Reach Better Outcomes

Eric A. Youngstrom, Ph.D., The University of North Carolina at
Chapel Hill

Intermediate level of familiarity with the material

Primary Category: Assessment

Key Words: *Evidence-Based Assessment, Treatment - Other, Diagnosis*

Typical assessment training and practice have not kept pace with advances in evidence-based practices. Contributing factors include the huge volume of published research, the low rate of clinically relevant and valid studies (<2% according to both IBM and Cochrane), a lack of knowledge about shortcomings of clinical judgment, misperceptions about burden, and gaps in the literature on how to match tools with assessment goals. Despite these hurdles, it is possible to update our practices to improve and optimize assessment strategies. We offer a dozen steps to facilitate an evidence-based approach to assessment. The goal is not to conduct the perfect assessment every time, but rather to use principles to select high utility methods for key clinical functions: Are you aiming for prediction (i.e., identifying risk factors, quantifying symptoms), prescription (i.e., matching treatment with diagnosis and patient values), or process (i.e., monitoring progress, defining goals)? Each function needs different strengths from an assessment. Assessing youths adds issues of development, multiple informants, and confidentiality. Knowing the vital few presenting problems and matching these with well-curated tools creates an efficient assessment process that yields more accurate diagnoses, better patient engagement, and improved outcomes. These steps add less than five minutes and less than five dollars to the typical assessment, yet yield large gains in accuracy, more agreement about next clinical action, and better outcomes. We illustrate the approach with a young adult dealing with mood and attention problems, treating the evaluation as a detective story.

You will learn:

- Base rates in different settings, such as public schools, outpatient services, forensic settings, and inpatient units; and how to use these to optimize assessment strategies.
- How to use assessment procedures to aid in differential diagnosis and treatment matching.
- How to measure progress against client goals and external benchmarks.

Recommended Readings: Youngstrom, E.A. (2013). Future directions in psychological assessment: Combining evidence based medicine innovations with psychology's historical strengths to enhance utility. *Journal of Clinical Child and Adolescent Psychology*, 42, 139-159. doi: 10.1080/15374416.2012.736358. Youngstrom, E.A., Choukas-Bradley, S., Calhoun, C.D., & Jensen-Doss, A. (2015). Clinical guide to the evidence-based assessment approach to diagnosis and treatment. *Cognitive and Behavioral Practice*, 22, 20-35. doi:

10.1016/j.cbpra.2013.12.005 Youngstrom, E.A., & Frazier, T.W. (2013). Strategies for evidence-based assessment in children and adolescents: Measuring prediction, prescription, and process. In Miklowitz, D., Craighead, W.E., & Craighead, L. (Eds.), *Psychopathology: History, Diagnosis, and Empirical Foundations*, 2nd Ed. New York: Wiley, 36-79.

Saturday, 10:00 a.m. – 11:30 a.m.



Juilliard & Imperial, Floor: 5

SIG Meeting

Dissemination and Implementation Science

Key Words: *Dissemination, Implementation*

Dissemination and Implementation Science

Saturday, 10:00 a.m. – 11:30 a.m.



Columbia & Duffy, Floor: 7

SIG Meeting

Behavioral Sleep Medicine

Key Words: *Sleep*

This meeting is open to any ABCT members with an interest in sleep. Our members vary from students who want to learn more about the field, sleep specialists and/or researchers, and those with very little sleep background. All our welcome. Greetings and introductions open the meeting. This is followed by a discussion of SIG business, including submission or collaborative ideas for the next meeting. To conclude the session, members provide a brief description of their activities over the past year.

Saturday, 10:00 a.m. – 11:30 a.m.



Times Square, Floor: 7

SIG Meeting

Men's Mental and Physical Health

Key Words: *Men's Health*

Men's Mental and Physical Health

Panel Discussion 20

DBT Clinical Outcomes From Implementation Initiatives Across the Globe

MODERATOR: *Yevgeny Botanov, Ph.D., University of Washington*

PANELISTS: *Andre M. Ivanoff, Ph.D., Columbia University / Linehan Institute*

Michaela Swales, Bangor University

Pablo Gagliesi, Fundación Foro Argentina

Meltem Budak, Bahcesehir University Istanbul

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Implementation, DBT (Dialectical Behavior Therapy), Psychotherapy Outcome*

Dialectical behavior therapy (DBT) is a comprehensive, modular treatment with well-established efficacy in the treatment of individuals diagnosed with borderline personality disorder (Stoffers et al., 2012). DBT has also demonstrated efficacy in treating other disorders such as substance use disorders (Linehan et al., 1999; 2002), disordered eating (Safer et al., 2009), and bipolar disorder (Goldstein et al., 2015). Implementation science is the study of integration of evidence-based practices (EBPs) into routine clinical care. Implementation science is a rapidly growing field of expertise that has great relevance to DBT.

Given its effectiveness in difficult-to-treat client populations, training in DBT has been in high demand since the first randomized controlled trial. An estimated 6,000 provider teams in 19 countries have participated in DBT Intensive Training and the dissemination of DBT around the world continues to expand every year. While the spread and implementation of DBT is far and wide, relatively little is known about the clinical outcomes of implementation efforts. Such findings have the potential to significantly improve our understanding of dissemination and implementation practices and, ultimately, provide evidence of clinical improvement. It is particularly important to collect early clinical outcomes to influence acceptability and adoption outside the U.S. This panel brings together leading experts from around the world in the provision, training, and implementation of DBT to examine clinical outcomes from implementation efforts.

The invited speakers will discuss several topics related to implementation of DBT in diverse clinical settings across the globe. The panelists will present summaries of their implementation efforts and the obstacles faced in implementing DBT. This will include an overview and discussion of the following: 1) differences in implementation initiatives across countries, 2) training needs and possible solutions to improve implementation of DBT in future initiatives, and 3) methods to collect clinical outcomes in early implementation efforts. The aims of the panel will be broadly applicable to mental health practitioners, trainees, and implementation researchers in the U.S. and abroad.

Invited Panel 3

50th Anniversary Invited Panel: Neuroscience and Psychological Treatment

- CHAIR: *Michelle G. Craske, Ph.D., UCLA*
- PANELISTS: *Eric Nestler, M.D., Ph.D., Icahn School of Medicine at Mount Sinai*
Elizabeth Phelps, Ph.D., New York University and Nathan Kline Institute
Mary Phillips, M.D., M.D. (Cantab) University of Pittsburgh, Western Psychiatric Institute and Clinic
Daniel S. Pine, M.D., National Institute of Mental Health

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Neuroscience, fMRI (Functional Magnetic Resonance Imaging), Translational Research*



MICHELLE G.
CRASKE



ERIC NESTLER



ELIZABETH
PHELPS



MARY PHILLIPS



DANIEL PINE

This Invited Panel brings together world-renowned leaders in the field of neuroscience and psychological treatment. The panelists will not only present their research, but will participate in a moderated discussion about the current state of the field and where we are heading. Chair and Moderator, **Dr. Michelle Craske**, incorporates neural indices to assess constructs of threat and reward processing, within anxious and depressed samples, as predictors of the development of anxiety and depression and as moderators, mediators and outcomes of cognitive and behavioral treatments for anxiety and depression. **Dr. Eric Nestler** investigates changes in the brain induced by repeated exposure to a drug of abuse that drive addiction-related behavioral abnormalities, and how an individual's lifetime experiences influence this process. **Dr. Elizabeth Phelps** explores challenges in translating the findings of extinction learning and fear recovery from animal models to human function, and suggests novel approaches to facilitate the persistent control of maladaptive fear or defensive responses. **Dr. Mary Phillips** uses multimodal neuroimaging techniques to elucidate functional and structural abnormalities in emotion processing, reward pro-

cessing and emotional regulation circuitries that are associated with specific psychiatric disorders, and symptom dimensions, in individuals with mood and anxiety disorders. Dr. Phillips also focuses on identifying neurodevelopmental trajectories in these circuitries, and the extent to which these neuroimaging techniques can identify biomarkers reflecting pathophysiologic processes that can be pursued as targets for novel treatments for dimensions of affective pathology (e.g., impulsive sensation seeking). **Dr. Daniel Pine** seeks to understand how information processing in the brain relates to anxiety in children, adolescents, and adults, particularly to inform treatment development and outcome prediction.

You will learn:

- Recent scientific advances in the domain of neuroscience and psychological treatment.
- Current open questions and debates concerning neuroscience and psychological treatment.
- Visions from luminary speakers on where the field of neuroscience and psychological treatment is heading.

Recommended Readings: Craske, M. G. (2014). Introduction to special issue: How does neuroscience inform psychological treatment? *Behaviour Research and Therapy*, 62, 1-2. Holmes, E. A., Craske, M. G., & Graybiel, A. M. (2014). A call for mental-health science. *Nature*, 511(7509), 287-289. Nestler, E. J. (2011). Hidden switches in the mind. *Scientific American*, 305(6), 76-83. Hartley, C. A., & Phelps, E. A. (2010). Changing fear: The neurocircuitry of emotion regulation. *Neuropsychopharmacology*, 35(1), 136-146. Bebko, G., Bertocci, M. A., Fournier, J. C., Hinze, A. K., Bonar, L., Almeida, J. R., ... & Gill, M. K. (2014). Parsing dimensional vs. diagnostic category-related patterns of reward circuitry function in behaviorally and emotionally dysregulated youth in the longitudinal assessment of manic symptoms study. *JAMA Psychiatry*, 71(1), 71-80. Bertocci, M. A., Bebko, G., Olino, T., Fournier, J., Hinze, A. K., Bonar, L., ... & Gill, M. K. (2014). Behavioral and emotional dysregulation trajectories marked by prefrontal-amygdala function in symptomatic youth. *Psychological Medicine*, 44(12), 2603-2615. LeDoux, J. E., & Pine, D. S. (2016). Using neuroscience to help understand fear and anxiety: A two-system framework. *American Journal of Psychiatry*.

Panel Discussion 21

Decades of Progress, and Much Ground Yet to Cover: What Four Veterans Have Learned Since Graduate School About Intervention for Children With Mental Health Problems

MODERATOR: *Jonathan S. Comer, Ph.D.*, Florida International University

PANELISTS: *Philip C. Kendall, Ph.D.*, Temple University

William E. Pelham, Jr., Ph.D., Florida International University

Robert J. McMahon, Ph.D., Simon Fraser University

John E. Lochman, Ph.D., The University of Alabama

Primary Category: Child / Adolescent - Externalizing

Key Words: *Child, Treatment Development, Externalizing*

Four veterans of treatment research in the field of child mental health will discuss what they have learned about effective interventions for children over the course of the first 40 years (or thereabouts) of their careers. The major disorders of childhood—*anxiety problems (Dr. Kendall), oppositional/conduct problems (Dr. Lochman), and ADHD (Dr. Pelham)*—will be discussed, as will *parent training, a cross-cutting mainstay of most interventions for children (Dr. McMahon)*. The state of the science in the 1970's, the key developments over the four decades since, including the similarities and differences across disorders and interventions, and suggestions for future directions in intervention science with children will be highlighted in opening remarks by the presenters and in a moderated discussion led by Dr. Comer. Panelists will outline their vision for the next several decades of research in the field of child mental health, including opportunities for transformative growth and advancement, as well as potential obstacles that can encroach on needed progress—particularly in the age of experimental therapeutics and rapidly shifting funding priorities.

ticket

Workshop 6

Incorporating Significant Others to Maximize PTSD Treatment

Candice M. Monson, Ph.D., Ryerson University

Steffany J. Fredman, Ph.D., Pennsylvania State University

Basic level of familiarity with the material

Primary Category: PTSD

Key Words: PTSD (*Posttraumatic Stress Disorder*), *Couples / Close Relationships*, *Couple Therapy*

PTSD is associated with relationship distress, intimate aggression, and partner psychological distress. Given the inherently interpersonal nature of traumatization and PTSD, cognitive-behavioral conjoint therapy for PTSD (CBCT for PTSD; Monson & Fredman, 2012) was developed to simultaneously improve PTSD symptoms and enhance intimate relationship functioning. CBCT for PTSD is a 15-session conjoint therapy for PTSD that focuses on (a) improving conflict management and communication skills; (b) restructuring the dyad's relationship to promote approaching, rather than avoidance, of feared situations; and (c) modifying trauma-related maladaptive beliefs held by either member of the dyad that can maintain PTSD and relationship difficulties. CBCT for PTSD is associated with improvements PTSD symptom severity, comorbid symptom severity, and patient- and partner-rated relationship satisfaction (Monson et al., 2012). Improvements have also been observed in partners' mental health. In this workshop, participants will learn the rationale for conducting a disorder-specific conjoint therapy for PTSD and gain familiarity with the key components of CBCT for PTSD for use in both community and military/veteran couples. Video clips and role plays will be used to help illustrate the techniques.

You will learn:

- A rationale for involving significant others in treatment for PTSD.
- Behavioral and cognitive interventions to simultaneously improve PTSD symptoms and intimate relationship functioning.
- Which couples or dyads might be well suited to CBCT for PTSD.

Recommended Readings: Monson, C. M., & Fredman, S. J. (2012). Cognitive-behavioral conjoint therapy for posttraumatic stress disorder: Harnessing the healing power of relationships. New York: Guilford Press. Monson, C. M., & Fredman, S. J. (2015). Cognitive-behavioral couple therapy for PTSD. In A. Gurman, J. Lebow, & D. K. Snyder (Eds.), *Clinical handbook of couple therapy* (pp. 531-554). New York: Guilford Press. Monson, C. M., Fredman, S. J., Macdonald, A. M., Pukay-Martin, N. D., Resick, P. A., & Schnurr, P. P. (2012). Effect of cognitive-behavioral couple therapy for PTSD: A randomized controlled trial. *Journal of the American Medical Association*, 308, 700-709. doi:10.1001/jama.2012.9307.

Participants in this course can earn 3 continuing education credits.

ticket

Workshop 7

What Are Transdiagnostic Mechanisms? Bridging the Research-Practitioner Gap With Mechanism-Specific Case Formulations and Treatment Plans

Rochelle I. Frank, Ph.D., University of California

Joan Davidson, Ph.D., University of California, Berkeley

Basic to Moderate level of familiarity with the material

Primary Category: 2016 Program Theme - Cognitive Science and Transdiagnostic Principles

Key Words: *Case Conceptualization / Formulation, Transdiagnostic*

Individualized case formulations have played a long-standing role in CBT, especially for treating co-occurring or complex problems, difficulties for which no treatments exist, or when clients show limited or no response to traditional protocols. Mechanism hypotheses lay the foundation for CBT case formulations, yet clinicians are often unaware of or unable to parse through the vast empirical literature on underlying psychological mechanisms and transdiagnostic processes when explaining patients' difficulties. The resulting gap between research on potential mechanisms and clinicians' awareness of them often leaves practitioners feeling limited and overwhelmed when planning treatment.

This workshop offers a practical and flexible roadmap for clinicians by consolidating the most current transdiagnostic mechanisms (TDMs) identified in the empirical literature into an array that illustrates their role as underlying vulnerabilities and patterns of responses, which interact with each other to trigger and maintain symptoms and functional impairments across multiple problems. Our roadmap also organizes interventions from empirically supported treatments into a functionally based system that highlights their appeal in targeting specific TDMs. Experiential exercises will teach participants how to consider the empirical database when developing TDM-driven case formulations, determine mechanism change goals to meet treatment objectives, and utilize a functionally based categorization system of interventions that target TDMs.

You will learn:

- To identify specific empirically derived vulnerability and response mechanisms when developing individualized case formulations.
- To utilize four distinct strategies for developing transdiagnostic mechanism hypotheses.
- To choose interventions based on functional utility in targeting client-specific transdiagnostic mechanisms and treatment goals.

Recommended Readings: Frank, R. I., & Davidson, J. (2014). A transdiagnostic road map to case formulation and treatment planning: Practical guidance for clinical decision making. Oakland, CA: New Harbinger.

Participants in this course can earn 3 continuing education credits.

Symposium 56

**New Insights From Intensive Longitudinal Research
Exploring Daily Processes in Psychopathology**

CHAIRS: *Rachel Hershenberg, Ph.D.*, University of Pennsylvania

Lisa Starr, Ph.D., University of Rochester

DISCUSSANT: *Todd Kashdan, Ph.D.*, George Mason University

Primary Category: Adult Depression / Dysthymia

Key Words: *Ecological Momentary Assessment, Coping, Risk / Vulnerability Factors*

Exploring the Emotional Context Surrounding Nonsuicidal Self-Injury in Those With and Without Nonsuicidal Self-Injury Disorder

Edward Selby, Amy Kranzler, Kara Fehling, Emily Panza, Julia Brillante, Janne Lindqvist,
Rutgers University

Daily Physiological Stress Processes Among Early Adolescent Girls: Relation to Day-to-Day and Individual Differences in Coping

Catherine Stroud, Williams College

Michael Sladek, Leah Doane, Arizona State University

A Contextual Approach to Anxiety and Goal Pursuit: The Relationship Between Anxiety and Goal Achievement Depends on the Importance Assigned to Goals

Amelia Aldao, The Ohio State University

Katherine Dixon-Gordon, University of Massachusetts Amherst

Depressive Symptoms and the Anticipation and Experience of Uplifting Events in Everyday Life

Lisa Starr, University of Rochester

Rachel Hershenberg, University of Pennsylvania

Lonely No More: Identifying the Affective Benefits of Social Interaction in Current and Remitted Major Depression

Erin Sheets, Colby College

Michael Arney, Butler University

Panel Discussion 22

Implementation of CBT in the Public Mental Health System: Clinical, Administrative, and Economic Considerations for Sustainable Implementation

MODERATOR: *Sara J. Landes, Ph.D.*, Central Arkansas Veterans Healthcare System

PANELISTS: *Leslie Sokol, Ph.D.*, Academy of Cognitive Therapy
Lynn McFarr, Ph.D., Harbor UCLA Medical Center
Scott H. Waltman, Psy.D., ABPP, University of Pennsylvania
Torrey A. Creed, Ph.D., Beck Community Initiative
Urmi N. Patel, Los Angeles County Department of Mental Health

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Implementation, Community-Based Assessment / Intervention, Public Policy*

In recent years, growing attention has been paid to the need for evidence-based psychotherapies such as cognitive behavior therapy (CBT) to be disseminated to the under-funded and under-resourced community mental health system (CMH). As a part of two large-scale CBT implementation initiatives, the Beck Community Initiative (BCI) and Los Angeles County Roll Out-CBT (LACRO-CBT), hundreds of CMH clinicians have been trained to levels of competency consistent with established benchmarks. This panel draws together stakeholders from diverse perspectives within these initiatives, including: clinical directors, government agency administrators, trainers, implementation scientists, and world experts in CBT training. This panel will discuss these training initiatives to share how others can promote similar implementation projects in their locality, what it takes to run a large-scale implementation project, and what it will take to welcome, maintain, and cultivate the CMH clinicians being trained in CBT into the larger cognitive and behavioral community. Specifically, Dr. Patel will discuss getting government agencies to fund large-scale implementation initiatives, and managing the administration of a large scale training program. Dr. McFarr will describe the LACRO-CBT and the clinical and administrative aspects associated with getting such an implementation initiative going. Dr. McFarr will also discuss data collection in a large-scale implementation program. Dr. Creed will describe the BCI and focus on strategies for the sustainability of CBT, highlighting the use of Sustained Implementation Plans (SIPs) and web-based training to address turnover and increase capacity. Dr. Waltman will discuss his experiences as a trainer in both the LACRO-CBT and the BCI and the unique training needs of the CMH clinician. Dr. Sokol will discuss training strategies, training outcomes, and the need these clinicians have for continued practice and skill development. Dr. Sokol will discuss the role of organizations such as the Academy of Cognitive Therapy in fostering and cultivating the CBT competencies of CMH clinicians who were previously trained to basic competency as part of large-scale dissemination projects.

Panel Discussion 23

Applying the New Standards for Empirically Supported Treatments: Implications for CBT and Beyond

MODERATOR: *Dean McKay, Ph.D.*, Fordham University

PANELISTS: *David F. Tolin, Ph.D.*, Institute of Living/Hartford Hospital
Anxiety Disorders Center

David Klonsky, Ph.D., University of British Columbia

Marvin R. Goldfried, Ph.D., Stony Brook University

Evan M. Forman, Ph.D., Drexel University

Steven Hollon, Ph.D., Vanderbilt University

Dianne L. Chambless, Ph.D., University of Pennsylvania

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Clinical Trial, Dissemination, Evidence-Based Practice*

The development of empirically supported treatments has been an important advance in the definitions and delivery of efficacious therapy. However, several recent initiatives create a changing landscape for how treatments are defined as efficacious. First, clinical practice guidelines (Hollon et al., 2014) have been developed designed to facilitate the dissemination of scientifically informed treatments. Second, the emergence of the Research Domain Criteria (RDoC) has contributed to a shift in how mental disorders are conceptualized and has the potential to reorder our understanding of what interventions are effective. Third, efforts have been afoot to drastically revise the existing empirically supported treatment standards (Tolin et al., 2015). This panel will provide a brief overview of the new standards and the mechanisms put forth for carrying it out, and facilitate discussions on the following broad topics: determination of what counts as supportive evidence and how this can be encompassed in practice guidelines, and by extension, what type of guidelines would have the maximum practical impact on clinical practice; what research paradigms will best accomplish the aim of establishing empirical support; whether inclusion of individual clinician technique and relationship development would be valuable in determination of empirically supported treatments (ESTs); whether there is a value in continuing to identify protocols in toto as ESTs, or rather to isolate active ingredients and mechanisms of change as the foundation of any EST, which includes consideration of change mechanisms that cut across syndromes; how future ESTs may be declared based on methodology of summary (i.e., box score versus pooled effect sizes and number needed to treat); consideration of what kinds of outcomes are most meaningful for ESTs; and finally, whether it is any longer meaningful to declare a protocol an EST if it is only shown superior to placebo. We will conclude the panel with a discussion of possible methods of synthesizing the broad areas covered.

Symposium 58

Preventing Suicide Among Military and Veteran Populations

CHAIR: *Daniel J. Lee, B.A., Auburn University*

DISCUSSANT: *Marjan G. Holloway, Ph.D., Uniformed Services University of the Health Sciences*

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Veterans, Military*

Predictors of Suicidal Ideation Among Individuals With PTSD: Differences Across Veteran and Community Samples

Daniel J. Lee, Auburn University

Alice Sawyer, VA Boston Healthcare System

Jaimie Gradus, Johanna Thompson-Hollands, Janie Jun, VA Boston Healthcare System, Boston University School of Medicine

J. Gayle Beck, University of Memphis

William Unger, Providence VA Medical Center

Denise Sloan, VA Boston Healthcare System, Boston University School of Medicine

A Component Analysis of Crisis Response Plans for Short-Term Management of Acutely Suicidal U.S. Army Personnel: Results of a Randomized Clinical Trial

Craig J. Bryan, Tracy Clemans, National Center for Veterans Studies & The University of Utah

Jim Mintz, University of Texas Health Science Center at San Antonio

M. David Rudd, National Center for Veterans Studies & The University of Memphis

Bruce Leeson, U.S. Army MEDDAC

T. Scott Burch, U.S. Army MEDDAC

Sean Williams, National Center for Veterans Studies & The University of Utah

Emily Cable, National Center for Veterans Studies & The University of Utah

Evaluating Safety Plan Effectiveness: Do Safety Plans Tailored to Individual Veteran Characteristics Decrease Risk?

Jonathan D. Green, VA Boston Healthcare System

Jaclyn Kearns, VA Boston Healthcare System

Brian Marx, National Center for PTSD

Matthew Nock, Harvard University

Raymond Rosen, New England Research Institutes

Terence Keane, National Center for PTSD



SIG Meeting

Aging Behavior and Cognitive Therapy

Key Words: *Behavior Analysis*

The Aging Behavior and Cognitive Therapy SIG will be meeting to welcome returning and new members and discuss aging events of interest at the 2016 Convention.

11:45 a.m. – 1:15 p.m.

Ziegfeld, Floor 4

Symposium 57

Dissemination of Couple-Based Treatments for Individual and Relationship Disorders: Challenges and Opportunities

CHAIR: *Douglas K. Snyder, Ph.D., Texas A&M University*

DISCUSSANT: *Jay L. Lebow, Family Institute at Northwestern University*

Primary Category: *Couples / Close Relationships*

Key Words: *Couple Therapy, Couples / Close Relationships, Dissemination*

The Political, Logistical, and Clinical Challenges and Rewards of Disseminating a Couple-Based Intervention for Depression to Great Britain

Donald H. Baucom, Melanie Fischer, University of North Carolina at Chapel Hill

Michael Worrell, Sarah Corrie, London CBT Training Centre, and Central & North West London Foundation Trust

Jennifer Belus, University of North Carolina at Chapel Hill

Dissemination of a Free Web-Based Couple Intervention to Minority and Low-Income Couples

Brian D. Doss, Emily Georgia, Kathryn Nowlan, McKenzie Roddy, University of Miami

Andrew Christensen, UCLA

Couple Therapy for Partner Aggression: Challenges and Opportunities for Dissemination

Norman B. Epstein, University of Maryland

Intervening With Military Couples at Acute Risk From Marital Infidelity: Adaptation and Dissemination of an Evidence-Based Treatment

Douglas K. Snyder, Texas A&M University

Symposium 59

Anxiety and Depression: Specificity, Overlap, and Interrelatedness

CHAIRS: *Nicholas C. Jacobson, M.S., The Pennsylvania State University*
Michelle Newman, Ph.D., The Pennsylvania State University

DISCUSSANT: *Lauren B. Alloy, Ph.D., Temple University*

Primary Category: Adult Anxiety

Key Words: *Anxiety, Depression, Comorbidity*

If Anxiety Is So Important in Depression, What Can Be Done to Improve Its Detection?

Mark Zimmerman, Kristy Dalrymple, Iwona Chelminski, Brown University

A Comprehensive Evaluation of Anhedonia and Its Relationship to Depression and Anxiety

Gabriela Kattan. Khazanov, Ayelet Ruscio, University of Pennsylvania

Temporal Sequence of Social Anxiety and Depressive Symptoms Following Interpersonal Stressors During Adolescence

Jessica Hamilton, Carrie Potter, Tom Olin, Temple University

Lyn Abramson, University of Wisconsin-Madison

Lauren Alloy, Temple University

Anxiety and Depression as Bidirectional Risk Factors for One Another: A Meta-Analysis of Longitudinal Studies

Nicholas C. Jacobson, Michelle Newman, The Pennsylvania State University

Saturday, 11:45 a.m. – 1:15 p.m.



Shubert & Uris, Floor 6

SIG Meeting

Hispanic Issues in Behavior Therapy

Key Words: *Diversity*

Overview of SIG history, mission, and achievements • Conference highlights • Elections • Priorities for upcoming year • Brief research presentation

Symposium 60

Under the Influence: The Co-Occurrence of Substance Use Disorders With PTSD and Potential Mechanisms Maintaining Their Comorbidity

CHAIR: *Anu Asnaani, Ph.D.*, University of Pennsylvania

DISCUSSANT: *Sonya Norman*, University of California, San Diego

Primary Category: Comorbidity - Substance Use and Other

Key Words: *Comorbidity, Substance Abuse, Trauma*

The impact of treatment condition and the lagged effects of PTSD symptom severity on changes in alcohol craving

Anu Asnaani, Ph.D., *Antonia Kaczurkin, Ph.D.*, *Edna Foa, Ph.D.*, University of Pennsylvania

Elizabeth Alpert, B.A., University of Delaware

The Impact of PTSD Clusters on Cannabis Use in a Racially Diverse Trauma-Exposed Sample: An Analysis From Ecological Momentary Assessment

Emily R. Jeffries, Louisiana State University

Courtenay Cavanaugh, Rutgers University, Camden

Michael Zvolensky, University of Houston

Ross Crosby, *Stephen Wonderlich*, University of North Dakota School of Medicine & Health Sciences & Neuropsychiatric Research Institute

Julie Buckner, Louisiana State University

Posttraumatic Stress Symptom Severity and Cognitive-Based Smoking Processes Among Trauma-Exposed Treatment-Seeking Smokers: The Role of Dysphoria

Lorra Garey, *Jafar Bakhshaie*, *Anka Vujanovic*, University of Houston

Adam Leventhal, University of Southern California

Brad Schmidt, Florida State University

Michael Zvolensky, University of Houston

Distress Tolerance as Predictor of Posttraumatic Stress and Substance Use Treatment Outcomes in Inner-City Adults

Lia Smith, *Anka Vujanovic*, *Jafar Bakhshaie*, University of Houston

Mechanisms of Change in PTSD Symptoms and Alcohol Use During Concurrent Treatment of PTSD and Substance Use Disorders Using Prolonged Exposure

Kristina Korte, Medical University of South Carolina

Christal Badour, University of Kentucky

Julianne Flanagan, Medical University of South Carolina

Daniel Gros, Ralph H. Johnson Veterans Affairs Medical Center

Therese Killeen, Medical University of South Carolina

Sudie Back, Medical University of South Carolina



SIG Meeting

Technology and Behavior Change

Key Words: *Technology / Mobile Health*

Technology and Behavior Change

12:15 p.m. – 1:45 p.m.

Symposium 61

Biopsychosocial Approach to the Study, Treatment, and Dissemination of Family Interventions for Early Psychosis

CHAIR: *Marc J. Weintraub, M.S., University of Miami*

DISCUSSANT: *David J. Miklowitz, Ph.D., UCLA Semel Institute for Neuroscience and Human Behavior*

Primary Category: *Schizophrenia / Psychotic Disorders*

Key Words: *Risk / Vulnerability Factors, Families, Race / Ethnicity*

Family and Social-Cognitive Influences on Perceived Social Stress in a Sample of Help-Seeking Youth With or Without Clinical High Risk of Psychosis

Zachary B. Millman, Eryn Bentley, Steve Pitts, Gloria Reeves, Jason Schiffman, University of Maryland Baltimore County

Physiological and Mood Reactivity to Critical Comments in Individuals at High Risk for Psychosis

Marc J. Weintraub, Amy Weisman de Mamani, Kiara Timpano, University of Miami

Family Intervention in the Comprehensive Treatment of First Episode Psychosis: Results From the Raise-Early Treatment Program Study

Kim T. Mueser, Boston University

Shirley Glenn, Semel Institute/UCLA

Dissemination of Family Focused Therapy (FFT) for Individuals at Clinical High Risk for Psychosis to Community Mental Health Centers in Los Angeles

Mary O'Brien, Yale University

Shirley Flournoy, Terri Boykins, Los Angeles Department of Mental Health

Barbara Walsh, Tryone Cannon, Yale University

Acculturation Styles and Their Associations With Psychiatric Symptoms and Quality of Life in Patients With Schizophrenia

Amy Weisman de Mamani, Marc Weintraub, Jessica Maura, Kayla Gurak, Ana Martinez de Andino, Caitlin Brown, University of Miami

12:15 p.m. – 1:45 p.m.

Majestic & Music Box, Floor 6

Symposium 62

Conceptualizing Processes of Resilience in the Face of Life Stressors: Emerging Perspectives and Future Directions in Research With Sexual and Gender Minorities

CHAIRS: *H. Jonathon Rendina*, Hunter College, CUNY

Brett M. Millar, The Graduate Center, CUNY

DISCUSSANT: *Jeffrey T. Parsons*, Hunter College and The Graduate Center, CUNY

Primary Category: Gay / Lesbian / Bisexual / Transgender Issues

Key Words: *Resilience, Risk / Vulnerability Factors, L / G / B / T*

Understanding Resilience and Mental Health in Transgender Individuals: The Effects of Minority Stress and Interpersonal Supports

Jae Puckett, University of South Dakota

Michael Newcomb, Brian Mustanski, Northwestern University, Feinberg School of Medicine

Examining Resilience to HIV Risk in the Face of Syndemics: Little Evidence for Protective and Stress-Buffering Effects in a National Sample of Gay and Bisexual Men

H. Jonathon Rendina, Hunter College, CUNY

Raymond L. Moody, Brett M. Millar, The Graduate Center, CUNY

Christian Grov, The CUNY Graduate School of Public Health and Health Policy

Jeffrey T. Parsons, Hunter College and The Graduate Center, CUNY

Romantic Relationships as a Source of Resilience Against Internalizing Disorders in the Face of Sexual-Minority Stress

Brian A. Feinstein, Feinberg School of Medicine, Northwestern University

Jessica A. Latack, Vickie Bhatia, Joanne Davila, Nicholas R. Eaton, Stony Brook University

“If I Could Give My Younger Self a Piece of Advice . . . “: Resilience and Retrospective Self-Compassion in Gay and Bisexual Men

Brett M. Millar, The Graduate Center, CUNY

Christian Grov, The CUNY Graduate School of Public Health and Health Policy

Jeffrey T. Parsons, Hunter College and The Graduate Center, CUNY

12:15 p.m. – 1:45 p.m.

Barrymore, Floor 9

Annual Meeting of Members

Key Words: *ABCT*

Learn about the Association's accomplishments throughout the year and what's on the agenda for 2017. Meet the newest members of the ABCT governing structure, and help thank your colleagues who have contributed much to ABCT's success.

12:15 p.m. – 2:15 p.m.

Times Square, Floor 7

Research and Professional Development 5

A Mindful Career: Making Valued Choices About Work, Self, and Family

MODERATOR: *Risa B. Weisberg, Ph.D.*, VA Boston Healthcare System

PANELISTS: *Barbara W. Kamholz, Ph.D.*, VA Boston Healthcare System

Mark Aloia, Ph.D., Philips Healthcare

Amy K. Bach, Ph.D., Private Practice

Carolyn B. Becker, Ph.D., Trinity University

Lizabeth Roemer, Ph.D., University of Massachusetts - Boston

Basic level of familiarity with the material

Primary Category: Professional Issues

Key Words: *Professional Issues, Mindfulness*

This is not another session on “work-life balance” or on career choices for women with families. Rather, we aim to go beyond those topics to explore how we each can make mindful and valued choices about our careers, with the goal of greater career and life satisfaction. The panel comprises psychologists who each have made different career choices (i.e., hospital-based, clinical administration, university psychology department faculty, small liberal arts college faculty, industry professional, soft-money research faculty, clinical practice). This interactive learning session will begin with an exercise to help participants identify their work-related values. Each panelist will then discuss how their type of career may emphasize certain values (e.g. independence in soft money research and private practice; security in VA or other hospital position; generativity in teaching positions; etc.) and for whom this type of work may be a good fit. Panelists will also discuss how they attempt to make mindful choices in their daily work life in service of their overall values. (e.g., To what extra projects do you agree? Which do you reject? When do you stay late at work? When do you leave early?). Questions and participation from attendees will be encouraged during the session.

You will learn:

- An exercise to help participants identify their work-related values.

SATURDAY

- How type of career may emphasize certain values, and for whom this type of work may be a good fit.
- How to attempt to make mindful choices in daily work life in service of one's overall values.

This session is not eligible for continuing education credit.

12:30 p.m. – 2:00 p.m.

Juilliard & Imperial, Floor 5

Symposium 63

Recent Experimental and Naturalistic Treatment Research on Fear Acquisition and Extinction Processes in Individuals With OCD

CHAIR: *Adam M. Reid, M.S., McLean Hospital, Harvard Medical School*

DISCUSSANT: *Katharina Kircanski, Ph.D., Emotion and Development Branch, NIMH*

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *OCD (Obsessive Compulsive Disorder), Therapy Process, Exposure*

Evidence for the Synthesis of the Emotional Processing and Inhibitory Learning Theories of Exposure Delivery for Youth With OCD

Adam M. Reid, McLean Hospital, Harvard Medical School

Andrew Guzick, Joseph McNamara, Andrew Rakshani, Mallory Almengual, Megan McBride, Maria Bolshakova, John Arthur, Brian Olsen, Gary Geffken, University of Florida

Fear Learning and Extinction in Youth With OCD

Joseph F. McGuire, UCLA

Scott Orr, Harvard Medical School

Brent Small, University of South Florida

Daniel Geller, Harvard Medical School

Monica Wu, University of South Florida

Adam Lewin, University of South Florida

Sabine Wilhelm, Harvard Medical School

Tanya Murphy, University of South Florida

Daniel Pine, National Institute of Mental Health

Eric Storch, University of South Florida

Willingness and Habituation as Indices of Successful ERP for Adults With OCD

Jason A. Elias, McLean Hospital OCD Institute / Harvard Medical School

Lauryn Garner, Adam Reid, Nathaniel Van Kirk, Jason Krompinger, Harvard Medical School

Mediators of Exposure Therapy for Youth With OCD: Specificity and Temporal Sequence of Client and Treatment Factors

Brian C. Chu, Rutgers University
Daniela Colognori, Rutgers University
Guang Yang, Data Insight Analytics
Min-ge Xie, Rutgers University
Lindsey Bergman, UCLA
John Piacentini, UCLA

12:30 p.m. – 2:00 p.m.

Columbia & Duffy, Floor 7

Symposium 64

Psychosocial Treatment of ADHD in Children and Adolescents: Promoting Engagement, Skills, and Consideration of Individual Differences

CHAIR: *George J. DuPaul, Ph.D.*, Lehigh University

DISCUSSANT: *Margaret H. Sibley, Ph.D.*, Florida International University

Primary Category: ADHD - Child

Key Words: *ADHD - Child / Adolescent, Implementation, School*

School-Based Treatment of High School Students With ADHD

Steve Evans, Ohio University
George DuPaul, Lehigh University
Kari Benson, Abigail Duffy, Ohio University
Kristina Puzino, Lehigh University
Raisa Petca, Julie Owens, Ohio University

Parent Education for Young Children With ADHD: Relative Effects of Face-to-Face Versus Online Delivery

Lee Kern, George DuPaul, Georgia Belk, Beth Custer, Molly Daffner, Andrea Hatfield,
Daniel Peek, Lehigh University

Outcomes of a Multicomponent Behavioral Consultation Program for Teachers of Children With ADHD

Julie Owens, Ohio University
Erika Coles, Florida International University
Steve Evans, Ohio University
Lina Himawan, Ohio University

SATURDAY

Qualitative Treatment: Subgroup Interactions in a Randomized Trial of Treatments for Adolescents With ADHD: Exploring Which CBT Works for Whom

Saskia Van der Oord, KU Leuven

Bianca Boyer, University of Amsterdam

Lisa Doove, KU Leuven

Hilde Guerts, Peir Prins, University of Amsterdam

Iven Van Mechelen, KU Leuven

12:45 p.m. – 2:15 p.m.

Winter Garden & Palace, Floor 6

Panel Discussion 24

Disseminating Evidence-Based Practices in the New York City Foster Care System: A Discussion of Success, Barriers, and Lessons Learned

MODERATOR: *Christina Grice, M.A.*, St. John's University

PANELISTS: *Elissa J. Brown, Ph.D.*, St. John's University

Kerri Smith, NYC Administration for Children's Services

Mel Schneiderman, New York Foundling

Mara Rosenblatt, New York Foundling

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Dissemination, Implementation, Trauma*

The majority of children entering the child welfare system have a history of maltreatment as well as other risk factors contributing to the development of emotional and behavioral problems and trauma-related disorders. The most common mental health problems reported for foster care youth are: depression, anxiety, posttraumatic stress disorder (PTSD), and externalizing behaviors. Interesting, these also are the most common concerns found among children at outpatient clinics. Tremendous resources have been assigned to efficacy and effectiveness studies that have established cognitive-behavioral therapy (CBT) as best practice for comparable outpatient youth.

Although CBT can be used with children living in foster home placements, most children historically have not had access to these treatment interventions. Under the leadership of the Administration for Children's Services (ACS; New York City's child protective services) and foster care agencies (e.g., the New York Foundling), there has been a recent shift in care. According to the ACS Commissioner (Carrion, 2015), of the 8000 families in care, close to 50% now have access to evidence-based practices (EBPs), including CBT Plus (Berliner, Dorsey, & Kerns, 2009), Trauma-Focused CBT (Cohen, Deblinger, & Mannarino, 2006), and Alternatives for Families: A Cognitive-Behavioral Therapy (Kolko, Brown, Shaver, Baumann, & Herschell, 2011).

The proposed panel will discuss dissemination of EBPs in the child welfare system, with a focus on successes, barriers and lessons learned. Themes will include: organizational readiness, allocation of resources for training, and adaptations of evidence-based models. The panel will consist of: Ms. Kerri Smith, the ACS Associate Commissioner respon-

sible for a project in which mental health providers and case planners are being trained in CBT; Dr. Mel Schneiderman, former Senior Vice President (VP) of Mental Health Services and current Senior VP of the Vincent J. Fontana Center for Child Protection at the New York Foundling; Dr. Elissa Brown, trainer and consultant in CBT Plus, TF-CBT, and AF-CBT; and Mara Rosenblatt, front-line clinician and supervisor. Christina Grice, M.A., clinical researcher in dissemination will be the moderator.

12:45 p.m. – 2:15 p.m.

Marquis Ballroom, Floor 9

Panel Discussion 25

CBT in the Era of the Brain Initiative: Where Do We Go From Here?

MODERATOR: *Kristen K. Ellard, Ph.D.*, Massachusetts General Hospital / Harvard Medical School

PANELISTS: *Jonathan S. Abramowitz, Ph.D.*, University of North Carolina at Chapel Hill

Brett J. Deacon, Ph.D., University of Wollongong

Stefan G. Hofmann, Ph.D., Boston University

Greg J. Siegle, Ph.D., University of Pittsburgh

Susan Whitfield-Gabrieli, Massachusetts Institute of Technology

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Translational Research, Neuroscience, Research Methods*

The shifting climate within the NIMH over the past few years is forcing clinical psychological science to evaluate its place in the face of funding priorities that seem at odds with established research practices. The October 2015 Special Issue of the Behavior Therapist (tBT), and the subsequent response to the editor submitted by the Neurocognitive Therapies/Translational Research SIG published in December, initiated a much-needed discussion within the ABCT community as to where our science fits within this landscape, and how we as a field might move forward. This panel will offer the opportunity to come together as an organization to continue this discussion, as researchers united in our quest to further psychological and CBT-based science, whether through neuroscience-based or non-neuroscience based methods. The discussion will be led by members of ABCT leadership and enriched by contributions from the ABCT community at large. Former ABCT president Dr. Jonathan Abramowitz and tBT editor Dr. Brett Deacon will offer their perspective on the dangers of biological reductionism at the expense of psychological and cognitive-behavioral science. Former ABCT president Dr. Stefan Hofmann and Neurocognitive Therapies/Translational Research SIG co-founder Dr. Greg Siegle will offer their perspective on directly or indirectly integrating neuroscience and biologically-based methods into their CBT-based psychological research. Finally Dr. Susan Whitfield-Gabrieli from the McGovern Institute for Brain Research at MIT will offer an outside perspective as a neuroscientist who draws upon the psychological science and CBT principles of our ABCT members to inform her work. It is our hope that this panel will offer an opportu-

nity for open dialogue within the ABCT community and an opportunity to contemplate together our evolution as a field within the context of the ever-changing landscape of mental health research.

1:00 p.m. – 2:30 p.m.

Plymouth & Royale, Floor 6

Symposium 65

Examining the Mediating Role of Repetitive Negative Thinking Across Psychological Outcomes

CHAIR: *Sarah Kertz, Ph.D., Southern Illinois University*

DISCUSSANT: *Kiara Timpano, Ph.D., University of Miami*

Primary Category: 2016 Program Theme - Cognitive Science and Transdiagnostic Principles

Key Words: *Rumination, Depression, Anxiety*

Exposure and Reactivity to Repetitive Thought: Accounting for the Neuroticism-Distress Relationship

Suzanne Segerstrom, Jaime Hardy, University of Kentucky

The Relationship Between Emotion Regulation and Distress Tolerance: The Influence of Attention Control and Repetitive Negative Thinking

Keith Klein, Kimberly Stevens, Sarah Kertz, Southern Illinois University

Predictors of Change in OCD Treatment Outcome: Associations Between Attentional Control and Repetitive Negative Thinking

Kimberly Stevens, Keith Klein, Sarah Kertz, Southern Illinois University

Jennifer Sy, Houston OCD Program

Thorstur Bjorgvinsson, Houston OCD Program and McLean Hospital

Examining the Relationship Between Reductions in Dysfunctional Thinking on Depression and Anxiety Symptom Reduction in an Intensive CBT Setting: The Role of Rumination

Kean Hsu, UCLA

Marie Forgeard, Lara Rifkin, Courtney Beard, Thorstur Bjorgvinsson, McLean Hospital/ Harvard Medical School

Mini Workshop 13

The Road to ROM Is Paved With Good Intentions: A Road Map for Overcoming the Challenges of Routine Outcome Monitoring (ROM) Implementation Through Test-Driving One Measurement Feedback System

Corey Fagan, Ph.D., University of Washington

Lisa C. Smith, Ph.D., Boston University

A. Paige Peterson, University of Washington

Moderate level of familiarity with the material

Key Words: *Evidence-Based Practice*

Routine Outcome Monitoring (ROM) of behavioral health problems improves outcomes and optimizes treatment times (Shimokawa, Lambert & Smart, 2010) and is increasingly considered an evidence-based practice in its own right. A recent RCT explored the use of measurement-based feedback for the treatment of depression and found a dosage effect, with higher frequency of structured feedback to clinicians leading to greater improvement for patients in shorter periods of time, presumably because the frequent feedback on patients' response to treatment prompted clinicians to pivot treatment more quickly and more frequently than clinicians randomized to the standard care group (Guo et al., 2015). While the benefits of ROM are well known, the challenge now lies in implementation; for ROM to be effective it must integrate with workflow and not add burden for clients, clinicians, or administrators. Measurement feedback system (MFS) technology automates the process and overcomes many barriers to ROM implementation, allowing clinicians to instantly receive frequent, structured evidence-based feedback on client progress.

This interactive, experiential mini-workshop will introduce participants to a HIPAA-compliant MFS—Owl Outcomes—“the Owl” for use in “measurement-based care.” Presenters will review the literature on the benefits of ROM and barriers to implementation. Both presenters use the Owl in their respective clinics and each will demonstrate the Owl's ease of use and clinical utility for standardized screening, ROM as well as research and clinic analytics. Participants will receive hands-on practice using the client, clinician, and administrator portals of the Owl with guidance and time for implementation questions.

You will learn:

- The literature on the benefits of ROM/measurement-based care.
- The barriers to ROM implementation and the potential technological solution presented by measurement feedback systems.
- One measurement feedback system designed to enhance measurement-based care.

Recommended Readings: Bickman, L., Kelley, S. D., & Athay, M. (2012). The technology of measurement feedback systems, *Couple and Family Psychology: Research and Practice*, 1(4), 274. Scott, K., & Lewis, C.c. (2015). Using measurement-based care to enhance

any treatment. *Cognitive and behavioral practice*, 22(1), 49-59. Boswell, J.F., Kraus, D. R., Miller, S.D., & Lambert, M.J. (2015). Implementing routine outcome monitoring in clinical practice: Benefits, challenges, and solutions. *Psychotherapy Research*, 25(1), 6-19. Lyon, A. R., Lewis, C.C., Boyd, M.R., Hendrix, E., & Liu, F. (2016). Capabilities and Characteristics of Digital Measurement Feedback Systems: Results from a Comprehensive Review. *Administration and Policy in Mental Health and Mental Health Services Research*, 43(3), 441-46.

1:00 p.m. – 2:30 p.m.

Brecht, Floor 4

Become Board Certified in CBT: Join the Crowd

E. Thomas Dowd, Ph.D., Kent State University

Primary Category: Professional Issues

Key Words: *Career Development*

Learn how to become board certified in cognitive and behavioral psychology through the American Board of Professional Psychology. Find out how it can help you and your practice. Gain knowledge about how to complete the three steps that lead to award of the Diploma. A review of your credentials is conducted first, then a sample of your daily work behavior is submitted, and a collegial oral exam follows which can be held at the ABCT or APA conventions or at a site convenient to you and the examiners. Your training and experience in professional psychology can allow you to stand out as a specialty practitioner of excellence. We invite you to attend this information session to hear our presentation and to ask questions about the process of joining our group of cognitive and behavioral psychological specialists. Particular attention will be paid to the process of the oral examination because that is typically the aspect of board certification preparation that arouses the most anxiety.

SATURDAY

Symposium 66

An Interpersonal Approach to the Prevention of Adolescent Internalizing Disorders: Recent Findings and New Directions

CHAIR: *Annette M. La Greca, Ph.D., University of Miami*

DISCUSSANT: *Laura Mufson, Ph.D., Columbia University Medical Center*

Primary Category: Child / Adolescent - Depression

Key Words: *Adolescents, Prevention, Anxiety*

Interpersonal Psychotherapy-Adolescent Skills Training for the Prevention of Youth Depression: Short- and Long-Term Outcomes

Jami Young, Rutgers University

Laura Mufson, Columbia University Medical School

Jane Gillham, Swarthmore University

Jessica Benas, Christie Schueler, Carolyn Spiro, Alyssa McCarthy, Rutgers University

Robert Gallop, West Chester University

Adapting IPT-AST For the Prevention of Social Anxiety and Depression and for Reducing Peer Victimization: A Randomized Controlled Trial

Annette M. La Greca, Ph.D., University of Miami

Laura Mufson, Ph.D., Columbia University Medical Center

Jill Ehrenreich-May, Ph.D., University of Miami

Elizabeth E. Herrera, University of the Pacific

A Randomized Controlled Trial of Adapted Interpersonal Psychotherapy for Preventing Excess Weight Gain in Adolescent Girls: Three-Year Outcome

Marian Tanofsky-Kraff, Uniformed Services University of the Health Sciences

Lauren Shomaker, Colorado State University

Denise Wilfley, Washington University School of Medicine

Jami Young, Rutgers University

Tracy Sbrocco, USU

Mark Stephens, University of Health Sciences

Sheila Brady, Ovidiu Galescu, Andrew Demidowich, NIH

Cara Olsen, USU

Merel Kozlosky, James Reynolds, Jack Yanovski, NIH

A Pilot Feasibility Study of Interpersonal Psychotherapy in Adolescents Diagnosed With Learning Disability and/or ADHD With Depression and Anxiety Symptoms (IPT-ALD)

Anat Brunstein Klomek, Interdisciplinary Center (IDC) Herzliya
Daphne Kopelman-Rubin, Interdisciplinary Center (IDC) Herzliya
Apter Apter, Schneider Children's Medical Center
Argintaru Hila, Schneider Children's Medical Center

1:15 p.m. – 2:15 p.m.

Soho Complex, Floor 7

Symposium 67

Risk for Mood Disorders: Honoring the Past and Looking Forward to the Future

CHAIR: *Kate L. Harkness, Ph.D.*, Queen's University

DISCUSSANT: *Sheri L. Johnson, Ph.D.*, University of California, Berkeley

Primary Category: Adult Depression / Dysthymia

Key Words: *Depression, Stress, Cognitive Processes*

Childhood Maltreatment and Risk for Major Depression

Kate L. Harkness, Queen's University
Jeremy Stewart, Harvard University
Raegan Mazurka, *Cherie Larocque*, Queen's University
Katherine Wynne-Edwards, University of Calgary
Michael Bagby, *John Strauss*, University of Toronto
James Kennedy, Centre for Addiction and Mental Health

Emotion-Triggered Impulsivity and Major Depressive Disorder

Sheri L. Johnson, *Roos Dekker*, University of California at Berkeley
Charles Carver, University of Miami

Cognitive Control and Emotion Dysregulation: Predicting Depression Risk

Jutta Joormann, Yale University
Meghan Quinn, Northwestern University

Continuity of Stress and Depression in 30 Years of Follow-Up

Constance Hammen, UCLA
Patricia Brennan, Emory University

Panel Discussion 26

Creative Strategies for a Special Population: Dissemination and Implementation in Autism Spectrum Disorder

MODERATOR: *Laura Anthony, Ph.D.*, Children’s National, Center for Autism Spectrum Disorders

PANELISTS: *Laura Anthony, Ph.D.*, Children’s National, Center for Autism Spectrum Disorders

Lauren Kenworthy, Children’s National, Center for Autism Spectrum Disorders

John Strang, Children’s National, Center for Autism Spectrum Disorders

Susan Hepburn, University of Colorado School of Medicine

Audrey Blakeley-Smith, Ph.D., University of Colorado School of Medicine

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Autism Spectrum Disorders, Dissemination, Research Methods*

There is an enormous need for widespread dissemination and implementation of evidence-based interventions for youth with Autism Spectrum Disorders (ASD), as most individuals with ASD and their families describe vast unmet needs (e.g., Kogan et al., 2008). However, treatment dissemination and implementation processes hold many special challenges in autism spectrum disorder (ASD), such as poor generalization, high level of expertise needed for effectiveness, and scarcity of access, just to name a few. These special challenges require creative solutions in both clinical care and treatment research, several examples of which will be presented and discussed: 1) Dr. Laura Anthony will discuss novel methods (such as implicit bias and community-based snowball sampling) to measure change in knowledge, attitudes and beliefs and increasing community acceptance through Sesame Street’s online autism resources; 2) Dr. Lauren Kenworthy will describe using exciting new interactive methods in an e-Learning platform to disseminate therapeutic content to parents and caregivers; 3) Dr. Susan Hepburn will discuss the challenges and advantages of using telehealth to deliver an adapted Facing Your Fears therapy program to youth in rural communities; 4) Dr. John Strang will present the highly specialized solutions a pediatric gender clinic has developed to adapt gender dysphoria (GD) services for young people with co-occurring GD and ASD and their families; and 5) Dr. Audrey Blakeley-Smith will describe a school based training program in which typical peers helped reduce rejection of their classmates with ASD. Panelists and attendees will also discuss methods for identifying specific barriers to the dissemination and implementation processes and how to directly target overcoming those barriers in adopting evidence-based practices in research and clinical work with individuals with ASD.

Symposium 68

You Can't Stop Smoking?: New Therapeutic Approaches in Smoking Cessation

CHAIRS: *Michaela Paraskeva-Siamata*, University of Cyprus
Maria Karekla, Ph.D., University of Cyprus

DISCUSSANT: *Bradley Collins*, Temple University

Primary Category: Addictive Behaviors

Key Words: *Smoking, Addictive Behaviors, Clinical Trial*

ACT for Smoking Cessation: Do Reasons for Smoking Play a Role in Treatment Effectiveness?

Michaela Paraskeva-Siamata, Maria Karekla, University of Cyprus

Evaluating an Internet-Based, Avatar Led, ACT Intervention for Smoking Cessation in Youth

Maria Karekla, Stella Savvides, University of Cyprus

Linking Pediatric System- and Individual-Level Tobacco Interventions: A Multilevel Approach to Addressing Parental Smoking in a Vulnerable Population

Bradley Collins, Uma Nair, Melissa Godfrey, Alison Hunt-Johnson, Stephen Lepore, Temple University

Feasibility, Acceptability, and Preliminary Efficacy of an ACT Smoking Cessation Intervention for Veterans With PTSD

Megan Kelly, University of Massachusetts
John Forsyth, University of Connecticut
Douglas Ziedonis, University of Massachusetts
David Kalman, University of Massachusetts
Judith Cooney, University of Connecticut

Saturday, 1:30 p.m. – 2:30 p.m.



Shubert & Uris, Floor: 6

SIG Meeting

Cognitive Therapy

Key Words: *CPT (Cognitive Processing Therapy)*

We will review efforts on social networking and dissemination, introduce new members, review our mentorship program, poster session, etc. We will then have an invited

guest speaker present new work in a relevant topic area. We are particularly interested in having students attend, but all are welcome – even if you're not yet a member!

1:45 p.m. – 3:15 p.m.

Wilder, Floor 4

Panel Discussion 27

Dissemination Through Teaching: Training Behavioral Health Professionals in Acceptance-Based Behavioral Approaches Inside and Outside of the Classroom

Moderators: *LeeAnn Cardaciotto, Ph.D.*, La Salle University

Jennifer Block-Lerner, Ph.D., Kean University

PANELISTS: *Sandra Georgescu, Psy.D.*, The Chicago School of Professional Psychology

Sarah A. Hayes-Skelton, Ph.D., University of Massachusetts Boston

Donald R. Marks, Psy.D., Kean University

Lizabeth Roemer, Ph.D., University of Massachusetts - Boston

Primary Category: Education and Training - Graduate / Undergraduate

Key Words: *Education and Training - Graduate, Acceptance, ACT (Acceptance & Commitment Therapy)*

There are numerous workshops and skills-training manuals available to learn acceptance-based behavioral therapies (ABBTs), such as Acceptance and Commitment Therapy (ACT; Hayes, Strosahl, & Wilson, 2012). However, much less attention has been paid to how to disseminate these approaches within academic contexts. For example, although there are numerous models of clinical supervision (e.g., Fleming & Steen, 2011), there is little guidance outlining how to conduct supervision from an ABBT perspective or the required attitudes and competencies that ABBT-informed clinical placements should foster. One exception is the work of Walser and Westrup (2006) who have written about the supervision of trainees in ACT with trauma survivors and the importance of assisting trainees in applying ACT principles in their own lives. The importance of thorough training in ABBTs was highlighted by Strosahl et al. (1998), who showed that ACT training of clinicians (through a 1-year project of didactic workshop, an intensive clinical training, and monthly supervision groups) accounted for differential coping outcomes of clients in comparison to non-trained therapists. Therefore, conversation about the dissemination of ABBT technologies within academic and related longer-term contexts is warranted.

This panel discussion will be comprised of faculty who will discuss how they disseminate ABBT approaches to graduate-level behavioral health trainees inside the classroom, in practica and externships, and university-based lab or clinical settings. Practical considerations, challenges, and struggles will be explored, such as how to: encourage student direct engagement with ABBT principles and processes (e.g., through experiential exercises and personal practice) while respecting personal boundaries; evaluate student performance and competence that addresses both academic program/university requirements (e.g., letter grades and formal evaluations) and trainee development; and address

“fit”-related issues (e.g., students who ascribe to a different theory or want to integrate ABBT with other approaches).

2:15 p.m. – 3:15 p.m.

Harlem, Floor 7

How to Get Published in Cognitive and Behavioral Practice and Behavior Therapy

Brian C. Chu, Ph.D., Rutgers University

Michelle Newman, Ph.D., The Pennsylvania State University

Evelyn Behar, Ph.D., University of Illinois at Chicago

Barbara W. Kamholz, Ph.D., VA Boston Healthcare System

Muniya Khanna, Ph.D., University of Pennsylvania

Christopher Martell, Ph.D., University of Massachusetts Amherst

Bryce D. McLeod, Ph.D., Virginia Commonwealth University

Reginald D.V Nixon, Ph.D., Flinders University

Denise M. Sloan, Ph.D., VA National Center for PTSD

Thomas Ritz, Ph.D., Southern Methodist University

Primary Category: Professional Issues

Key Words: *Career Development, Publishing, Professional Issues*

For the first time ever, join the editors of both Behavior Therapy and Cognitive and Behavioral Practice as they discuss ways to tailor your manuscript for their journals. The new editorial team of Cognitive and Behavioral Practice, ABCT's clinically oriented journal, will discuss the mission and objectives of the journal. The team will explain the strategies to help less experienced authors get published. The session is interactive and designed for both junior clinicians and academics as well as more senior therapists who may be less familiar with writing and publishing in clinically oriented scientific journals. This is essential for those who have clinical techniques they'd like to share but want help in developing them into an article. The team will also discuss the new online streaming video features the journal launched and ways to better illustrate therapeutic techniques. In addition, the team will talk about the just-launched section on multi-media reviews. The editors of Behavior Therapy, ABCT's research journal, will address the strategies that will help turn a manuscript into an accepted article. The editors will highlight areas they are hoping to increase and offer tips for getting the right mix of discussion, methods, and findings. Questions are welcomed and should be the order of the day.

Symposium 69

**New Directions in the Study of Intolerance of
Uncertainty as a Transdiagnostic Factor Across Child
Anxiety Disorders**

CHAIR: *Amanda L. Sanchez, B.A., Florida International University*

DISCUSSANT: *R. Nicholas Carleton, Ph.D., University of Regina*

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child Anxiety, Transdiagnostic, Cognitive Processes*

**Evaluating the Factor Structure of the Intolerance of Uncertainty Scale for
Children**

Danielle Cornacchio, Amanda Sanchez, Stefany Coxe, Florida International University

Amy Roy, Fordham University

Philip Kendall, Temple University

Donna Pincus, Boston University

Jonathan Comer, Florida International University

**Development and Psychometric Evaluation of a Scale to Evaluate Young
Children's Responses to Uncertainty and Low Environmental Structure**

Amanda L. Sanchez, Danielle Cornacchio, Tommy Chou, Florida International University

Ovsanna Leyfer, Boston University

Stefany Coxe, Florida International University

Donna Pincus, Boston University

Jonathan Comer, Florida International University

Examination of Intolerance of Uncertainty in Youth With GAD

Jennifer Cowie, Michelle Clementi, Candice Alfano, University of Houston

How Does Intolerance of Uncertainty Influence the Development of Worry?

Colette Gramszlo, Janet Woodruff-Borden, University of Louisville

**Intolerance of Uncertainty as a Framework for Understanding Anxiety in Autism
Spectrum Disorder**

Jacqui Rodgers, Anna Hodgson, Emma Honey, Mark Freeston, Newcastle University

Symposium 70

Utilizing Machine Learning Techniques to Improve Prediction and Prevention of Suicide and Self-Injury

CHAIR: *Kate Bentley, M.A., Boston University*

DISCUSSANT: *Matthew K. Nock, Ph.D., Harvard University*

Primary Category: *Suicide and Self-Injury*

Key Words: *Suicide, Self-Injury, Research Methods*

Machine Learning to Model, Predict, and Treat Self-Harm

Karthik Dinakar, Massachusetts Institute of Technology

Charlene Deming, Adam Jaroszewski, Matthew K. Nock, Harvard University

Valinor: Latent Variable Model Scrutiny of the Four-Function Self-Harm Model

Adam Jaroszewski, Harvard University

Karthik Dinakar, Massachusetts Institute of Technology

Charlene Deming, Harvard University

Catherine Glenn, University of Rochester

Kate H. Bentley, Boston University

Matthew K. Nock, Harvard University

Machine Learning as Applied to Online Social Media Intervention for Suicide and Nonsuicidal Self-Injury

Charlene A. Deming, Harvard University

Karthik Dinakar, Massachusetts Institute of Technology

Adam Jaroszewski, Harvard University

Kate H. Bentley, Boston University

Catherine Glenn, University of Rochester

Matthew K. Nock, Harvard University

Applying Machine Learning to Electronic Communications to Identify Suicide Risk

Jeffrey J. Glenn, Alicia L. Nobles, Laura Barnes, University of Virginia

Bethany A. Teachman, University of Rochester

High-Accuracy Suicide Death Prediction With Machine Learning Techniques

Jessica D. Ribeiro, Joseph C. Franklin, Colin G. Walsh, Vanderbilt University

Symposium 71

Assessment and Treatment of Anger and Aggression in Family and Close Personal Relationships

CHAIR: *Denis Sukhodolsky, Ph.D., Yale University*

DISCUSSANT: *Raymond Chip Tafrate, Ph.D., Central Connecticut State University*

Primary Category: Anger

Key Words: *Anger / Irritability, Aggression / Disruptive Behaviors / Conduct Problems, Social Relationships*

Social-Emotional Biomarkers to CBT for Children With Aggressive Behavior: The Research Domain Criteria (RDOC) Approach

Denis Sukhodolsky, Emilie Bertschinger, Karim Ibrahim, Megan Tudor, Yale University

Assessment and Treatment of Sibling Aggression in Youth

Megan Tudor, Karim Ibrahim, Emilie Bertschinger, Kara Bagot, Justyna Piasecka, Denis Sukhodolsky, Yale University

Perspective Taking as a Treatment for Romantic Relational Transgressions

Howard Kassimov, Aspasia Hotzoglou, Hofstra University

Assessment of Situational Anger Problems: Are You Mad at Your Lover, Parents, or Children

Raymond DiGiuseppe, Tamara Del Vecchio, St. Johns University

Oana David, Babes Bolyai University

Rachel Venezia, Kristine McKiernan, St. John's University

A Qualitative Examination of Irritability Management in Adults: Implications for the Treatment of Anger and Aggression

Michael Toohey, Eastern Washington University at Bellevue College

Research Spotlight: Understanding and Targeting Rumination: Using Cognitive Science to Examine a Transdiagnostic Mechanism

Edward R. Watkins, Ph.D., University of Exeter Medical School

Primary Category: 2016 Program Theme - Cognitive Science and Transdiagnostic Principles

Key Words: *Rumination, Translational Research, Transdiagnostic*

Rumination contributes to the maintenance and onset of depression and anxiety, acts as a final common pathway for multiple vulnerabilities, and is identified as a transdiagnostic mechanism (Nolen-Hoeksema & Watkins, 2011). Thus, understanding and targeting it is a potential way to improve the effectiveness and efficacy of psychotherapy. This talk reviews the application of cognitive science principles to understanding rumination and its translation to innovations in CBT (Watkins, 2015), providing proof-of-principle of how psychological science can enhance interventions (Holmes et al., 2014).

Cognitive science research using a range of lab-based experimental paradigms and manipulations has explored what underlies pathological rumination, suggesting (a) rumination can be usefully conceived as a mental habit (Watkins & Nolen-Hoeksema; 2014; Hertel, 2004) with particular patterns of selective information processing implicated in its development and maintenance (e.g., Koster et al., 2011; Hertel et al., 2011; Watkins et al., 2012); (b) the consequences of repetitive thinking about negative content depend upon the thinking style adopted, with an abstract, decontextualized thinking style, characteristic of rumination (Watkins et al., 2015), causally implicated in increased negative emotional reactivity and impaired problem solving, relative to concrete and contextualised processing (Watkins, 2008).

This cognitive science informed Rumination-focused CBT (RFCBT), which explicitly uses functional analysis to target rumination-as-habit, and uses exercises and experiments to shift thinking style, instead of challenging thought content. In clinical trials, RFCBT is efficacious for difficult-to-treat residual depression (Watkins et al., 2010), outperforms standard CBT in treating major depression (Hvennegard et al., submitted) and prevents anxiety and depression in high risk young adults via an e-technology variant (Topper et al., submitted).

You will learn:

- Presented an overview and critical evaluation of rumination, its role as a transdiagnostic process and a final common pathway in psychopathology
- Presented data & evidence from cognitive science experiments that indicate potential underlying cognitive mechanisms underpinning rumination
- Described key therapeutic principles and data on innovative CBT treatment approaches for rumination, summarizing key recent clinical trials

Symposium 72

The How and the Why: Mediators and Change Processes in DBT

CHAIR: *Chelsey R. Wilks, M.S., University of Washington*

DISCUSSANT: *Marsha Linehan, Ph.D., University of Washington*

Primary Category: Treatment - DBT

Key Words: *DBT (Dialectical Behavior Therapy), Mediation / Mediators, Borderline Personality Disorder*

The Mediating Role of Hospitalization on Suicide Attempts in DBT and Community Treatment by Experts

Trevor Coyle, Chelsey Wilks, Kathryn Korslund, Marsha Linehan, University of Washington

An Examination of Changes in Emotion Regulation as a Mechanism of Action in 20 Weeks of DBT Skills Training

Janice Kuo, Ryerson University

Ryan Barnhart, Centre for Addiction and Mental Health

Lillian Krantz, Richard Zeifman, Skye Fitzpatrick, Ryerson University

Shelley McMMain, Centre for Addiction and Mental Health

Course and Predictors of Functional Impairment in Women Diagnosed With BPD Receiving DBT

Chelsey R. Wilks, Kathryn Korslund, Melanie Harned, Marsha Linehan, University of Washington

Reduction in Borderline Symptom Severity and Suicidal Ideation During Treatment as Mediators of Long-Term Reductions in Self-Harm in Adolescents

Lars Mehlum, Maria Ramberg, Anita Tormoen, Egil Haga, University of Oslo

Barbara Stanley, Columbia University

Alec Miller, Montefiore Medical Center

Anne Sund, Norwegian University of Science and Technology

Berit Groholt, University of Oslo

The Impact of PTSD Severity on Treatment Outcomes in DBT With and Without the DBT Prolonged Exposure Protocol

Melanie Harned, Chelsey Wilks, Sara Schmidt, Trevor Coyle, University of Washington

Symposium 73

Neurobiological, Cognitive, and Psychological Predictors of Treatment Response and Mechanisms of Change in CBT for Anxiety Disorders and Depression

CHAIR: *Maren Westphal, Ph.D., Pace University*

DISCUSSANT: *Steven Hollon, Ph.D., Vanderbilt University*

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Anxiety, Depression, Change Process / Mechanisms*

How Psychotherapy Changes the Brain: Neural Mechanisms of Change During Trauma-Focused Psychotherapy for PTSD

Birgit Kleim, Christian Ruff, University of Zurich, Switzerland

Mary -Allison Moseley, King's College, London

Nick Grey, King's College, London

Jennifer Wild, David M. Clark, Anke Ehlers, University of Oxford, UK

From Mechanisms to Predictions: Neural Markers of CBT Response in Panic Disorder With Agoraphobia

Ulrike Luken, University Hospital Wuerzburg

Tim Hahn, Goethe-Universität Frankfurt

Hans-Ulrich Wittchen, Goethe-Universität Frankfurt

Jürgen Deckert, University Hospital Würzburg

Tilo Kircher, Phillips-University Marburg

Neural Mechanisms of CBT for Depression: A Longitudinal fMRI Study of Emotion Regulation

Jeffrey Miller, Harry Rubin-Falcone, Jochen Weber, Ronit Kishon, Kevin Ochsner, Columbia University, New York State Psychiatric

Lauren Delaparte, Stony Brook University

Maria A. Oquendo, J. John Mann, Columbia University, New York State Psychiatric Institute

A Quick Behavioral Dichotic Word Test Is Prognostic for Clinical Response to Cognitive Therapy for Depression

Gerard Bruder, Columbia University, College of Physicians and Surgeons

Agnes E. Haggerty, University of Pittsburgh, School of Medicine

Ronit Kishon, Columbia University, New York State Psychiatric Institute

Greg J. Siegle, University of Pittsburgh, School of Medicine

Psychological Mindedness and Alexithymia as Predictors of Treatment Outcome in CBT for Depression

Ronit Kishon, Columbia University, New York State Psychiatric Institute

Maren Westphal, Pace University

Lupo Geronazzo Alman, Columbia, New York State Psychiatric Institute

Jeffrey Miller, Columbia, New York State Psychiatric Institute

Bryan Cheng, Teachers College, Columbia University

Melanie Love, Teachers College, Columbia University

Dovid Green, Fordham University

Aditi Sarda, Yeshiva University: Ferkauf Graduate School of Psychology

Jonathan W Stewart, Columbia University, New York State Psychiatric Institute

2:30 p.m. – 4:00 p.m.

Winter Garden & Palace, Floor 6

Membership Panel Discussion 3

If I Knew Then What I Know Now: Wisdom Learned on Developing a Career as a Cognitive-Behavioral Therapist

MODERATOR: *Hillary B. Vidair, Ph.D.*, Long Island University

PRESENTERS: *Bradley C. Riemann, Ph.D.*, Rogers Memorial Hospital

Eva L. Feindler, Ph.D., Long Island University

Mitchell L. Schare, Ph.D., Hofstra University

Jonathan B. Grayson, Ph.D., The Grayson LA Treatment Center for Anxiety & OCD

LeeAnne Bonnet, Ph.D., East Meadow School District

Basic level of familiarity with the material

Primary Category: Professional Issues

Key Words: *Professional Development*

Although the various training options in graduate school can be overwhelming, there is often a list of requirements to follow to get your degree. But then what? All of a sudden, you face the daunting task of figuring out what you want to do with the rest of your career—and there is no program handbook! If only there were a group of mid-level and senior cognitive-behavioral professionals who could provide you with some foresight. Well, you are in luck! ABCT is committed to helping its members find their place in the field and build the cognitive-behavioral careers they want. The goal of this panel is to provide early-career professionals (e.g., upper level graduate students, postdoctoral fellows, junior faculty, entry-level clinicians) with wisdom learned on developing a career as a cognitive-behavioral therapist.

Our panelists will each briefly describe their career trajectory to date and share pieces of wisdom they have learned along the way. Collectively, the panelists have experience as cognitive-behavioral therapists in a range of settings, including Psy.D. and Ph.D. pro-

grams, hospitals, private practices, and schools. They will share their thoughts on how to: select your first job(s), set short- and long-term career goals, handle office politics as an early-career professional, work as a cognitive-behavioral therapist in an environment with multiple disciplines, and develop a healthy work-life balance. The panel will conclude with a question-and-answer session and will review mentorship opportunities within ABCT.

This session is not eligible for continuing education credit.

Saturday, 2:30 p.m. – 4:00 p.m.



Times Square, Floor: 7

SIG Meeting

Native American Issues in Behavior Therapy and Research

Key Words: *Native Americans*

SIG members will update ongoing research and clinical endeavors with Native American/Pacific Islander populations, as well as continue to develop collaborations in areas of common interest. We will also have a featured speaker who will provide a historical perspective.

Broadway Ballroom North & South, Floor 6

Invited Panel 4

50th Anniversary Invited Panel: Dissemination and Implementation

CHAIR: *David H. Barlow, Ph.D.*, Boston University

PANELISTS: *Bruce F. Chorpita, Ph.D.*, UCLA

David M. Clark, DPhil, University of Oxford

Edna B. Foa, Ph.D., University of Pennsylvania

Vikram Patel, M.D., London School of Hygiene and Tropical
Medicine, UK Sangath

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Dissemination, Implementation, Evidence-Based Practice*



DAVID
BARLOW



BRUCE
CHORPITA



DAVID
CLARK



EDNA
FOA



VIKRAM
PATEL

SATURDAY

This Invited Panel brings together world-renowned leaders in the field of dissemination and implementation. The panelists will not only present their research, but will participate in a moderated discussion about the current state of the field and where we are heading. Chair and Moderator, **Dr. David Barlow**, focuses on the nature of psychopathology and nosology, particularly for the emotional disorders, and the end-to-end development of evidence-based interventions for emotional and related disorders, from theoretical conceptualization of treatments through identifying targets for treatment through functional analyses of behavior and emotional experience. Dr. Barlow's work includes dissemination and implementation of these treatments once sufficient evidence for their efficacy is developed. **Dr. Bruce Chorpita** works to advance the design, implementation, and evaluation of mental health treatments and service systems for youth and families. **Dr. David Clark** has spent much of the last decade trying to solve the tricky problem of how to disseminate evidence-based therapies to the public. With Richard Layard, an economist, he is a major architect of the English Improving Access to Psychological Therapies (IAPT) programme which now treats around 500,000 patients a year. **Dr. Edna Foa** examines the success and challenges in disseminating evidence based treatments, with special emphasis on her experience in training and implementing prolonged exposure therapy for PTSD in civilian, VA, and military systems. **Dr. Vikram Patel** studies the design, evaluation,

dissemination and implementation of scalable mental health care. In particular, Dr. Patel works to address the unmet mental health needs of individuals in resource-poor countries.

You will learn:

- Recent scientific advances in the domain of dissemination and implementation.
- Current open questions and debates concerning dissemination and implementation.
- Visions from luminary speakers on where the field of dissemination and implementation is heading.

Recommended Readings: Barlow, D. H., Bullis, J. R., Comer, J. S., & Ametaj, A. A. (2013). Evidence-based psychological treatments: an update and a way forward. *Annual Review of Clinical Psychology*, 9, 1-27. Chorpita, B. F., Daleiden, E. L., Park, A. L., Ward, A. M., Levy, M. C., Cromley, T., ... & Krull, J. L. (2016). Child STEPs in California: A Cluster Randomized Effectiveness Trial Comparing Modular Treatment With Community Implemented Treatment for Youth With Anxiety, Depression, Conduct Problems, or Traumatic Stress. *Journal of Consulting and Clinical Psychology*. <http://dx.doi.org/10.1037/ccp0000133> Foa, E. B., Gillihan, S. J., & Bryant, R. A. (2013). Challenges and successes in dissemination of evidence-based treatments for posttraumatic stress lessons learned from prolonged exposure therapy for PTSD. *Psychological Science in the Public Interest*, 14(2), 65-111. Clark, D. M., Layard, R., Smithies, R., Richards, D. A., Suckling, R., & Wright, B. (2009). Improving access to psychological therapy: Initial evaluation of two UK demonstration sites. *Behaviour Research and Therapy*, 47(11), 910-920. Patel, V., & Prince, M. (2010). Global mental health: a new global health field comes of age. *Journal of the American Medical Association*, 303(19), 1976-1977.

2:30 p.m. – 5:30 p.m.

Edison & Booth, Floor 5

ticket

Workshop 8

Organizational Skills Training: An Empirically Sound Treatment Addressing Critical Functional Impairments in Children With ADHD

Richard Gallagher, Ph.D., New York University School of Medicine

Jenelle Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia

Moderate level of familiarity with the material

Primary Category: ADHD - Child

Key Words: ADHD - Child / Adolescent, Child

Organizational Skills Training (OST) is a well-established treatment for children with ADHD (Evans et al., 2014). It has wide impact in improving organization, time management, and planning, which contributes to improved achievement and to reduced homework problems and family conflict (Abikoff et al., 2012). OST has been fully tested for elementary school children in clinical settings and in an open clinical trial for middle school children. The manualized effort is provided two times per week in 20 sessions to intensely alter the ways children respond to school and home demands. Conceptually, OST recognizes how the symptoms of ADHD interfere with practical execution of steps

needed during school days and at home. Parents and teachers see these practical executive function deficits as a critical concern.

This presentation will review the full protocol (Gallagher et al., 2014) with emphasis on child, parent, and teacher orientation and skills building in five areas: supportive parent behavior management, tracking assignments, managing materials, time management, and planning. In addition to didactics, specific exercises and role-plays will be used similar to those used to train over 25 research therapists. Participants will learn how to collaboratively engage children so that they feel empowered and how to incorporate positive responses from parents and teachers to effectively motivate children. Additionally, a substantial portion of the program will address adaptations of the program for groups of children in middle school. The presenters are two of the authors of the clinical intervention and the extension into middle school groups.

You will learn:

- The main skills deficits that over half of children with ADHD demonstrate in organization, time management, and planning.
- How to evaluate potential candidates for treatment through research-developed assessment and how to implement the components of the treatment package to build skills in children and in parent behavior management.
- How to adapt the program from an individual to group format in non-research, clinical, and school settings.

Recommended Readings: Abikoff, H., Gallagher, R., Wells, K. C., Murray, D. W., Huang, L., Lu, F., & Petkova, E. (2013). Remediating organizational functioning in children with ADHD: Immediate and long-term effects from a randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 81, 113-128. doi: 10.1037/a0029648 Evans, S.W., Owens, J.S., & Bunford, N. (2014). Evidence-based psychosocial treatments for children with attention-deficit/hyperactivity disorder. *Journal of Clinical Child and Adolescent Psychology*, 43, 527-551. Gallagher, R., Abikoff, H., & Spira, E. (2014). *Organizational skills training for children with ADHD: An empirically supported treatment*. New York: Guilford Press.

Participants in this course can earn 3 continuing education credits.

2:30 p.m. – 5:30 p.m.

Broadhurst & Belasco, Floor 5

SATURDAY

ticket

Workshop 9

Disconnecting CBT From the Biomedical Model: Theoretical and Practical Considerations for Clients With Anxiety and Addictions

Brett J. Deacon, Ph.D., University of Wollongong

Stanton Peele, Ph.D., J.D., Private Practice

Basic level of familiarity with the material

Key Words: *CBT, Addictive Behaviors, Anxiety*

As documented in the October 2015 special issue of the *Behavior Therapist*, it is now widely acknowledged that the dominant biomedical (brain disease) model of psychological problems has proven neither valid nor useful, and efforts are underway to pursue alterna-

tives. This workshop will explore the influence of the biomedical model on the theory and practice of CBT and describe practical strategies for disconnecting CBT from this model in the treatment of anxiety and addictions. Many (but not all) CBT interventions incorporate questionable biomedical assumptions and practices. Psychiatric diagnoses are often presented as valid entities which clients are encouraged to incorporate into their identity. The thoughts, feelings, and behaviors that appear on DSM checklists are typically described as “symptoms”—inherently deviant and pathological experiences regardless of the context in which they occur—caused by their corresponding diagnosis. Clients are viewed as suffering from diminished agency and resilience, and therapy emphasizes techniques for minimizing “symptoms.” These biomedical influences are arguably neither necessary nor desirable in the theory and practice of contemporary CBT, and positive evidence-based alternative approaches exist. In this workshop, three principal topics will be addressed: (a) the validity and utility of the biomedical model of psychological problems, (b) the influence of the biomedical model on the theory and practice of contemporary CBT, and (c) strategies for disconnecting CBT for anxiety and addictions from the biomedical model in favor of an alternative approach that emphasizes agency, empowerment, resilience, acceptance, and recovery.

You will learn:

- About how biomedical model assumptions and practices have influenced CBT.
- To identify the potentially harmful consequences of biomedical influences on the quality of care provided to individuals seeking treatment.
- How to approach the theory and practice of CBT for anxiety and addictions in a manner that rejects the biomedical model in favor of an emphasis on agency, empowerment, resilience, acceptance, and recovery.

Recommended Readings: Deacon, B. J., McKay, D. (Eds.). (2015). Special issue: The biomedical model of psychological problems. *the Behavior Therapist*, 38(7), 169-235. Peele, S. (1989). *Diseasing of America: How we allowed recovery zealots and the treatment industry to convince us we are out of control*. San Francisco: Jossey-Bass. Peele, S. (2014). *Recover! An empowering program to help you stop thinking like an addict and reclaim your life*. Boston, MA: Da Capo Press.

Participants in this course can earn 3 continuing education credits.

Symposium 74

The Influence of Brain-Derived Neurotrophic Factor on Emotional and Behavioral Rigidity: Applying Neuroscientific Cross-Species Models to Understanding Psychiatric Risk and New Interventions

CHAIRS: *Karin M. Nylocks, B.S., Kent State University*
Karin Coifman, Ph.D., Kent State University

DISCUSSANT: *John McGeary, Ph.D., Brown University*

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Translational Research, Neuroscience, Emotion*

Brain-Derived Neurotrophic Factor Val66Met Polymorphism and Risk-Related Patterns of Emotion Processing in Humans

Karin M. Nylocks, Lee Gilman, Maeson Latsko, Aaron Jasnow, Karin Coifman, Kent State University

Promoter-Specific Production of Brain-Derived Neurotrophic Factor Regulates Social Behaviors in Mice

Kristen Maynard, Lieber Institute for Brain Development, Johns Hopkins Medical Campus

John Hobbs, Lieber Institute for Brain Development

Amolika Gupta, John Hopkins

Mahima Sukumar, John Hopkins

Keri Martinowich, Lieber Institute for Brain Development, Johns Hopkins School of Medicine

Promoter IV-Driven Brain-Derived Neurotrophic Factor, Depression, and Treatment Effects

Kazuko Sakata, Jha Shanker, Dong Brittany, Lanlan Jin, University of Tennessee Health Science Center

Mini Workshop 14

Mo' Metaphors in CBT With Youth: Fresh Prince, Mulan, and Supergirl Join the Party!

Robert D. Friedberg, Ph.D., CSTAY at Palo Alto University

Basic level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child, Adolescents*

CBT with youth is a well-established psychosocial treatment for a wide array of emotional and behavioral problems in youth. However, even a solidly grounded evidence-based treatment paradigm needs a little help sometimes. Augmenting CBT with metaphors can make the approach more meaningful, engaging, and culturally accessible to young patients. For example, popular song lyrics such as “Let It Go,” “Happy,” “Switch,” and “Shake It Off” are well suited to teaching self-instruction. Additionally, there are many cultural metaphors that are useful. Further, superheroes such as Batman, Spiderman, Supergirl, and Agent Carter provide other metaphors. Finally, popular culture icons from movies such as *Frozen*, *Mulan*, and *Inside Out* provide other metaphorical material. This mini-workshop is a sequel to the well-attended “Tips From Elsa, Taylor, and Batman: Metaphors and CBT With Youth” presented at the 2015 ABCCT conference and introduces attendees to metaphor use in CBT in a practitioner-friendly as well as clinically relevant way.

Learning objectives are achieved through topic sequencing, case examples, and handouts. More specifically, the mini-workshop begins with a basic conceptual overview of metaphor use in CBT. The second part of the presentation teaches participants procedural rubrics for integrating metaphors into the psychoeducational, target monitoring, behavioral tasks, cognitive restructuring, and exposure/experiment modules. More specifically, attendees learn that metaphors should be embedded in flexible case conceptualization, matched to developmental and cultural contexts, explicitly processed, and combined with faithful proficiency in traditional CBT methods. The third section offers attendees clinical case illustrations as well as many new examples of different metaphors including Thought Shop, Thought Prospector, Word of the Stomach, Butterfly Thoughts, Label Fable, Whether Report, and Handprint on My Heart. Attendees will gain an increased conceptual understanding, procedural knowledge, and practical resources.

You will learn:

- The conceptual rationale that supports metaphor use in CBT with youth.
- The basic clinical rudiments and rubrics associated with metaphor use in CBT with youth.
- The application of many engaging metaphors in the clinical practice of metaphor use in CBT with youth.

Recommended Readings: Blenkiron, P. (2005). Stories and analogies in cognitive behavior therapy: A clinical review. *Behavioural and Cognitive Therapy*, 33, 45-59. Friedberg, R.D., & McClure, J.M. (2015). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts* (2nd ed). New York: Guilford Press. Friedberg, R.D., & Wilt, L. (2010). Metaphors and stories in cognitive behavioral therapy with children. *Journal of Rational-Emotive and Cognitive Behavior Therapy*, 28, 100-113.

Directors of Clinical Training Meeting

Karen Christoff, Ph.D., University of Mississippi

Primary Category: Professional Issues

Key Words: *Training / Training Directors*

Join this informal discussion of issues of common concern to those responsible for the training of clinical psychologists. The first half of this session will be devoted to issues most relevant to academic doctoral program directors. Representatives from internship programs are invited to join the meeting for the second half of the session, which will be devoted to discussion of issues of concern to both groups.

Mini Workshop 15

An Introduction to Motivational Interviewing and Interactions With CBT

Daniel W. McNeil, Ph.D., West Virginia University

Trevor Hart, Ph.D., C.Psych., Ryerson University

Basic level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Motivational Interviewing, Behavior Analysis, Cognitive Processes*

This mini-workshop is an introduction to Motivational Interviewing (MI), including its “spirit,” four processes, and five core skills. Application of MI-based methods to increase and sustain client motivation in CBT will be discussed. Conceptual bases for the integration of MI and CBT will be provided, with a specific focus on various ways in which both these evidence-based approaches can be utilized, including: (a) MI as a prelude to CBT, (b) “Motivational Interactions” throughout the course of CBT, (c) using MI to introduce, implement, and continue challenging aspects of CBT (e.g., exposure treatment), and (d) employing MI to consolidate CBT gains, to promote relapse prevention, and to maintain behavior change. There will be discussion on integrating MI with CBT in practice. Designed for professionals and trainees with little or no prior experience using MI, this mini-workshop will introduce them to MI and how it and CBT may be utilized together in clinical treatment. This mini-workshop involves a trainer (DWM) who is a member of the Motivational Interviewing Network of Trainers (MINT). Primarily didactic, there will be case examples, demonstrations, and clinical case examples from the presenters’ practice.

You will learn:

- To identify the spirit, four processes, and five core skills of Motivational Interviewing.
- To articulate four ways MI and CBT can be used in tandem.
- To describe how key MI and CBT processes can be used synergistically in treatment.

Recommended Readings: Arkowitz, H., Westra, H. A., Miller, W. R., & Rollnick, S. (2015). *Motivational Interviewing in the treatment of psychological problems* (2nd ed.). New York: Guilford. Miller, W. R., & Rollnick, S. (2013). *Motivational Interviewing: Helping people change* (3rd ed.). New York: Guilford. Rosengren, D. B. (2009). *Building Motivational Interviewing skills: A practitioner workbook*. New York: Guilford. Westra, H. A., & Arkowitz, H. (Eds.) (2011). *Integrating Motivational Interviewing with Cognitive Behavioral Therapy for a range of mental health problems* [Special series]. *Cognitive and Behavioral Practice*, 18, 1-81.

3:45 p.m. – 5:15 p.m.

Empire Complex, Floor 7

Symposium 75

New Directions in the Quantitative Empirical Classification of Psychopathology

CHAIRS: *Aaron Fisher, Ph.D.*, University of California, Berkeley

Aidan Wright, Ph.D., University of Pittsburgh

DISCUSSANT: *Richard J. McNally, Ph.D.*, Harvard University

Primary Category: 2016 Program Theme - Cognitive Science and Transdiagnostic Principles

Key Words: *Diagnosis, Comorbidity, Transdiagnostic*

An Empirical Approach to Nosology: The Hierarchical Taxonomy of Psychopathology Consortium

Robert Krueger, University of Minnesota

Toward an Idiographic Dimensional Nosology: Dynamic Assessment of GAD and Major Depressive Disorder

Aaron Fisher, Jonathan Reeves, Hannah Bosley, Allison Diamond, University of California, Berkeley

Examining the Dynamic Structure of Daily Internalizing and Externalizing Behavior at Multiple Levels of Analysis

Aidan Wright, University of Pittsburgh

Adriene Beltz, Penn State University

Kathleen Gates, University of North Carolina at Chapel Hill

Peter Molenaar, Penn State University

Leonard Simms, University at Buffalo, State University of New York

The Network Approach to Psychopathology: Opportunities for an Empirically Based Revision of Contemporary Classification Systems

Eiko I. Fried, University of Leuven

Symposium 76

Stress, Inflammation, and Coping in Relation to Depression

CHAIRS: *Brae Anne McArthur, B.A., M.A., Ph.D., Temple University*
Lauren B. Alloy, Ph.D., Temple University

DISCUSSANT: *Robin Nusslock, Northwestern University*

Primary Category: 2016 Program Theme - Cognitive Science and Transdiagnostic Principles

Key Words: *Depression, Psychophysiology, Risk / Vulnerability Factors*

An Exploration of the Relationship Between Early Adaptive Cognitive Strategies and Proinflammatory Biomarkers During an Acute Stressor

Brae Anne McArthur, Temple University

Lyn Abramson, University of Wisconsin-Madison

Lauren Alloy, Temple University

Childhood Maltreatment and Proinflammatory Markers in Major Depression

Kate L. Harkness, Raegan Mazurka, Queen's University

Jane Foster, University Health Network

Glenda MacQueen, Mathison Centre for Mental Health Research & Education, University of Calgary

Raymond Lam, University of British Columbia

Roumen Milev, Queen's University

Arun Ravindran, Centre for Addiction and Mental Health

Benicio Frey, McMaster University

Sidney Kennedy, University Health Network

Social Stress, Epigenetics, Puberty, and Depression: Longitudinal Findings Among Adolescent Girls

Mitchell J. Prinstein, University of North Carolina at Chapel Hill

George Slavich, UCLA

Matteo Giletta, Tilburg University

Sarah Helms, University of North Carolina at Chapel Hill

Karen Rudolph, University of Illinois at Urbana-Champaign

Matthew Nock, Harvard University

Paul Hastings, University of California, Davis,

The Association Between Circulating Levels of IL-1 β and Habitual Use of Cognitive Reappraisal

Anastacia Kudinova, Terrence Deak, Brandon Gibb, Binghamton University (SUNY)

Symposium 77

Novel Strategies for Sequencing Treatments for Child and Adolescent Behavior Problems

CHAIRS: *Jeremy W. Pettit, Ph.D.*, Florida International University
Wendy K. Silverman, Ph.D., Yale Child Study Center

DISCUSSANT: *Joel Sherrill, Ph.D.*, National Institute of Mental Health/NIH

Primary Category: Treatment - CBT

Key Words: *Evidence-Based Practice, Service Delivery, Child*

A Stepped Care Treatment Approach for Child and Adolescent Anxiety Disorders

Jeremy W. Pettit, Florida International University

Wendy Silverman, Yale Child Study Center

Yasmin Rey, Michele Bechor, Raquel Melendez, Daniella Vaclavik, Victor Buitron, Florida International University

Sequencing Treatments for Mothers With ADHD and Their Young Children: A Smart Pilot

Andrea Chronis-Tuscano, Kelsey Woods, Christine Wang, University of Maryland

Daniel Almirall, University of Michigan

Jennifer Strickland, University of Washington

Mark Stein, University of Washington

Stepped Care Treatment Model for Depressed Adolescents in Primary Care

Laura Mufson, Columbia University Medical Center

Moirá Rynn, Columbia University

Paula Yanes-Lukin, Columbia University and New York State Psychiatric Institute

Tse Hwei Choo, Columbia University and New York State Psychiatric Institute

Melanie Wall, Columbia University and New York State Psychiatric Institute

An Adaptive Treatment Approach for Depressed, Substance Abusing Adolescents

John F. Curry, Allison Meyer, Duke University

Symposium 78

Past and Future of Behavioral Sleep Medicine: (Whole) Health in Sleep

CHAIR: *Eleanor McGlinchey, Ph.D.*, Columbia University Medical Center/New York State Psychiatric Institute

DISCUSSANT: *Daniel Buysse*, University of Pittsburgh

Primary Category: Sleep / Wake Disorders

Key Words: *Sleep, Behavioral Medicine*

Insomnia Identity

Kenneth Lichstein, Sarah Emert, University of Alabama

Sleep Health Promotion in Young Adult College Students: Sleep 101

Intervention Outcomes

Kathy Sexton-Radek, Elmhurst College

Immediate and Long-Term Outcomes in the Treatment of Comorbid Insomnia and Depression

Rachel Manber, Stanford University Medical Center

CJ Bathgate, University of Denver

Jack Edinger, Duke University

Mickey Trockel, Stanford University

Daniel Buysse, University of Pittsburgh

Andrew Krystal, Duke University

Michael Thase, University of Pennsylvania

Preliminary Findings of a Transdiagnostic Sleep Intervention in Adolescents With Evening Preference

Lu Dong, Kerrie Hein, Michael Dolsen, Nicole Gumport, Jennifer Kanady, Sophia Rabe-Hesketh, Steve Hinshaw, Rita Smith, Monique Thompson, Allison Harvey, University of California, Berkeley

Can You Sleep Your Way to Better Health?

Daniel Buysse, University of Pittsburgh

Symposium 79

Posttraumatic Pathways to Health Disparities for Gay and Bisexual Men: Implications for HIV Prevention

CHAIR: *Abigail W. Batchelder, Ph.D., M.P.H., Massachusetts General Hospital/ Harvard Medical School*

DISCUSSANT: *Steven A. Safren, Ph.D., ABPP, University of Miami*
Primary Category: Health Psychology / Behavioral Medicine - Adult
Key Words: *Trauma, L / G / B / T, Risky Behaviors*

Psychological and Behavioral Moderators of Relationship Between PTSD & HIV Risk Behavior Among Men Who Have Sex With Men With a History of Childhood Sexual Abuse

Abigail W. Batchelder, Michael Boroughs, Massachusetts General Hospital/Harvard Medical School

Peter Ehlinger, Massachusetts General Hospital

Jillian Shipherd, Boston University School of Medicine

Steven Safren, University of Miami and The Fenway Institute

Conall O'Cleirigh, Massachusetts General Hospital and The Fenway Institute

Pathways From Childhood Sexual Abuse Severity to PTSD: The Role of Maladaptive Coping

Conall M. O'Cleirigh, Abigail Batchelder, Michael Boroughs, Massachusetts General Hospital/Harvard Medical School

Jessica Coleman, Massachusetts General Hospital

Jillian Shipherd, Veterans Health Administration, VA Boston Healthcare System, and Boston University School of Medicine

Steven Safren, University of Miami and The Fenway Institute

The Direct and Indirect Associations Between Intimate Partner Violence and Sexual Health Among Gay and Bisexual Men

Raymond Moody, Christian Grov, Jeffrey Parsons, Hunter College, CUNY

Childhood Sexual Abuse (CSA) and Its Relationship to HIV Serostatus Among Gay and Bisexual Men: An Examination of Competing CSA Definitions

Tyrel Starks, Chloe Mirzayi, Jeffrey Parsons, Hunter College, CUNY

Bullying Trauma Among Gay and Bisexual Men: Tailoring a Transdiagnostic Intervention to Address Substance Use and Sexual Risk Taking Associated With HIV

Michael Boroughs, Massachusetts General Hospital/ Harvard Medical School

Avery Mitchell, The Fenway Institute

Peter Ehlinger, Massachusetts General Hospital

Abigail Batchelder, Massachusetts General Hospital/Harvard Medical School

Steven Safren, University of Miami and The Fenway Institute

Conall O'Cleirigh, Massachusetts General Hospital/The Fenway Institute

Saturday, 4:00 p.m. – 5:30 p.m.



Juilliard & Imperial, Floor: 5

SIG Meeting

Neurocognitive Therapies/Translational Research

Key Words: *Neurocognitive Therapies, Translational Research*

Neurocognitive Therapies / Translational Research

Saturday, 4:00 p.m. – 5:30 p.m.



Columbia & Duffy, Floor: 7

SIG Meeting

Schizophrenia and Other Serious Mental Disorders

Key Words: *Schizophrenia*

The meeting will include (a) presentation of the Trailblazer Award to Steve Silverstein, Ph.D, which will include a talk by him; and (b) update on SIG activities and resources. If time remains, the floor will be opened for discussion of other topics generated by SIG members.

Saturday, 4:00 p.m. – 5:30 p.m.



Shubert & Uris, Floor: 6

SIG Meeting

Mindfulness and Acceptance

Key Words: Acceptance, Mindfulness

We open our meeting with a few minutes of guided mindfulness meditation, followed by updates from the Chair and SIG officers (treasurer, student representatives, webmaster). Then, we hold an open discussion about how to best use the SIG in the year ahead. We end with a presentation by our SIG student poster award winner.

Saturday, 4:00 p.m. – 5:30 p.m.



Plymouth & Royale, Floor: 6

SIG Meeting

Child Maltreatment and Interpersonal Violence

Key Words: Child Trauma / Maltreatment

We will present the awards for the best student SIG poster and Deborah L. Rhatigan Early Career Award for Excellence in Violence Research. We will conduct elections for SIG leader, treasurer, and student representative. We will update the membership on the work of the SIG.

Symposium 80

Cross-Cultural Dissemination and Implementation of a Transdiagnostic Intervention: The Unified Protocol in International Settings

CHAIR: *Amantia Ametaj, M.A., Boston University*

DISCUSSANT: *Cassidy A. Gutner, Ph.D., Boston University Medical School*

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Anxiety, Dissemination, Implementation*

Implementation Data From a Trial of the Unified Protocol With Victims of the Armed Conflict in Colombia

Amantia Ametaj, Boston University

Cassidy Gutner, National Center for PTSD Boston

Fabio Idrobo, Universidad de los Andes

David Barlow, Boston University

Preliminary Outcomes of the Efficacy and Feasibility of the Unified Protocol in Group Format: A Multicenter Randomized Clinical Trial in Public Health Settings in Spain

Jorge Osma, University of Zaragoza

Preliminary Outcomes of the Efficacy of an Adapted Version of the Unified Protocol: An Application to Victims of the Armed Conflict in Colombia

Leonidas Castro Comacho, Universidad de los Andes

Symposium 81

Adaptations of DBT for Children and Adolescents in School, Psychiatric, and Medical Settings

CHAIR: *Alec L. Miller, Psy.D.*, Cognitive & Behavioral Consultants

DISCUSSANT: *Jill H. Rathus, Ph.D.*, Long Island University

Primary Category: Treatment - DBT

Key Words: *DBT (Dialectical Behavior Therapy), Adolescents, Randomized Controlled Trial*

DBT for Preadolescent Children With Severe Emotional and Behavioral Dysregulation: Outcomes of Two Trials in Outpatient and Residential Care Settings

Francheska Perepletchikova, Weill Cornell Medical College

Seth Axelrod, Yale School of Medicine

Donald Nathanson, Weill Cornell Medical College

John Walkup, Weill Cornell Medical College

Tackling the Nonadherence Problem in Pediatric Chronic Illness: Utilizing DBT to Improve Outcomes

Becky H. Lois, Vincent Corcoran, Montefiore Medical Center

Alec Miller, Cognitive & Behavioral Consultants, LLP

Corinne Sweeney, Montefiore Medical Center

Laurie Bauman, Albert Einstein College of Medicine

Zahra Komeylian, Montefiore Medical Center

Expanding the Reach of DBT Skills to School-Based Adolescents

James J. Mazza, University of Washington

Ivan Haskell, Northern Children's Services

Brian Daly, Drexel University

Elizabeth Dexter-Mazza, Mazza Consulting, PLLC

Research and Professional Development 6

Letters to My Early-Career Self: Past ABCT Presidents Reflect on Their Careers and What They Know Now, That They Wish They Knew Then

MODERATOR: *Risa Weisberg, Ph.D.*

PANELISTS: *Dean McKay, Ph.D., Fordham University*
Debra A. Hope, Ph.D., University of Nebraska-Lincoln
Stefan G. Hofmann, Ph.D., Boston University

Basic level of familiarity with the material

Key Words: *Professional Issues, Career Development*

The 50th anniversary of ABCT is a time for celebration and reflection. In that spirit, during this professional development panel, three recent, past ABCT presidents will reflect on the lessons they have learned about building successful careers. In the style of letters that they will prepare to their early-career or graduate student selves, they will offer mentorship, advice, encouragement, guidance, and warnings. This session should offer participants the unique opportunity to directly benefit from the experiences of our past presidents. Though the letters and advice will be geared toward early-career professionals, this opportunity should be beneficial and enjoyable for more senior ABCT members as well.

This session is not eligible for continuing education credit.

Saturday, 4:30 p.m. – 5:30 p.m.



Majestic & Music Box, Floor: 6

SIG Meeting

Child and Adolescent Anxiety

Key Words: *Child Anxiety*

The Child and Adolescent Anxiety SIG meeting will include a keynote presentation, a research presentation by our 2016 Student Travel Award winner, and time dedicated to SIG-related business. The annual meeting is also a great opportunity to network with other professionals and students interested in child and adolescent anxiety research and treatment.

Saturday, 4:30 p.m. – 5:30 p.m.



Times Square, Floor: 7

SIG Meeting

Tic and Impulse Control Disorders

Key Words: *Tic Disorders*

The primary purposes of this meeting are to discuss prospective research, ongoing research, and treatment advances related to tic and impulse control disorders. In addition, the meeting will provide an opportunity to network with individuals interested in tic and impulse control disorders.

Saturday, 4:30 p.m. – 5:30 p.m.



Harlem, Floor: 7

SIG Meeting

Student

Key Words: *Student Issues*

At the 2016 Student SIG meeting we will present the Best Poster Award, hold several leadership elections, debut the new ABCT Student SIG website, update all membership rosters, and hold a graduate student panel for undergraduates who are interested in applying to graduate school.

5:45 p.m. – 7:00 p.m.

Presidential Address

Broadway Ballroom, Floor 6

Honoring the Past, Envisioning the Future

Michelle G. Craske, Ph.D., UCLA



The theme of our 50th Anniversary is to honor the past and envision the future. I will begin by recognizing the wisdom, foresight, determination and even courage of the pioneers who laid the foundations for behavioral and cognitive therapies, including those who were instrumental in founding this organization. From their efforts, CBT has become the most empirically supported psychological treatment for a wide array of mental health problems. I believe that CBT has attained this status because, at its core, it embodies the scientific method. In this presentation, I will outline my vision for CBT's future and the ways in which we can progress in leaps and bounds. My vision includes technological aids that not only increase access to care, but are streamlined to target specific areas of dysregulation that contribute to psychopathology for all of those in need, including the depressed mother in a rural South African village, the traumatized veteran returning from war with posttraumatic stress disorder, and the children entering developmental transitions that place them at risk for anxiety and depression. I envision a personal cloud in which one regularly assesses their symptoms, functioning and life stress, accompanied by 24/7 passive monitoring of an array of biological and behavioral indices that will not only identify clusters of phenotypes but can identify tipping points and guide clinical decision making in terms of treatment onset, offset or reset. I envision gathering this array of data on large enough samples to inform precision medicine. And I envision new, more efficient and more effective therapies to target specific risk and maintenance processes, which combine behavioral and cognitive methods with pharmacological aids to learning, neuromodulatory techniques, and technological advances such as virtual reality. Examples of each will be entertained. Achievement of these leaps and bounds will require much greater integration across basic science and clinical science, with all minds working together on the same problem, and greater attention to the sources of dysregulation that underlie psychopathology and explain treatment change. Similarly, improving methods for continuous reciprocal feedback between clinical science and clinical practice will be essential. We will also benefit from gold standards in paradigms and measures and agreed upon operationalization of intervention strategies, alongside the continual development of unique and innovative approaches. Possible methods for working toward these goals will be presented. We have come a long way since ABCT was founded in 1966, and I believe we are poised to make even larger strides in our mission to enhance health and well-being by harnessing science, our major guiding principle.

This session is not eligible for continuing education credit.

You will learn:

- To understand the history of cognitive behavioral therapy
- To understand the current state of cognitive behavioral therapy
- To understand the directions of cognitive behavioral therapy

Recommended Readings: Holmes, E.A., Craske, M.G., & Graybiel, A.M. (2014). A call for mental-health science. *Nature*, 511, 287-289. Waters, A.M., LeBeau, R.T., & Craske, M.G. (in press). Experimental psychopathology and clinical psychology. *Journal of Experimental Psychopathology*. Craske, M.G., Meuret, A., Ritz, T., Treanor, M., & Dour, H. (in press). Treatment for anhedonia: a neuroscience driven approach. *Depression and Anxiety*.

Broadway Ballroom, Floor 6

Saturday Night Masquerade Dance Party & 50th Anniversary Celebration

Arrive early and receive a gold and black mask to complete your costume, or whatever attire you choose to wear. Come in costume or not! Join friends for an impromptu memory in our photo booth, some lively music performed by your colleagues and dance all night long to a fabulous DJ. 'Tis the Eve of Halloween, and all are welcome....who dare!