

Summary of FIAT-2 Response Classes

Class A: Identification & Assertion of Needs/Values

Goals

Behaving towards: Help client develop broad, flexible, and generative repertoire to get needs met or pursue their values

Responding to: Recognize and meet other's assertion of needs/values in context of interpersonal interactions and relationships

Definitions

Needs can be defined ranging from instrumental (e.g., requesting a ride to the airport) to psychological (asking for someone to listen).

Values may be defined as broader personal goals, sometimes learned from or shared with family, community, or culture.

Key elements of *client assessment*

Reciprocal Interaction Skills: Assessment of the repertoire will include being sensitive to and detecting antecedents (contextual cues), responding effectively, and being receptive to consequences of asserting toward others (as speaker) and responding to others' assertions (as listener).

Behaving towards: Includes identifying and specifying client's needs or values, making clear assertions, and discriminating consequences of whether and how needs are being met.

Responding to: Includes discriminating others' needs, prompting others to assert, responding to others' assertions, and being receptive to the consequences of meeting or responding to others' assertions.

Self-prompt questions

Can I notice what I need *and* ask for that?

Can I notice what others need and help with that?

Can I be notice and be sensitive to the consequences of asking for what I need and responding to others' requests?

Key elements of *community member assessment*

Attempt to identify members with intact assertion repertoires and contingency skills who:

- Discriminate client needs
- Discriminate (appreciate) value of client assertion
- Model effective assertion or assert their needs/values with client
- Prompt some client assertion
- Respond effectively to client assertions (reinforce effective client assertions)
- Remain safe with client; be unlikely to extinguish or punish most client assertions

Class B: *Bidirectional Impact & Feedback*

Goals

Behaving towards: Help client develop broad, flexible, and generative repertoire around noticing when, where, and with whom to recognize impact others have on client and to provide effective feedback to others

Responding to: Recognize and own impact on others as well as feedback provided, respond to that feedback, and notice effect of responding to that feedback by others

Definitions

In this context *impact* is defined the effect one person has on another.

Feedback is information provided both verbally (vocally) and nonverbally about the impact of one's behavior.

It is important to recognize that there may be rules or mores about how, when, and to whom feedback may be given as directed by family, community, or culture.

Key elements of client assessment

Reciprocal Interaction Skills: Assessment of the repertoire will include being sensitive to and detecting antecedents (contextual cues), responding effectively, and being receptive to the consequences of noticing another's impact and providing feedback to them (as speaker) and noticing one's own impact and responding to others' feedback (as listener).

Behaving towards: Includes identifying and specifying impact that others have on the client and discriminating opportunities to provide feedback, providing clear feedback to others, and discriminating and being sensitive to consequences of giving feedback

Responding to: Includes discriminating one's own impact and when feedback is given, responding to that feedback, and being sensitive to consequences of doing so

Self-prompt questions

Can I see the impact of my behavior *and* take feedback about it?

Can I see the impact of other's behavior *and* give feedback about it?

Can I notice and respond to the consequences of how I impact others and provide feedback?

Key elements of community member assessment

Attempt to identify members with intact assertion repertoires and contingency skills who may:

- Discriminate client impact and/or client providing feedback
- Discriminate value of reciprocally providing feedback to another
- Model effectively giving or responding to feedback/model noticing one's impact
- Prompt some feedback from client or opportunity to notice impact
- Respond effectively to client feedback or client noticing own impact (reinforce)
- Remain safe with client; be unlikely to extinguish or punish most client feedback

Class C: *Conflict, Compromise, & Resolution*

Goals

Behaving towards: Help client develop broad, flexible, and generative repertoire around noticing when, where, and with whom to recognize conflict and move towards resolution

Responding to: Recognize when others are in conflict with client and respond effectively to that situation (which may or may not include conflict engagement and movement toward compromise or resolution)

Definitions

Conflict is defined as a social interaction where members have competing or incongruent processes or goals for an outcome resulting in a disruption in a mutually engaged interaction or relationship.

Conflict resolution is defined as reducing the conflictual interaction or deescalating the conflict. Resolution indicates that the conflict has been mitigated (possibly by compromise) and often includes changes in behavior or consequences for members involved in the conflict. Conflict resolution does not require compromise, but this may be useful to allow a relationship to progress or continue. In this way the conflict may be identified, deescalated, or resolved that serves members mutually.

Compromise refers to working towards mutually agreed upon strategies or outcomes where both members work toward a solution and are mutually accepting to outcome.

Key elements of *client assessment*

Reciprocal Interaction Skills: Assessment of the repertoire will include being sensitive to and detecting antecedents (contextual cues), responding effectively, and being receptive to the consequences of noticing the occurrence of conflict and movements towards resolution, engaging conflict and compromise (as speaker) and noticing when others bring conflict and responding to their efforts to engage conflict and compromise (as listener).

Behaving towards: Includes identifying and specifying when client is feeling conflict or a need for compromise, engaging in conflict, compromise, or resolution strategies, and discriminating and being sensitive to consequences of their behavior during a conflict

Responding to: Includes discriminating when others are engaging in conflict with the client or moving towards resolution, responding to others' efforts in conflict and compromise, and being sensitive to consequences of engaging in a conflictual process

Self-prompt questions

Can I notice when I am in conflict *and* engage that effectively?

Can I notice when others bring conflict *and* give respond effectively to them?

Can I notice and respond to the consequences of how I engage conflict and resolution?

Key elements of *community member assessment*

Attempt to identify members with intact assertion repertoires and contingency skills who:

- Discriminate when they are in conflict with client
- Discriminate value of engaging conflict and working towards compromise or resolution
- Model effectively engaging in conflict or compromise strategies
- Prompt client to engage conflict, compromise, or resolution
- Respond effectively to client efforts to address conflict or movements to resolve
- Remain safe with client (does not engage with violence, aggression, coercion)
- Be unlikely to extinguish or punish most client behavior around conflict or compromise

Notes on *Response Classes* related to *Class C*

Clarifying conflict vs. violence

Conflict does not and should not include violence or psychological or physical abuse. Every effort should be made to help ensure the client is physically and psychological safe in conflictual interpersonal dynamics. In addition, the therapist should assess and ensure that the client does not perpetrate physical or psychological abuse on another in moments of conflict or otherwise.

The entailment of conflict by any other Response Class

Any of the other *Response Classes* (A, B, D, E) may entail or prompt conflict (*Class C*). For example, If an assertion is made (*Class A*) that is provided or received less effectively, conflict may ensue. Feedback (*Class B*) may entail a repertoire for conflict and comprise (*Class C*) if the feedback is received aversively. Disclosure (*Class D*) or Emotional Expression (*Class E*) could create conflict, for example, if the affect expressed is evocative to the other person (e.g., hostile, blaming).

Feedback prompting conflict and in response to multiple Response Classes

Note that feedback can entail a repertoire for conflict and comprise. However, a repertoire for providing feedback (*Class B*) is not the same as identifying conflict and working toward compromise (*Class C*). That said, having skills to notice impact and provide clear and effective feedback may be useful to engage in a conflictual process. Similarly, feedback may be given in response to disclosures (*Class D*) to help clarify or understand them or to expressed emotions (*Class E*).

Class D: *Disclosure of Experience*

Goals

Behaving towards: Help client develop broad, flexible, and generative skills with identifying opportunities to share personal experiences and content as well as elicit content shared that may be shared by others.

Responding to: Recognize when others share experience with the client and respond effectively to that.

Definitions

Disclosure is defined as expressing personal information or experiences to another person. Although disclosure can often involve emotional content (*Class E*), the repertoire for expressing feelings is separated in the FIAT system for practical reasons.

Key elements of *client assessment*

Reciprocal Interaction Skills: Assessment of the repertoire will include being sensitive to and detecting antecedents (contextual cues), responding effectively, and being receptive to the consequences of sharing personal experiences with others as well as prompting others to share their experiences (as speaker) and noticing and responding when others share content with the client (as listener).

Behaving towards: Includes identifying and specifying when client may disclose to others, the process of sharing personal content, and being sensitive to the consequences of doing that with others. Behaving towards others also includes prompting or eliciting disclosures by others as appropriate to the history and context both share.

Responding to: Includes discriminating when others disclosing or sharing their experiences with the client, responding to those disclosures, and noticing and being sensitive to the consequences of responding to others sharing content with the client.

Self-prompt questions

Can I notice when I can share my experiences with another and share or disclose?

Can I notice when others disclose or share their experiences with me, and do I respond?

Can I notice and respond to the consequences of how I disclose to others?

Key elements of *community member assessment*

Attempt to identify members with intact assertion repertoires and contingency skills who:

- Discriminate when they disclose/share content with client
- Discriminate value of disclosing to others or responding to others' disclosure
- Model effectively disclosing (appropriately and contextually)
- Prompt client to disclose or share their experience
- Respond effectively to client disclosures
- Remain safe with client and is unlikely to extinguish or punish client disclosure

Class E: *Experience & Expression of Emotions*

Goals

Behaving towards: Help client develop broad, flexible, and generative skills with identifying opportunities to express emotions as well as inquire about others' emotional experiences.

Responding to: Recognize when others express emotions to the client and respond effectively to those expressions.

Definitions

Experience is defined here as sensing or feeling an emotion as it occurs more privately.

Expressing is defined as the verbal and nonverbal display or conveyance of that experience to another. Although this distinction may seem arbitrary, it is useful to be sure a client has a repertoire for identifying and experiencing an emotion rather than simply escaping the aversive aspects of it. In this case, the client would have an experience but not express that emotion. Ultimately, the expression of the emotion in an interpersonal interaction is the target behavior, not simply the experience of it as a private event.

Key elements of client assessment

Reciprocal Interaction Skills: Assessment of the repertoire will include being sensitive to and detecting antecedents (contextual cues), responding effectively, and being receptive to the consequences of expressing emotions to others as well as prompting others to express their emotions to the client (as speaker) and noticing and responding to others when they express their emotions to the client (as listener).

Behaving towards: Includes identifying and specifying when client is experiencing an emotion as well as expressing that to others, the process of experiencing and expressing emotions, and being sensitive to the consequences of doing that with others. Behaving towards others also includes prompting or inquiring about others' emotional experiences as appropriate to the history and context both share.

Responding to: Includes discriminating when others are experiencing or expressing emotions with the client, responding to those expressions, and noticing and being sensitive to the consequences of responding to others' emotional expressions.

Self-prompt questions

Can I notice when I feel things and can express these to another?

Can I notice when others express their emotions, and do I respond?

Can I notice and respond to the consequences of how I express my feelings to others?

Key elements of community member assessment

Attempt to identify members with intact assertion repertoires and contingency skills who:

- Discriminate their own feelings and when to express those with the client
- Discriminate value of experiencing and expressing their emotions
- Model effectively expressing feelings (appropriately and contextually)
- Prompt client to express their feelings
- Respond effectively to client emotional expressions
- Remain safe with client and not extinguish or punish client emotional expressions

Notes on *Disguised Tacts & Mands*

Disguised tacts, mands, ubiquitous feedback, and conflict entailment

In the FIAT system, feedback (*Class B*) is not the same as assertion (*Class A*). While feedback can entail assertion, they are different repertoires.

If feedback is given as indirect assertion of a need (a *disguised mand*), then it may be useful to address the client's the *Class A* repertoire and work on their ability to identify (*tact*) and more directly assert (*mand*) what is needed.

Conversely, if an assertion is made where the goal is to give feedback, but that feedback is unclear (as a *disguised tact*; e.g., "Just don't do *that*."), then working on the *Class B* repertoire may be more useful. Specifically, one can address the client's identification of the impact (*tact*) and a repertoire to provide clear feedback (*mand*).

Definitions of *Contingency Skills* across all *Response Classes*

Antecedent Detection Skills/Discrimination Skills

Experience Discrimination – noticing discriminating the experience of the *Response Class*

Example: Discriminating having a particular need (*Class A*)

Purpose Discrimination - determining the reason for engaging in the *Response Class*

Example: Discriminating why it might be useful to express what one needs (*Class A*)

Interaction Purpose Discrimination – discriminating the more local or immediate reason to engage in a behavior as it relates to a specific interaction

Example: Discriminating why it might be useful to express what one needs in this specific interaction as it is occurring (*Class A*)

Relationship Purpose Discrimination – discriminating the reason to engage in a behavior as it would affect the ongoing relationship

Example: Discriminating why it might be useful to express what one needs as it impacts this relationship over time (*Class A*)

Interpersonal Repertoire Purpose Discrimination – a more distal discrimination of the value that the behavior has across relationships. May relate to how person wants to engage relationships with this Response Class

Example: Discriminating why it might be useful to express what one needs as one approaches relationships in general and how it might serve connection with others (*Class A*)

Opportunity discrimination – Discriminating contextual features to engage in a *Response Class*

Example: Discriminating why it might be useful to give feedback to another (*Class B*)

Situational Discriminations – Discriminating special and temporal features for when and where to engage in *Response Class*

Example: Discriminating an appropriate time or provide feedback to another (*Class B*)

Dispositional Discriminations – Discriminating features of a person to engage in *Response Class*

Example: Discriminating if this is an appropriate person to give feedback (*Class B*)

Response Skills

Response Discrimination – Discrimination of a response as it is occurring or after it occurred
Example: Discriminating when a person is disclosing to another as it is happening (*Class D*)

Response Skills – the specific occurrence of behaviors toward or in response to another person in the *Response Class*
Example: Disclosing an experience (*Class D*); Responding to another's disclosure (*Class D*)

Broad repertoire – a repertoire that includes several different topographical variants but achieves the same function in a *Response Class*

Example: Being able to disclose a similar experience in different ways (*Class D*)

Flexible repertoire – being able to change topographies within a *Response Class* or changing *Response Classes* as suitable for changing contextual dynamics

Example: Trying a different strategy to disclose an experience when it appears that other ways may not be as effective given the context (*Class D*)

Generative repertoire – engaging in a new response or one composed of aspects of previously reinforced repertoires to accomplish a goal in a *Response Class*

Example: Trying a new way to disclose given the variations in context (*Class D*)

Consequence Reception Skills

Orienting to Natural Consequences – Client's attention to consequences as they occur in their interactions (rather than attending to whether they are following a particular rule)
Example: Client watches the reaction by another person as they express a feeling (*Class E*)

Impact Discrimination – Discriminating how their behavior affects or impacts others as they behave towards them (as speaker) or respond to them (as listener)

Interaction Impact Discrimination [immediate] – Noticing the impact that one has on another more locally or immediately as it occurs in that interaction

Example: Discerning one's impact as they express a feeling to another person (*Class E*)

Relationship Impact Discrimination [delayed] – Discerning the effect one's behavior has on an ongoing relationship (*Class E*)

Example: Discriminating that responding to another's expression of emotions affects the quality of the relationship with that person over time (*Class E*)

Interpersonal Repertoire Discrimination [distal] – Discriminating the impact one has on their interactions with others in general when they engage in that *Response Class* (*Class E*)

Example: Discerning that responding to other's emotional expressions has an impact on how the person engages relationships in general (*Class E*)

Sensitivity to Direct Consequences – Client's responsiveness to direct consequences as they occur in a social interaction potentially impacting how they behave (as opposed to rule following which prevents this sensitivity to natural consequences)

Example: Client changing how they express an emotion based on impact it has on another (*Class E*)