**A Review of Training Methodologies for Providing Acceptance and Commitment Therapy to Caregivers**

**Carly Magnacca & Kendra Thomson**

**Brock University**

**Objectives:** Acceptance and Commitment Therapy (ACT) has been shown to increase psychological flexibility and decrease stress in caregivers of children with neurodevelopmental disabilities (NDDs). Given this population often reports high stress, this review examined the strategies for teaching ACT to caregivers of children with NDDs. In addition, this review explored how outcomes are traditionally measured.

**Method:** The terms “Acceptance and Commitment Therapy” and “Parent” or “Caregiver” were entered in SuperSearch, ERIC, and PsycINFO databases. Inclusion criteria were: an experimental or quasi-experimental group design was used, the independent variable included teaching ACT to caregivers of children with NDDs, and group or individual data were presented on the outcomes of ACT. Case studies, review articles, and articles not peer-reviewed or written in English were excluded.

**Results:** In total, 269 articles were reviewed with 10 meeting the inclusion criteria. All but one article (*n*=9) used didactic training (e.g., providing information about ACT) even though performance and competency-based training is supported in the literature. All articles (*N*=10) used indirect outcome measures (e.g., questionnaires) to assess psychological flexibility. Only one study included direct outcomes of ACT (i.e., value-directed parent behaviour per calendar day), and only one measured treatment integrity.

**Discussion:** Future research should include direct outcomes and treatment fidelity measures, and assess the efficacy of performance and competency-based training for teaching ACT to caregivers.

**Correspondence:**

**Carly Magnacca**

**Brock University**

[**cmagnacca@brocku.ca**](mailto:cmagnacca@brocku.ca)

[**kthomson@brocku.ca**](mailto:kthomson@brocku.ca)