

Perspektivtagande och prosocialitet

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Perspektivtagande

- Nästan ofattbart fundamentalt och viktigt?
 - ▶ social interaktion (inkl empati)
 - ▶ hantera egna känslor/tankar
 - ▶ långsiktiga konsekvenser för själv/andra

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Perspektivtagande och Relational Frame Theory

- Deiktiska ramar
 - ▶ I - YOU (*interpersonell*)
 - ▶ HERE - THERE (*spatial*)
 - ▶ NOW - THEN (*temporal*)

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Grundläggande PT

- Deictic relational frames specify a relation in terms of the perspective of the speaker. The most important frames are I-YOU, HERE-THERE and NOW-THEN.
- Acquisition of these frames means learning to differentiate my behaviour ('I') from that of others ('YOU') and learning that my current responding is always 'HERE', not 'THERE' and 'NOW' not 'THEN'.
- 'If I were you, where would I be?'
'If I were you and here was there, where would I be?'

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Deiktisk inramning

“Deictic framing, as an operant, allows individuals to coordinate their behavior and make sense of the meaning of other individual's statements, which is crucial for social interactions at the most basic level.”

Vilardaga, R. (2009). A Relational Frame Theory account of empathy. *International Journal of Behavioral Consultation and Therapy*, 5(2), 178-184. <http://doi.org/10.1037/a0100872>

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Empati

- **Transformering av stimulusfunktioner**
 - ▶ Empathy involves the transformation of emotional functions via deictic relational frames. In nontechnical terms, we adopt the perspective of others and this allows us to ‘feel their suffering’. This may prompt us to help them; however, if the suffering is too much, we may avoid deictic framing.
 - ▶ ‘I feel sad. If you were me, how would you feel?’

McHugh, L. (2015). A Contextual Behavioural Science approach to the self and perspective taking. *Current Opinion in Psychology*, 2, 6-10. <http://doi.org/10.1016/j.copsyc.2014.12.030>

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Self-as-context

- ‘I watch thoughts and feelings come and go. Who is it that is watching them?’

McHugh, L. (2015). A Contextual Behavioural Science approach to the self and perspective taking. *Current Opinion in Psychology*, 2, 6-10. <http://doi.org/10.1016/j.copsyc.2014.12.030>

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Träna perspektivtagande

- “Developing perspective-taking skills in children with these deficits (autism) is necessary because of the dire importance of being able to infer other people’s mental states (thoughts, beliefs, desires, etc.), and the ability to use this information to interpret what they say, make sense of their behavior and predict what they will do next” (Howlin, Baron-Cohen, & Hadwin, 1999, pg. 2)
- Heagle, A. I., & Rehfeldt, R. A. (2006). Teaching perspective-taking skills to typically developing children through derived relational responding. *Journal of Early and Intensive Behavior Intervention*, 3(1), 1-34.

Rehfeldt, R. A., Dillen, J. E., Zomek, M. M., & Kowalchuk, R. K. (2007). Assessing Relational Learning Deficits in Perspective-Taking in Children with High-Functioning Autism Spectrum Disorder. *Psychological Record*, 57(1), 23.

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Träna perspektivtagande

- McHugh, L., Barnes-Holmes, Y., & Barnes-Holmes, D. (2004). Perspective-taking as relational responding: A developmental profile. *The Psychological Record*, 54(1), 115–144.
- Träna I-YOU, HERE-THERE, NOW-THEN

McHugh, L., Barnes-Holmes, Y., & Barnes-Holmes, D. (2004). Perspective-taking as relational responding: A developmental profile. *The Psychological Record*, 54(1), 115–144.

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Träna perspektivtagande

Simple NOW-THEN:

Yesterday I was watching television, today I am reading.

What am I doing now?

What was I doing then?

REVERSED RELATIONS

Reversed I-YOU:

I have a red brick and you have a green brick. If I was you and you were me,

Which brick would I have?

Which brick would YOU have?

Reversed NOW-THEN:

Yesterday I was watching television, today I am reading. If now was then and then was now,

What was I doing then?

What would I be doing now?

McHugh, L., Barnes-Holmes, Y., & Barnes-Holmes, D. (2004). Perspective-taking as relational responding: A developmental profile. *The Psychological Record*, 54(1), 115–144.

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Träna perspektivtagande

DOUBLE REVERSED RELATIONS

I-YOU/HERE-THERE:

I am sitting here on the blue chair and you are sitting there on the black chair. If I was you and you were me and if here was there and there was here.

Where would I be sitting?

Where would YOU be sitting?

HERE-THERE/NOW-THEN:

Yesterday I was sitting there on the blue chair, today I am sitting here on the black chair. If here was there and there was here and if now was then and then was now.

Where would I be sitting then?

Where would I be sitting now?

McHugh, L., Barnes-Holmes, Y., & Barnes-Holmes, D. (2004). Perspective-taking as relational responding: A developmental profile. *The Psychological Record*, 54(1), 115–144.

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Träna perspektivtagande

- Tydliga träningseffekter, som generaliseras, bl.a. till andra typer av perspektivtagande-tester (ToM, etc).
- McHugh, L. (2015). A Contextual Behavioural Science approach to the self and perspective taking. *Current Opinion in Psychology*, 2, 6–10.
- Jämför med annan RFT-baserad träning (raiseyouriq.com) som uppvisar effekter på IQ-test utan att träna specifika IQ-testrelaterade färdigheter.

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Träna perspektivtagande

- Effekt på Fundamental Attribution Error?
 - ▶ 30 questions that required the participant to respond to the three perspective-taking frames of I-YOU, HERE-THERE and NOW-THEN across three levels of relational complexity
 - a simple relational response; a reversed relational response; and a double reversed relational response

Hooper, N., Erdogan, A., Keen, G., Lawton, K., & McHugh, L. (2015). Perspective taking reduces the fundamental attribution error. *Journal of Contextual Behavioral Science*.

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PT och FAE

- A simple NOW-THEN trial: 'Yesterday I was watching television, today I am reading a book. What am I doing now?'
- A reversed I-YOU trial: 'I have a red brick and you have a green brick. If I was you and you were me, what would you have?'
- A double reversed HERE-THERE, NOW-THEN trial: 'Yesterday you were sitting here on the blue chair and today you are sitting there on the black chair. If now was then and then was now and here was there and there was here, where would you be sitting today?'

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PT och FAE

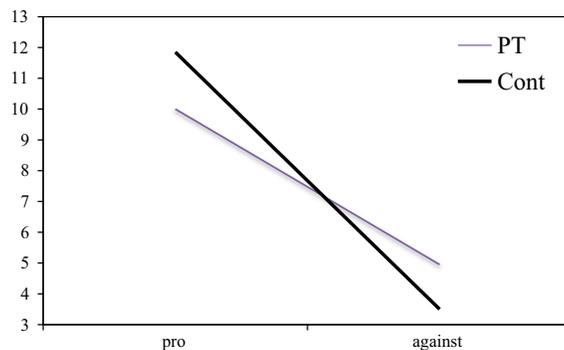


Fig. 2. The mean FAE score across the four groups.

Hooper, N., Erdogan, A., Keen, G., Lawton, K., & McHugh, L. (2015). Perspective taking reduces the fundamental attribution error. *Journal of Contextual Behavioral Science*.

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Perspektivtagande och grupper

- Deiktisk ram = WE - THEY

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Fördomar

- We define prejudice as the objectification and dehumanization of people as a result of their participation in evaluative verbal categories.
- It is difficult to avoid because some of the same cognitive processes that permit problem-solving also seem to foster prejudice.

Hayes, S. C., Nicolls, R., Masuda, A., & Rye, A. K. (2002). Prejudice, terrorism, and behavior therapy. *Cognitive and Behavioral Practice*, 9(4), 296–301.

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Fördomar

- **Empathic concern** (i.e., feeling sympathy and compassion for others) and **perspective taking** (i.e., adopting others' psychological point of view) have been found to **significantly predict generalized prejudice**
- Interventions that target empathic concern and perspective taking towards stigmatized groups have been found to reduce prejudice

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PT och PF

- PT är fundamentalt för socialt fungerande
- Kan dock leda till problem i vissa situationer?
 - ▶ när en stöter på starka aversiva tankar/känslor hos andra (t.ex. skuld/skam, fördomar, stress)
- Är psykologisk flexibilitet (PF) något som kan finnas oberoende av PT?
- Eller är PT också en förutsättning för att kunna förhålla sig flexibelt till sina egna reaktioner? (jmf self-as-context, meta-perspektivtagande)

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Prosociala beteenden

- Moralisk fråga?
- Altruism?
- Se till beteendets funktion för gruppen, ur ett "multi-level-selection"-perspektiv
 - ▶ Prosociala beteenden är gynnsamma för gruppen
 - ▶ between-group-selection

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Exempel på definition av prosocialitet (enkätfrågor)

- "I think it is important to help other people."
- "I resolve conflicts without anyone getting hurt."
- "I tell the truth even when it is not easy."
- "I am helping to make my community a better place."
- "I am trying to help solve social problems."
- "I am developing respect for other people."
- "I am sensitive to the needs and feelings of others."
- "I am serving others in my community"

Wilson, D. S., O'Brien, D. T., & Sesma, A. (2009). Human prosociality from an evolutionary perspective: variation and correlations at a city-wide scale. *Evolution and Human Behavior, 30*(3), 190-200.

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Ostroms 8 kärnprinciper för välfungerande grupper

1. Stark gruppidentitet och förståelse för gruppens syfte
2. Rättvis fördelning av kostnader och förmåner
3. Rättvis och inkluderande beslutsprocess
4. Monitorering av överenskomna nyckelbeteenden
5. Gradvisa åtgärder vid brutna överenskommelser
6. Snabb och rättvis konfliktlösning
7. Befogenhet till självstyre
8. Goda relationer till andra grupper

Wilson, D. S., Ostrom, E., & Cox, M. E. (2013). Generalizing the core design principles for the efficacy of groups. *Journal of Economic Behavior & Organization, 90*, Supplement, S21-S32.

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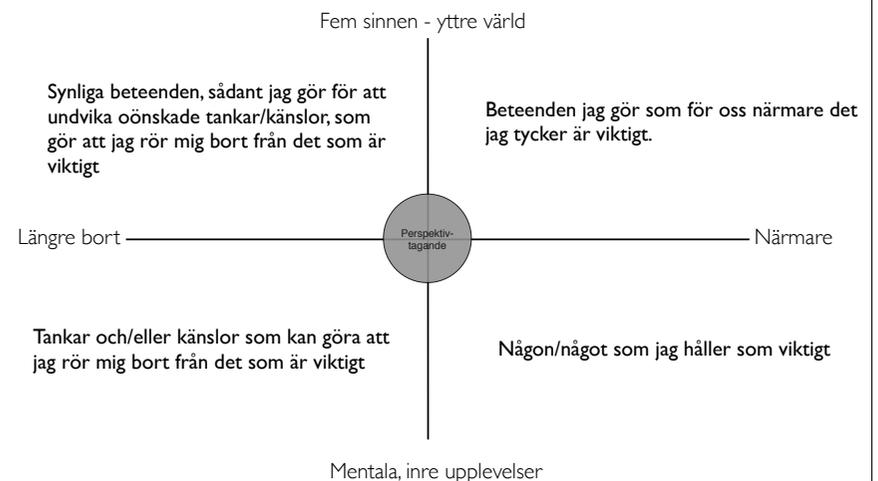
Genomgång av principerna

- Enkät
 - Hur relevant för er?
 - Hur medvetna är ni?
 - Hur väl implementerat?
- Diskussion för varje princip

PROSOCIAL
improving the efficacy of groups

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ACT Matrix



Polk, K. L., Schoendorff, B., & Wilson, K. G. (2014). *The ACT Matrix: A New Approach to Building Psychological Flexibility Across Settings and Populations*. Context Press.

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