

# Al cuore del dialogo clinico con la Relational Frame Theory

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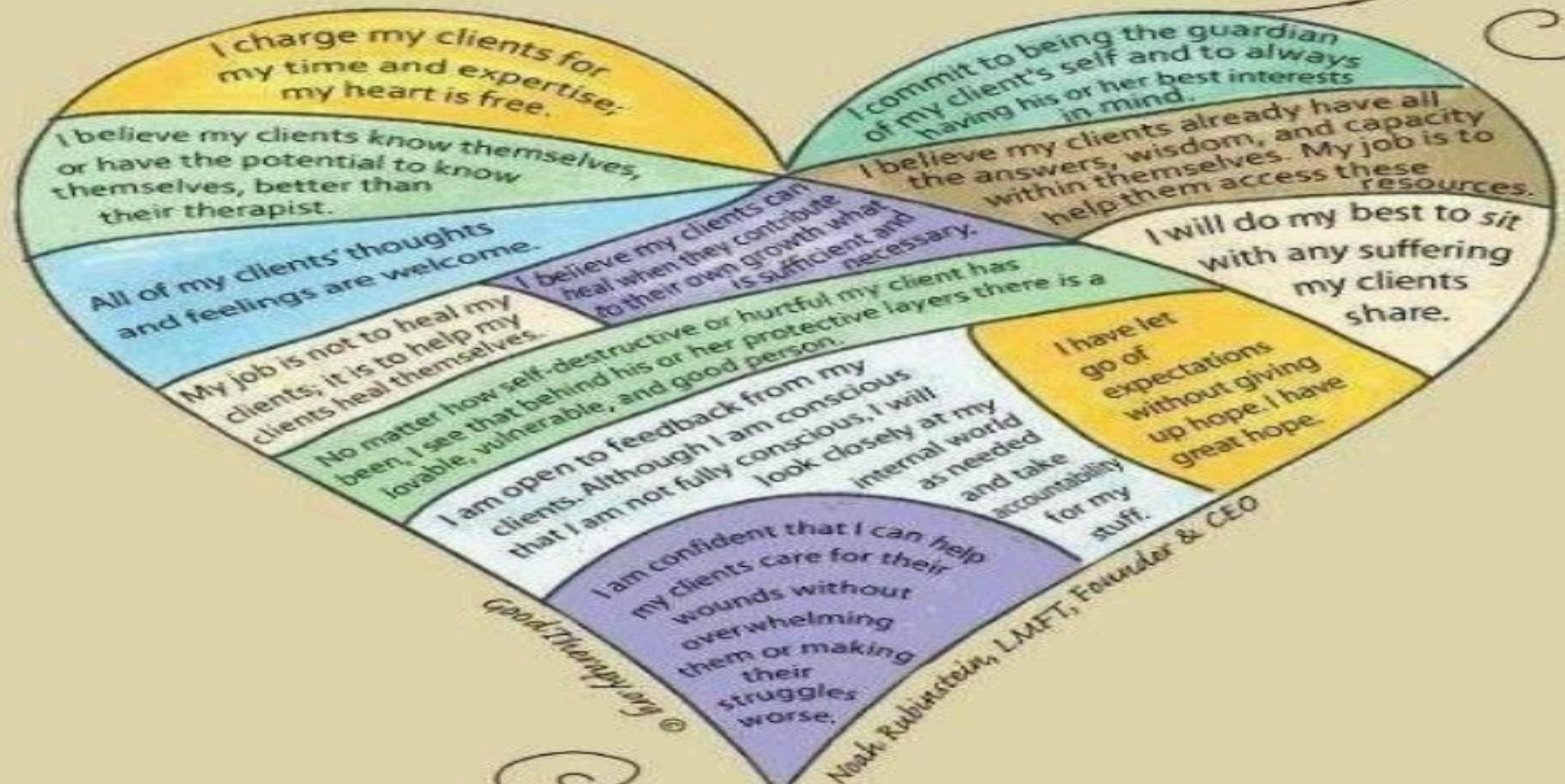


**IESCUM**  
ISTITUTO EUROPEO PER LO STUDIO  
DEL COMPORTAMENTO UMANO  
A NON PROFIT  
ORGANIZATION

# Parte 1



# *Inside a Therapist's Heart*



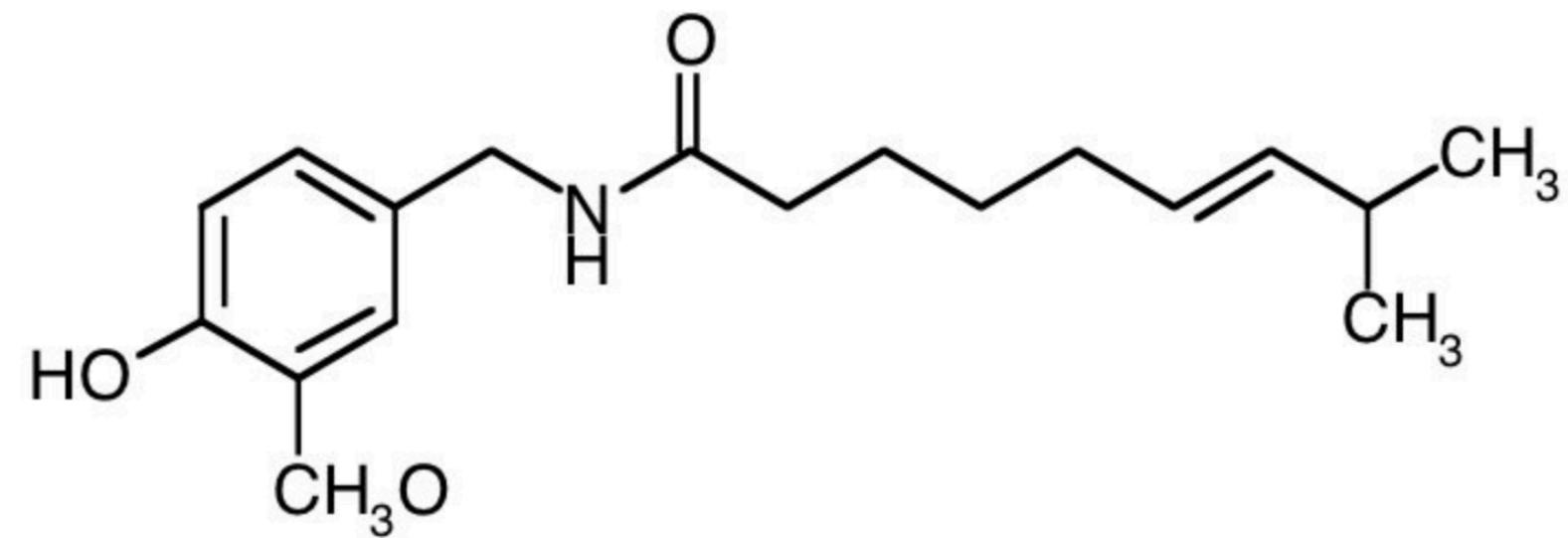


© CONTEMPORANEO FOOD di Cristina Seghetti



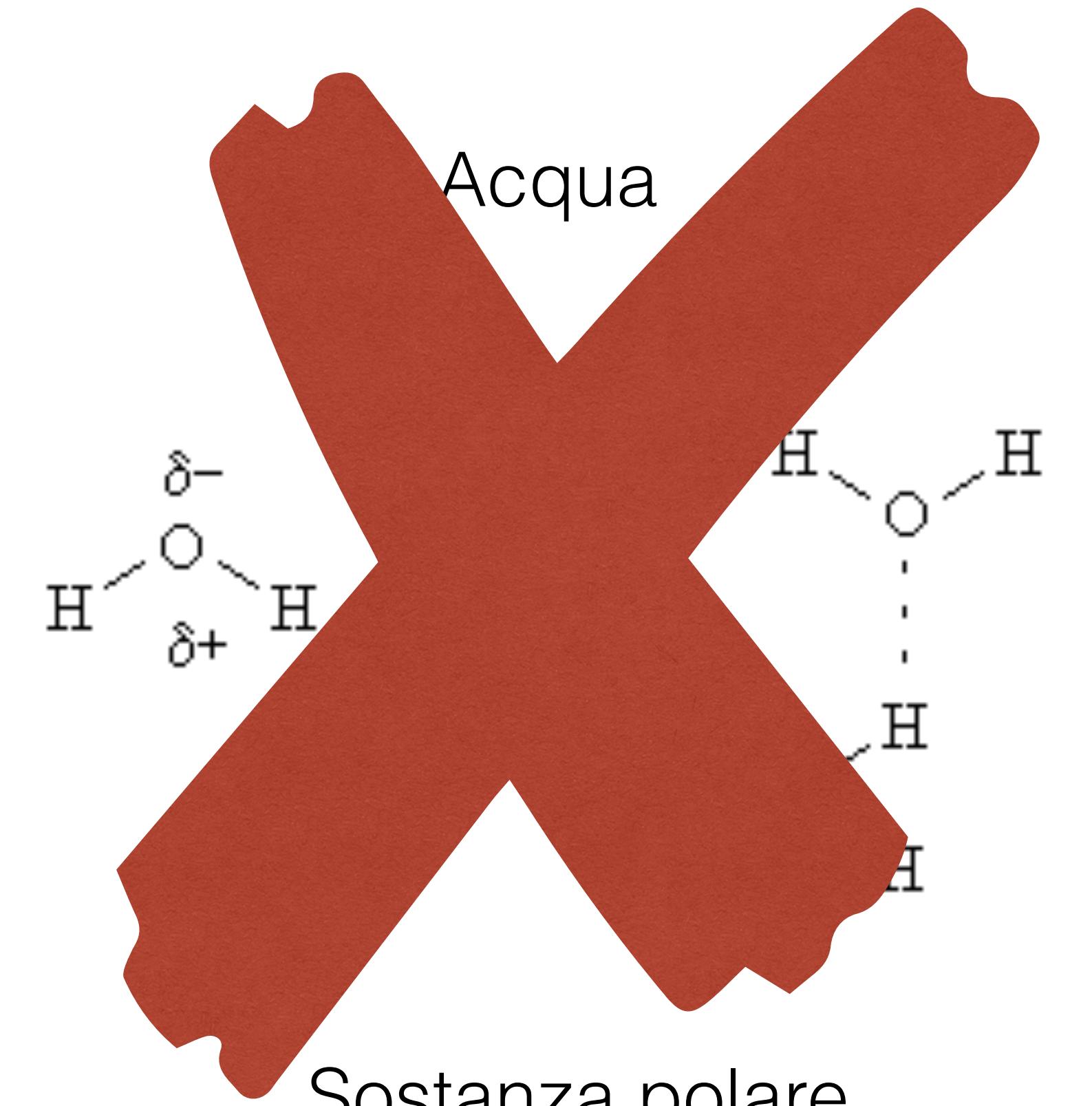
# Principio della solubilità

Capsaicina



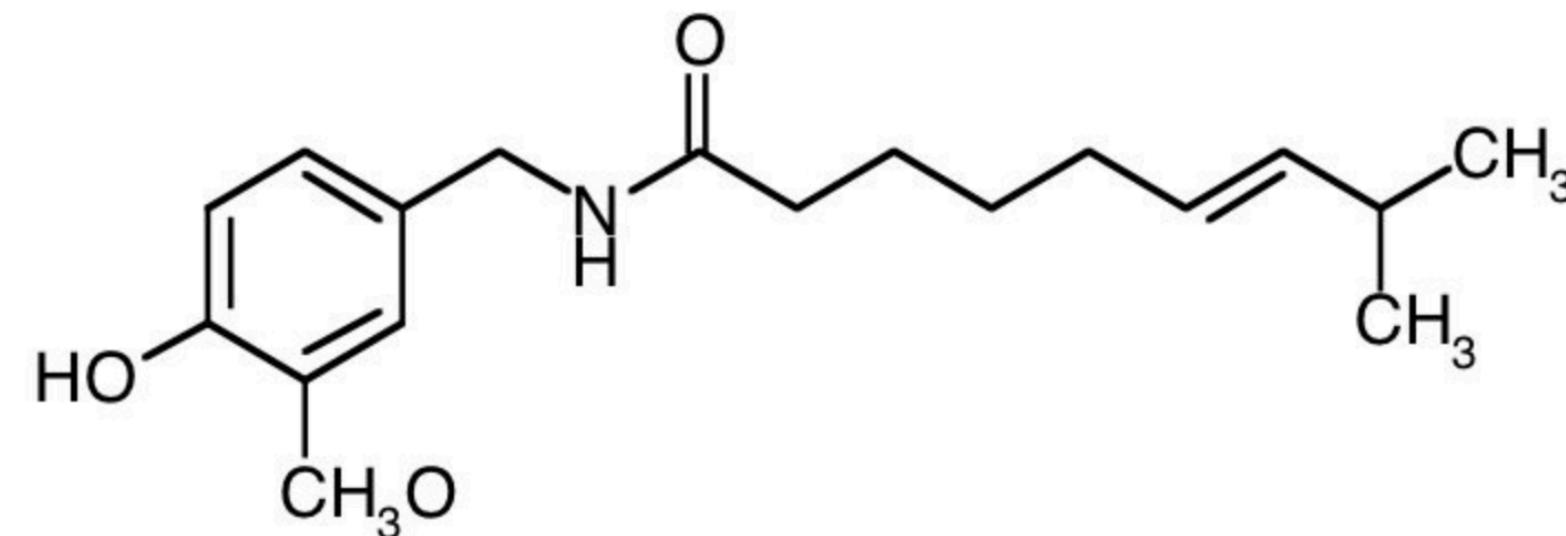
Sostanza non polare

*“Simile scioglie simile”*



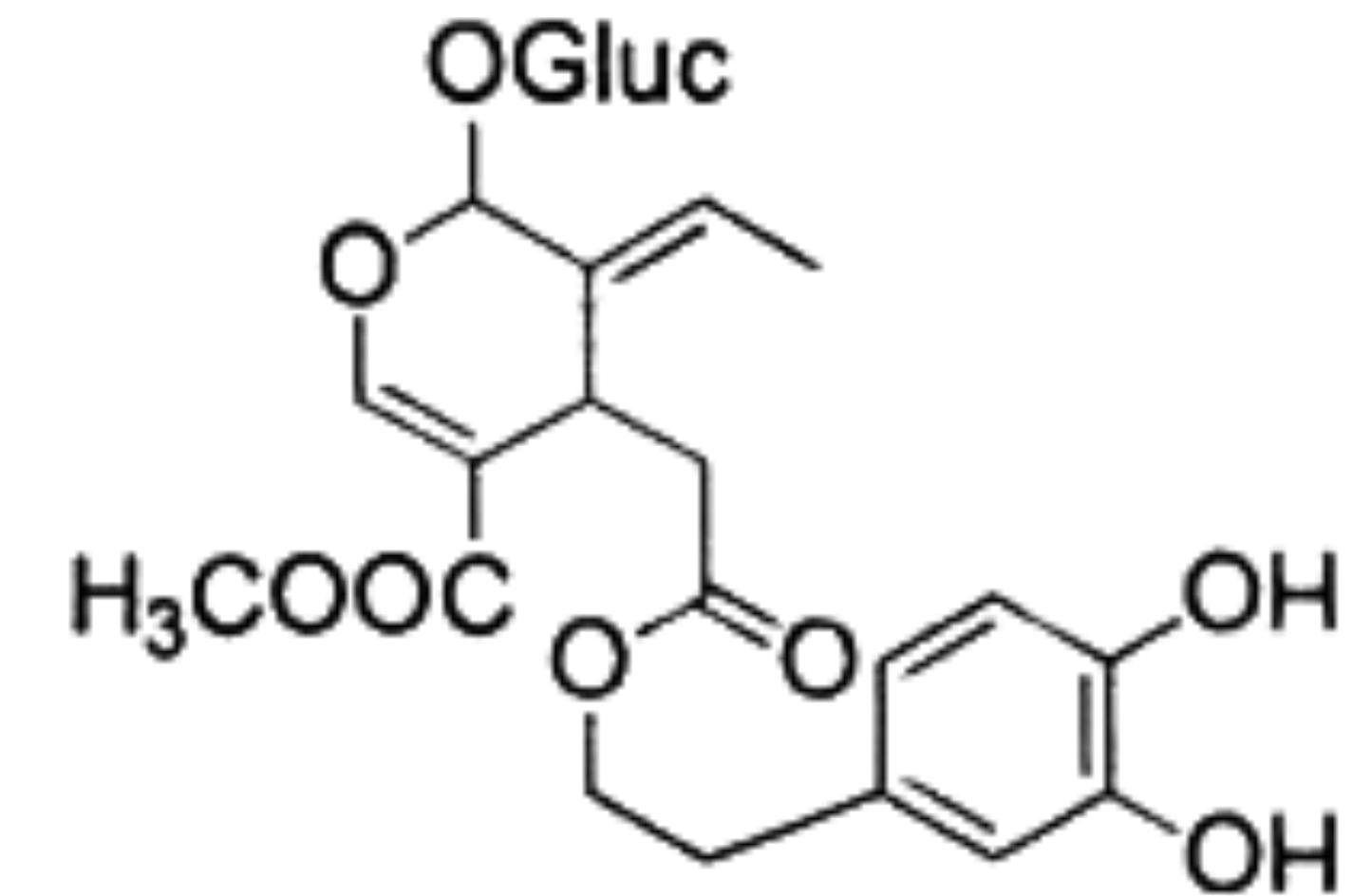
# Princípio della solubilità

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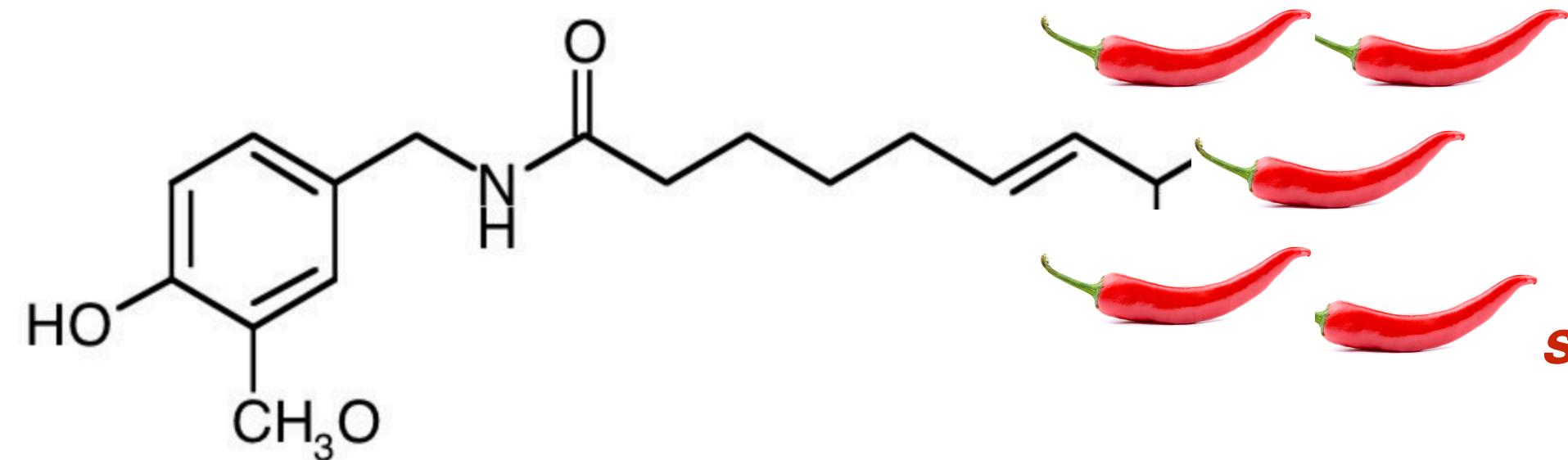
Sostanza non polare



Sostanza non polare

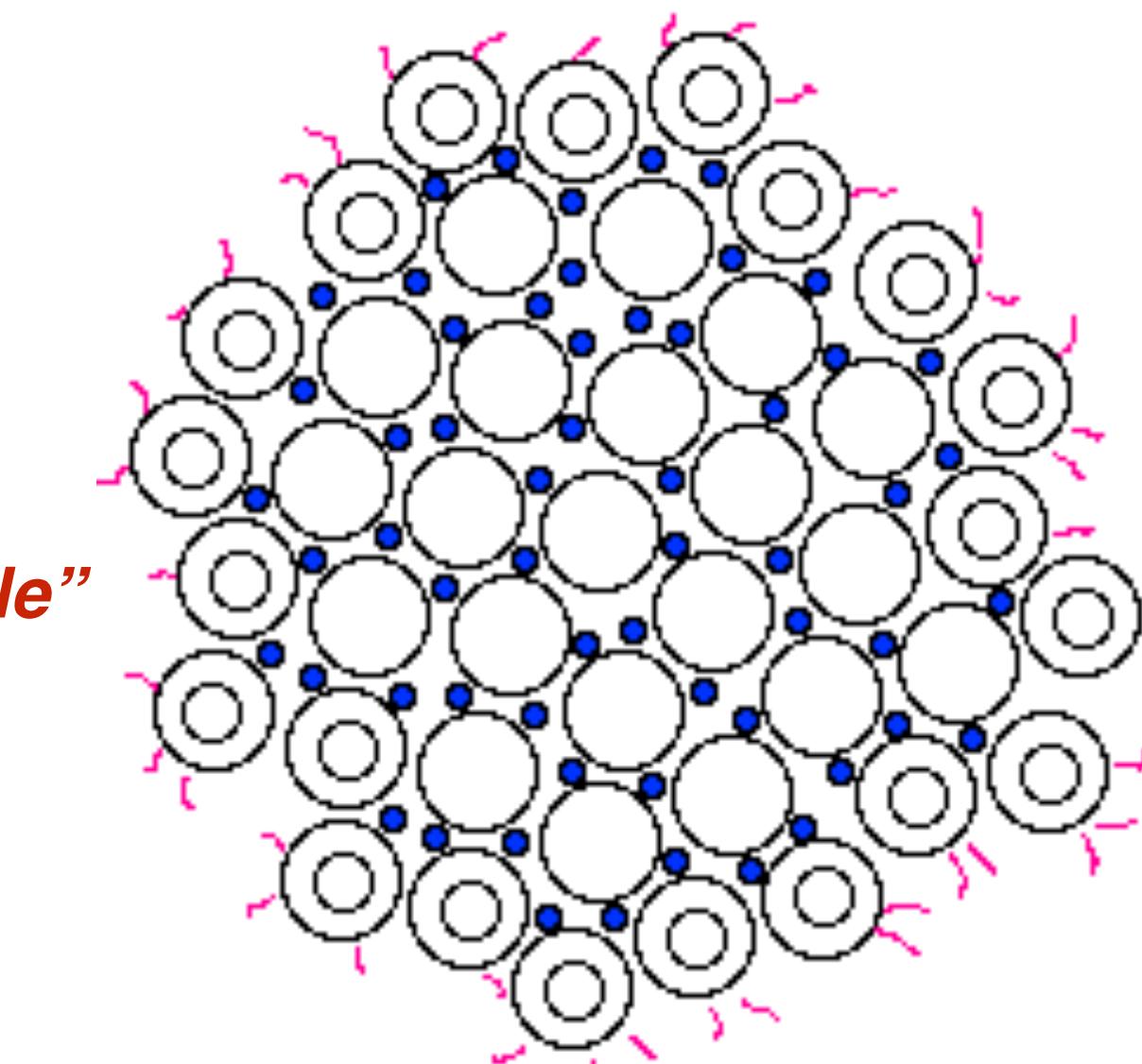
# Princípio della solubilità

Capsaicina

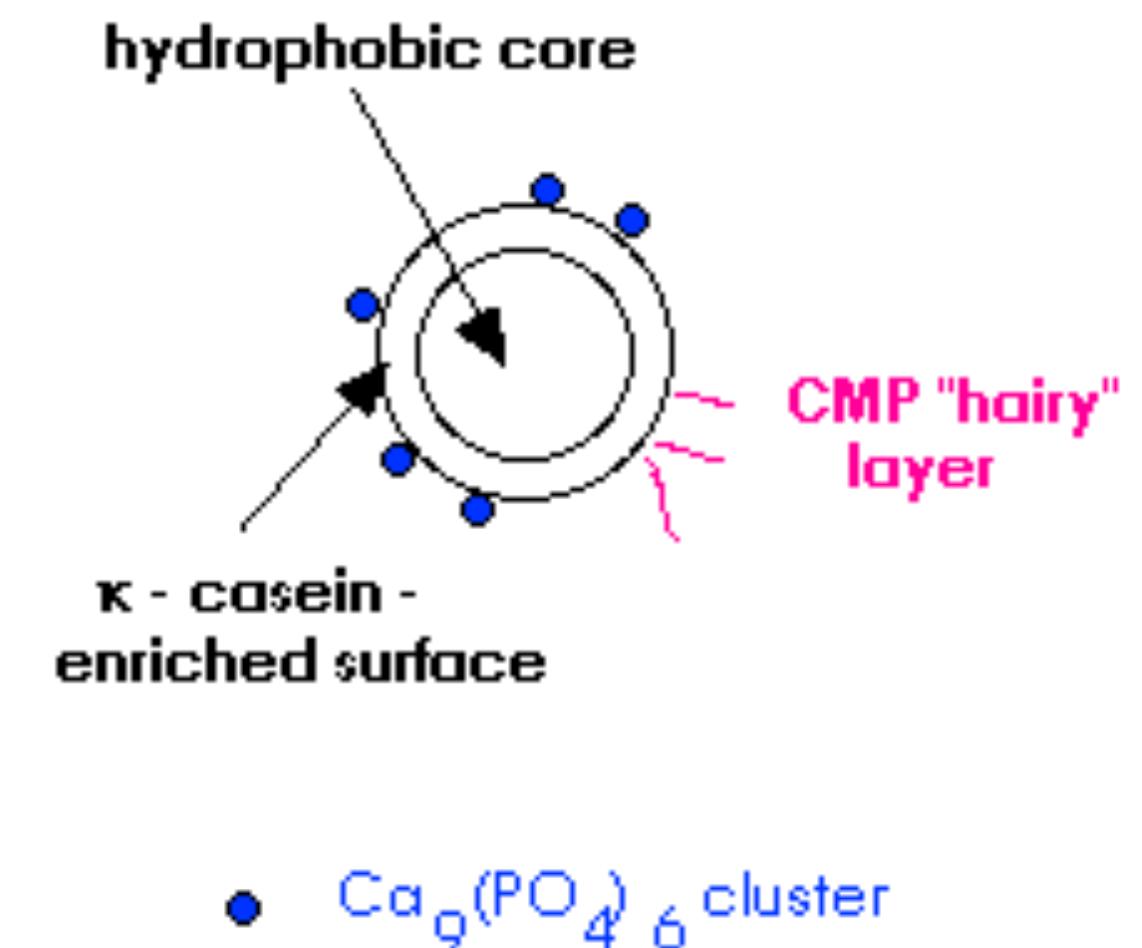


*“Simile  
scioglie simile”*

Casein Micelle



Casein Submicelle

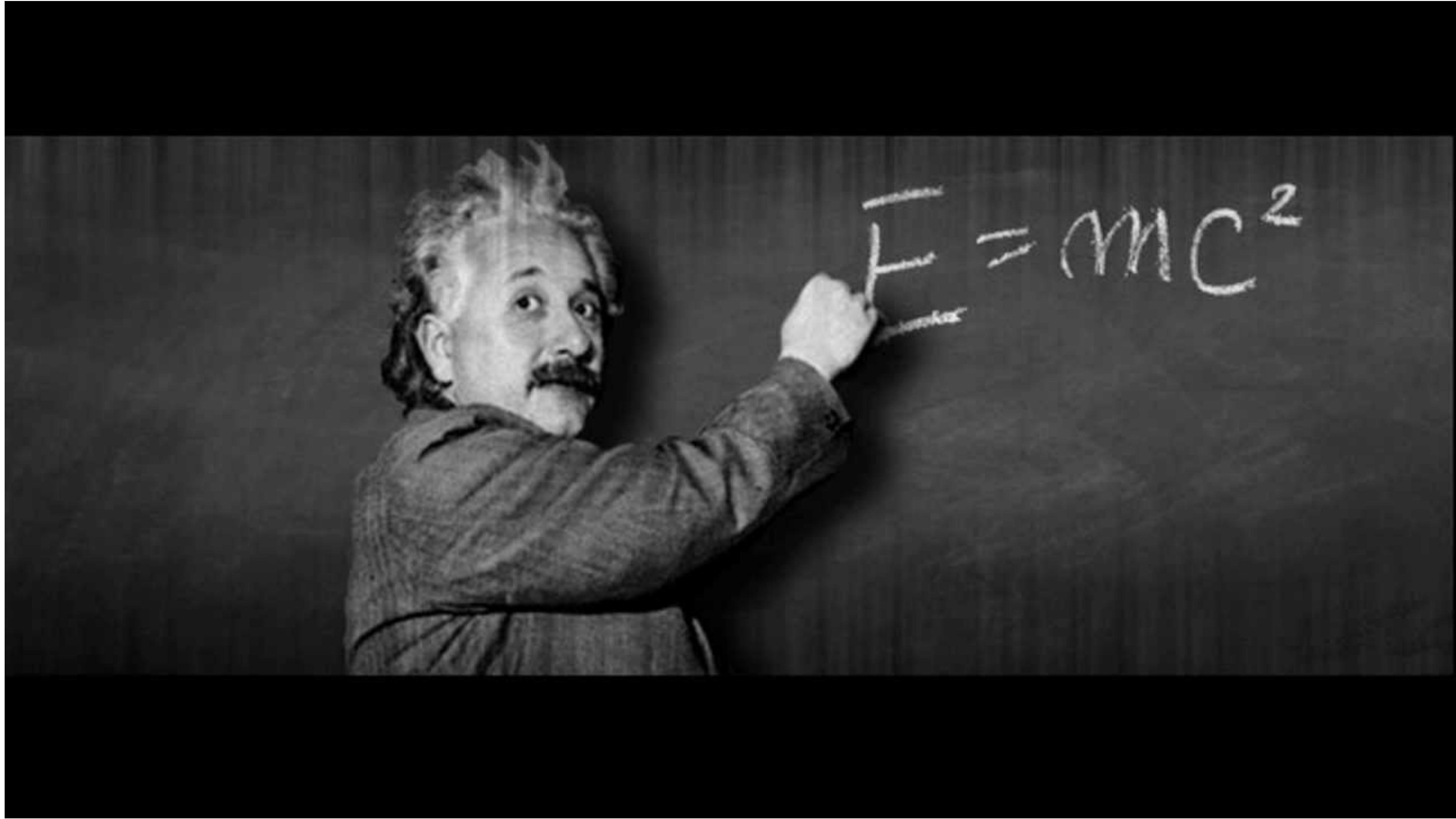


Sostanza non polare

Sostanza non polare



color  
Chop\_A



$$\begin{aligned}
& K = \frac{P^2}{2m} \frac{e}{m_0} = \frac{M_m}{N_A} = \frac{M_r \cdot 10^{-3}}{N_A} \quad m = N \cdot m_0 = \frac{Q}{N_A} \frac{M_m}{N_A} \quad \frac{(n_2+n_1)^2}{(n_2-n_1)^2} \quad R_m = C \frac{T}{T_k} k = \pm \sqrt{\frac{2m}{\hbar^2} (E - E_b)} \\
& \lambda = \frac{\hbar}{\sqrt{2eUm_e}} \quad R = \rho \frac{l}{S} \quad E = mc^2 \quad \omega = 2\pi f \\
& f_0 = \frac{1}{2\pi} \sqrt{\frac{g}{l}} \quad \psi_{(x)} = \sqrt{\frac{2}{L}} \sin \frac{n\pi x}{L} \quad \beta = \frac{\Delta I_c}{I_c} \phi_e = \frac{\Delta E}{\Delta t} \frac{m_1}{x} + \frac{m_2}{x'} = \frac{m_2 - m_1}{n} \\
& \oint \vec{B} d\vec{l} = \mu_0 \iint_S \vec{J} dS \quad \vec{S} = \frac{1}{\mu_0} (\vec{E} \times \vec{B}) \quad \phi = \frac{2\pi \sin 2\lambda}{\lambda} \frac{h}{k} \\
& V_L = \sqrt{\frac{3kT}{m_0}} = \sqrt{\frac{3kTN_A}{M_m}} = \sqrt{\frac{3R_m T}{M_r \cdot 10^{-3}}} \quad E = \frac{\hbar k^2}{2m} \quad P_C = \frac{1}{r} \text{AU} \quad \oint \vec{D} d\vec{S} = Q \\
& \gamma = \frac{\ln n_2}{T} \quad F_h = S h \rho g \quad f_0 = \frac{1}{2\pi \sqrt{CL}} \quad \sigma = \frac{Q}{A} \quad M = F_d \cos \alpha \quad R = \frac{U}{I} \quad F_V = \oint \frac{F_h}{R} \\
& \left( \frac{E_t}{E_0} \right)_{11} = \frac{2 \cos \vartheta_1 \cos \vartheta_2}{\cos(\vartheta_1 - \vartheta_2) \sin(\vartheta_1 + \vartheta_2)} \quad \oint \vec{E} d\vec{l} = - \iint_S \frac{\partial \vec{B}}{\partial t} \cdot d\vec{S} \quad P = \frac{E}{C} = \frac{hf}{c} = \frac{h}{\lambda} \\
& E_y = E_0 \sin(k_x - \omega t) \quad R = R_0 \sqrt[3]{A} \quad c(s) \quad S^{Im^2} = U_m^2 \left[ \frac{1}{R^2} + \left( \frac{1}{X_C} - \frac{1}{X_L} \right)^2 \right] \quad \lambda^* T = b \\
& \zeta = \frac{1}{\omega} d\omega \quad u = U \sin(\omega(t-T)) = U \sin 2\pi \left( \frac{t}{T} - \frac{x}{\lambda} \right)
\end{aligned}$$

**Contestualismo funzionale**

Metafore ed esercizi

**Hexaflex**

**Contestualismo funzionale**

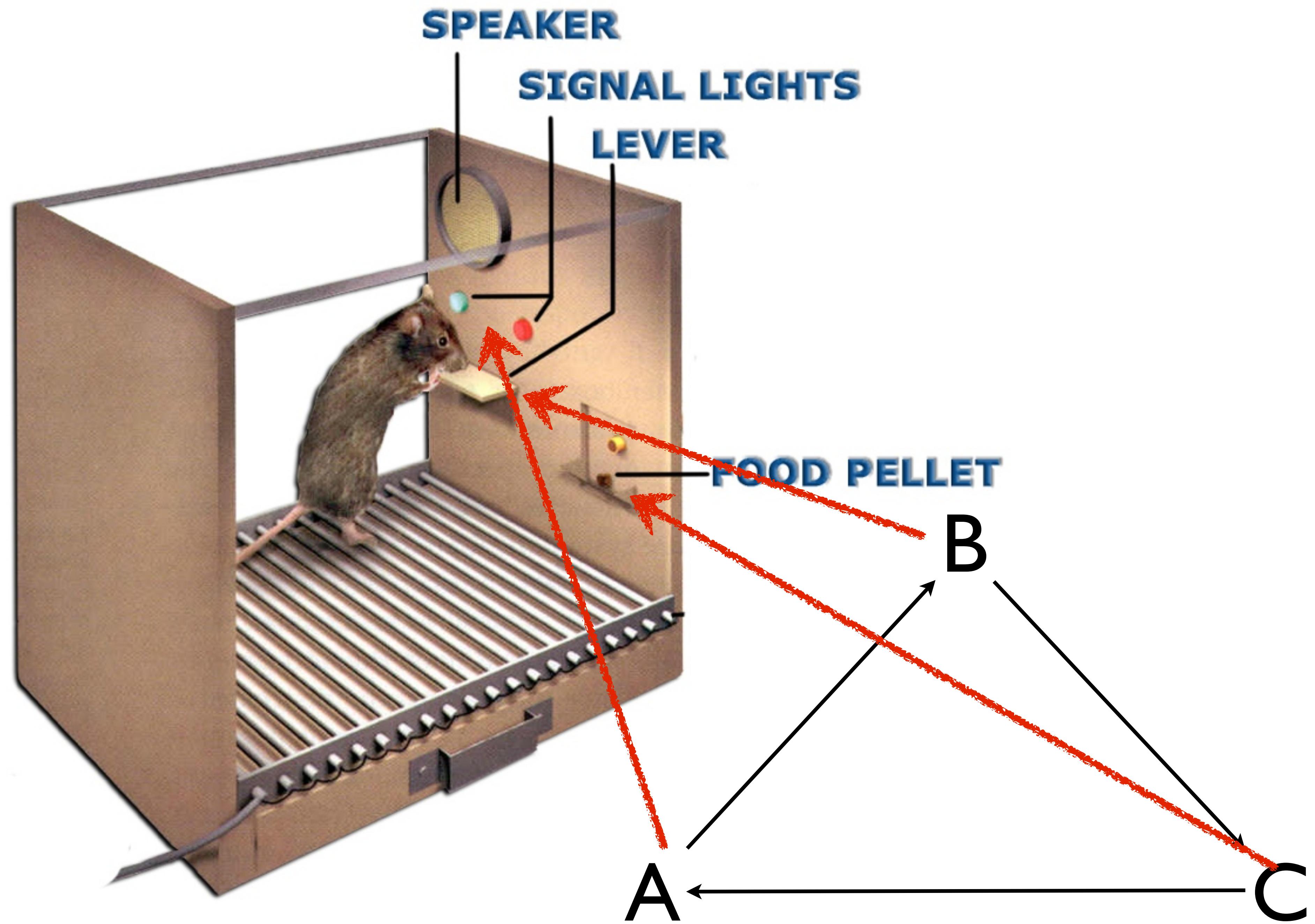
**Relational Frame Theory**

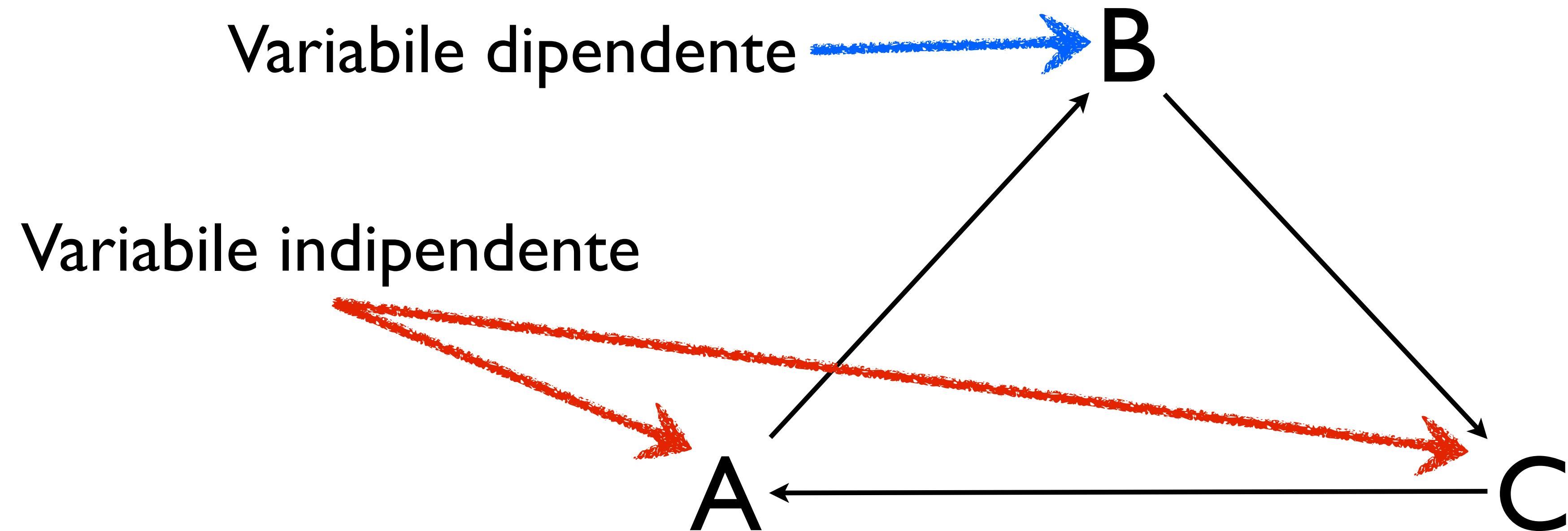
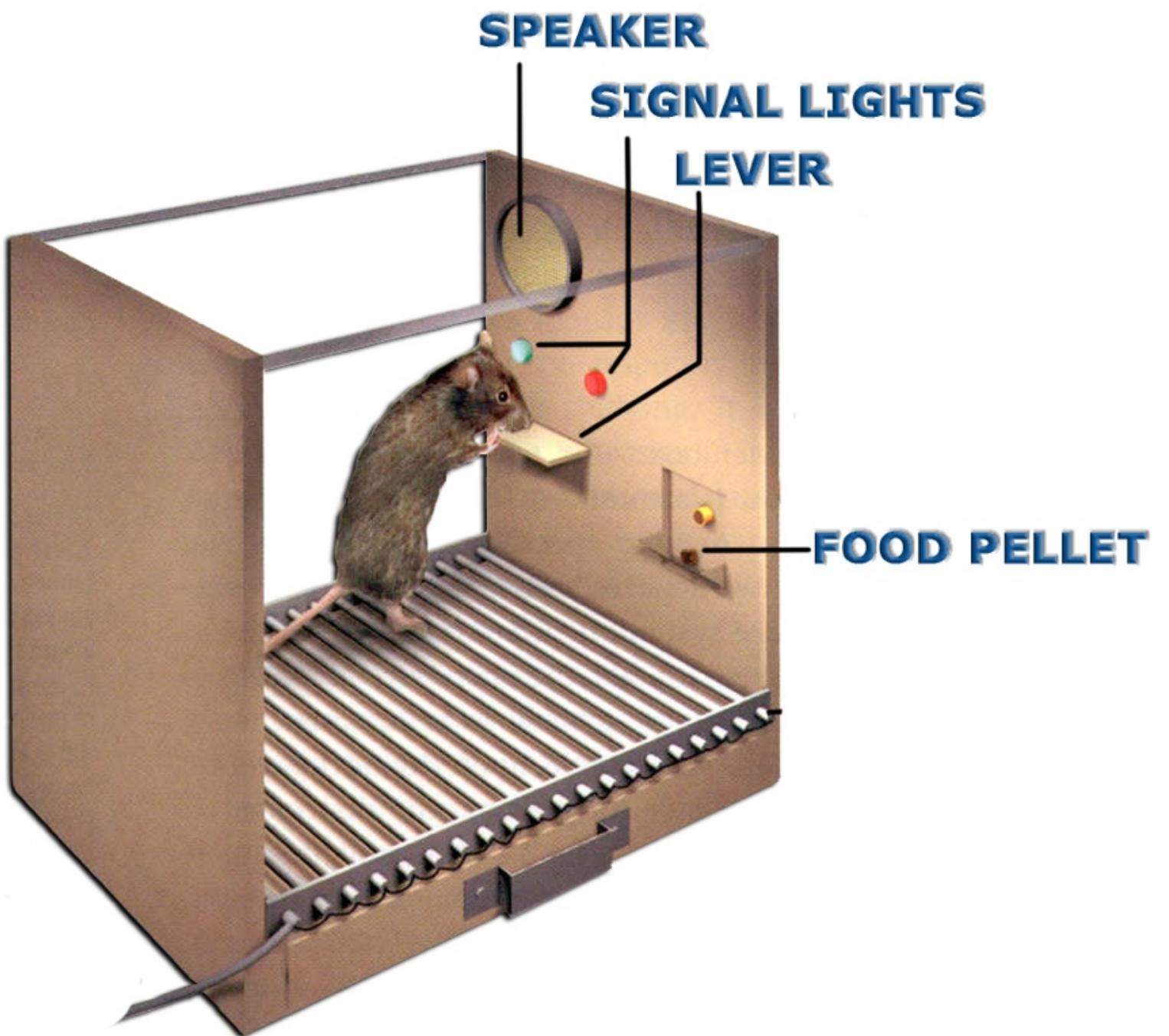
**Principi dell'analisi del comportamento**

# Behavior analysis e pensiero

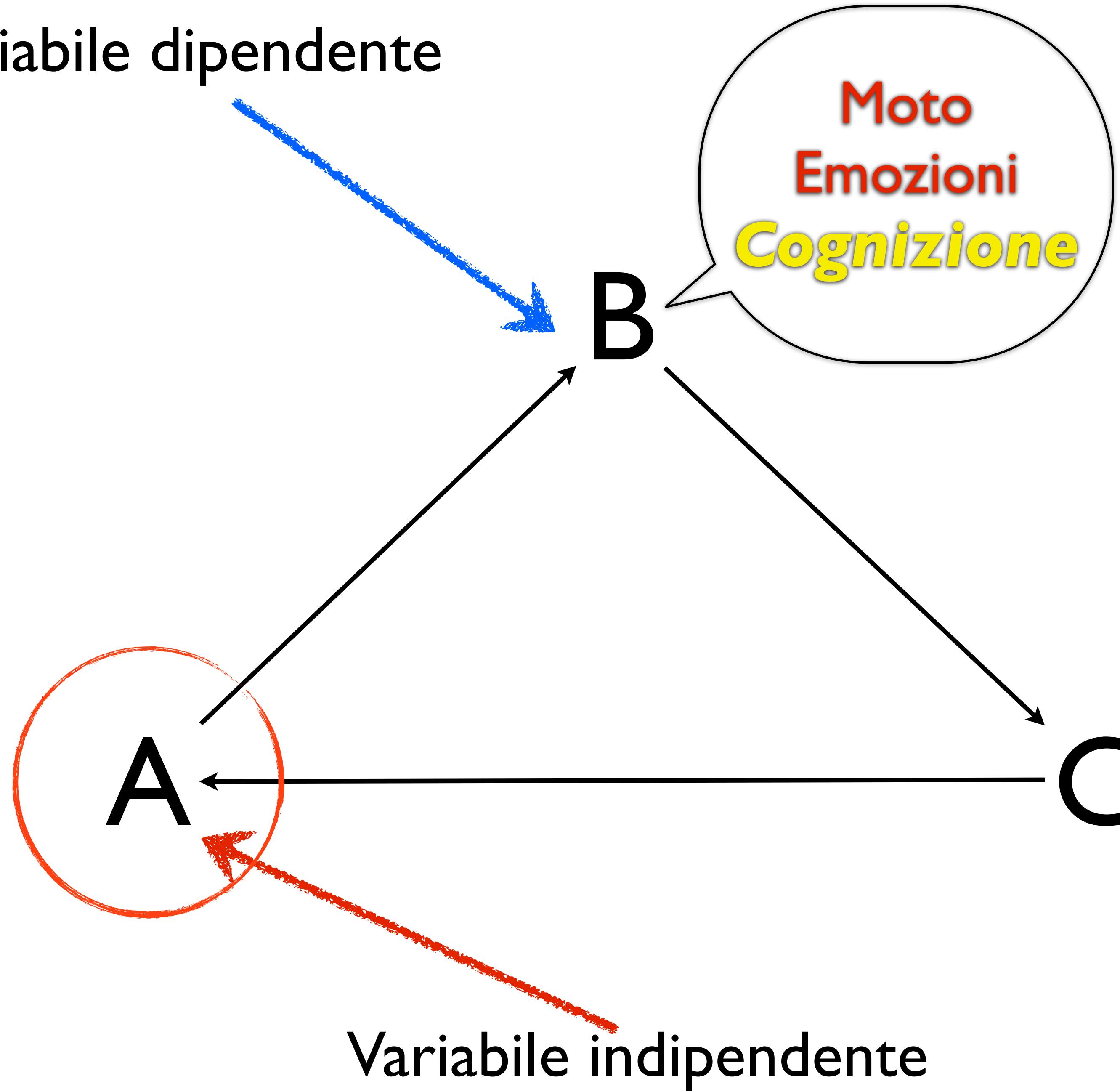
- Skinner (1953) **non ha mai negato**, come molti ritengono (cfr. ad es. Miller, 1988), l'esistenza del pensiero o di eventi “sotto la pelle”; **tali eventi esistono e vanno studiati in quanto atti comportamentali**, al pari di quelli pubblicamente osservabili. La loro non accessibilità all'osservazione pubblica non è un limite posto al loro studio, anche perché la soglia di osservabilità è funzione di molti fattori (Moderato, 1991; Palmer, 1991). Tuttavia Skinner e gli “analisti del comportamento” ritengono che **ridurre le cause del comportamento pubblicamente osservabile ad eventi covert porterebbe a un'analisi causa-effetto di tipo comportamento-comportamento, inefficace dal punto di vista della previsione e del controllo** (Hayes e Brownstein, 1986).





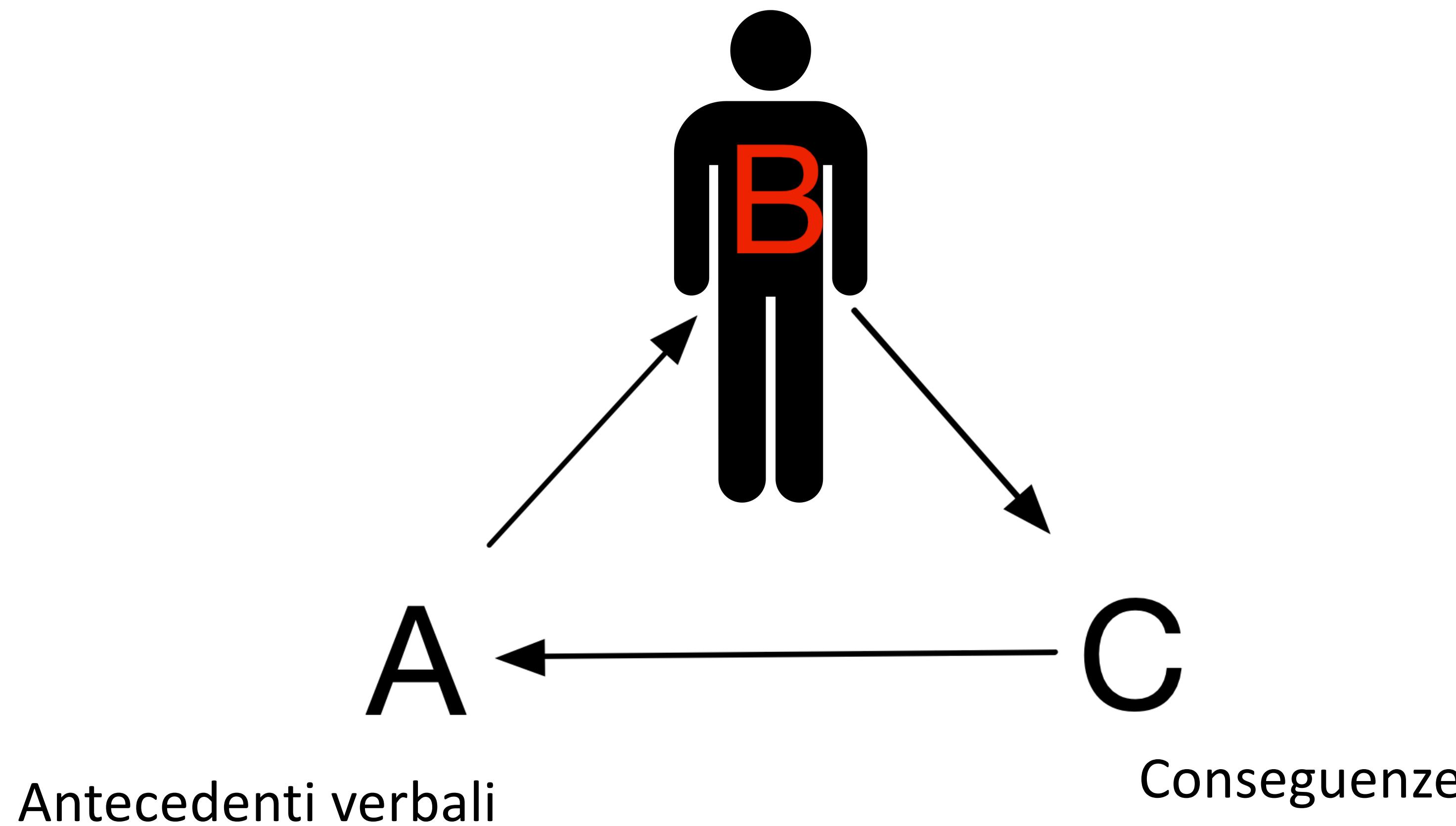


Variable dipendente

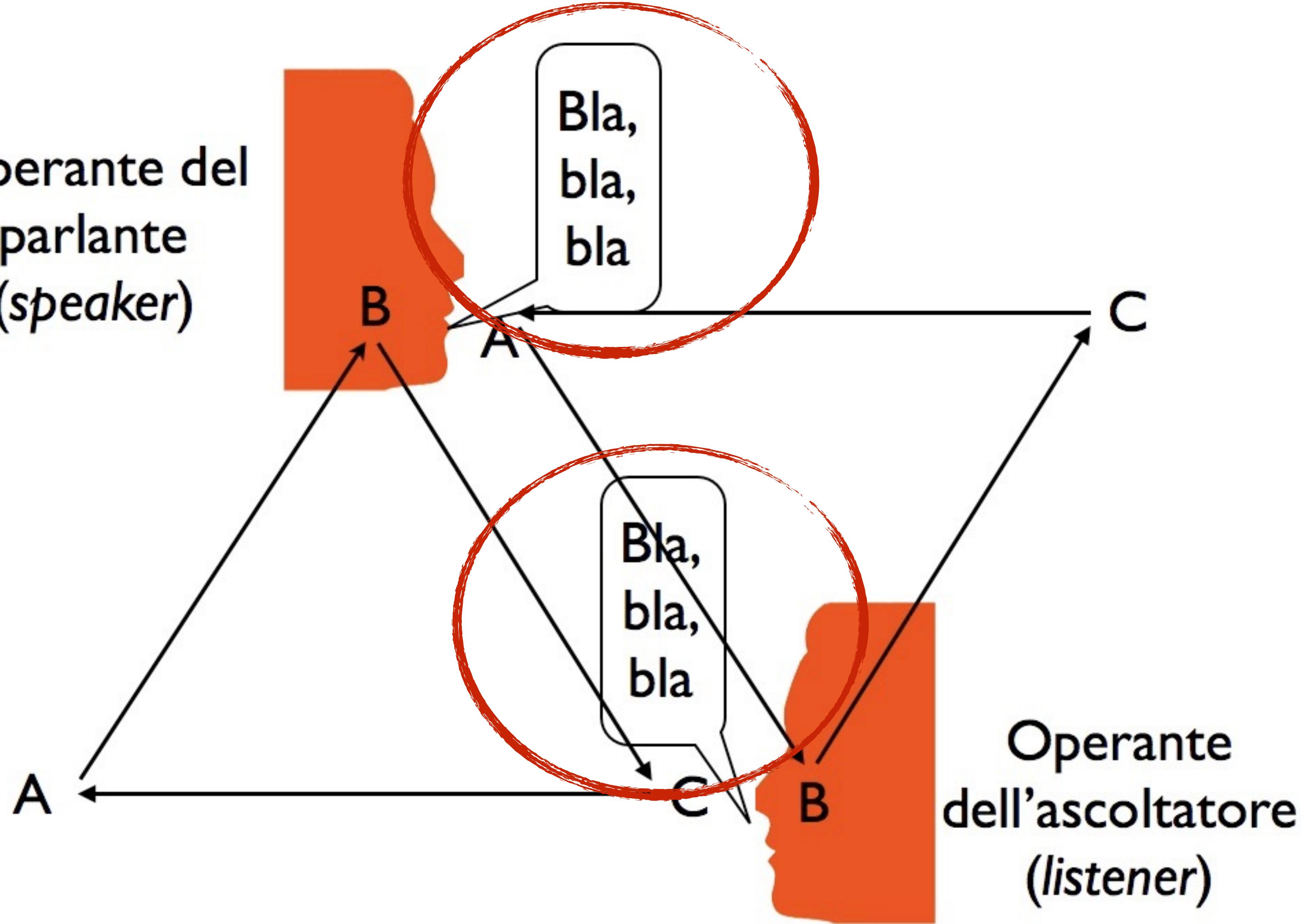


Variable indipendente

# Fonti di controllo del comportamento umano



Operante del  
parlante  
(*speaker*)



Operante  
dell'ascoltatore  
(*listener*)

# Un esperimento di neuroeconomia molto semplice ed efficace:

Vino 1



Vino 3

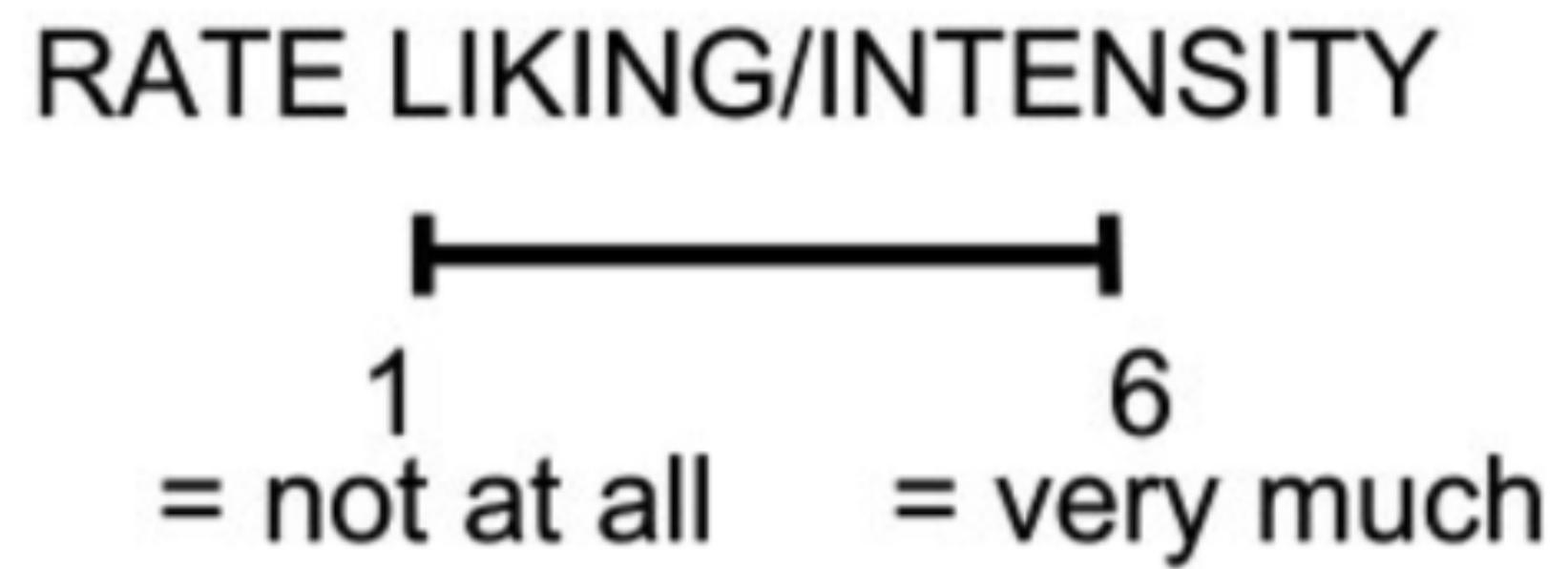


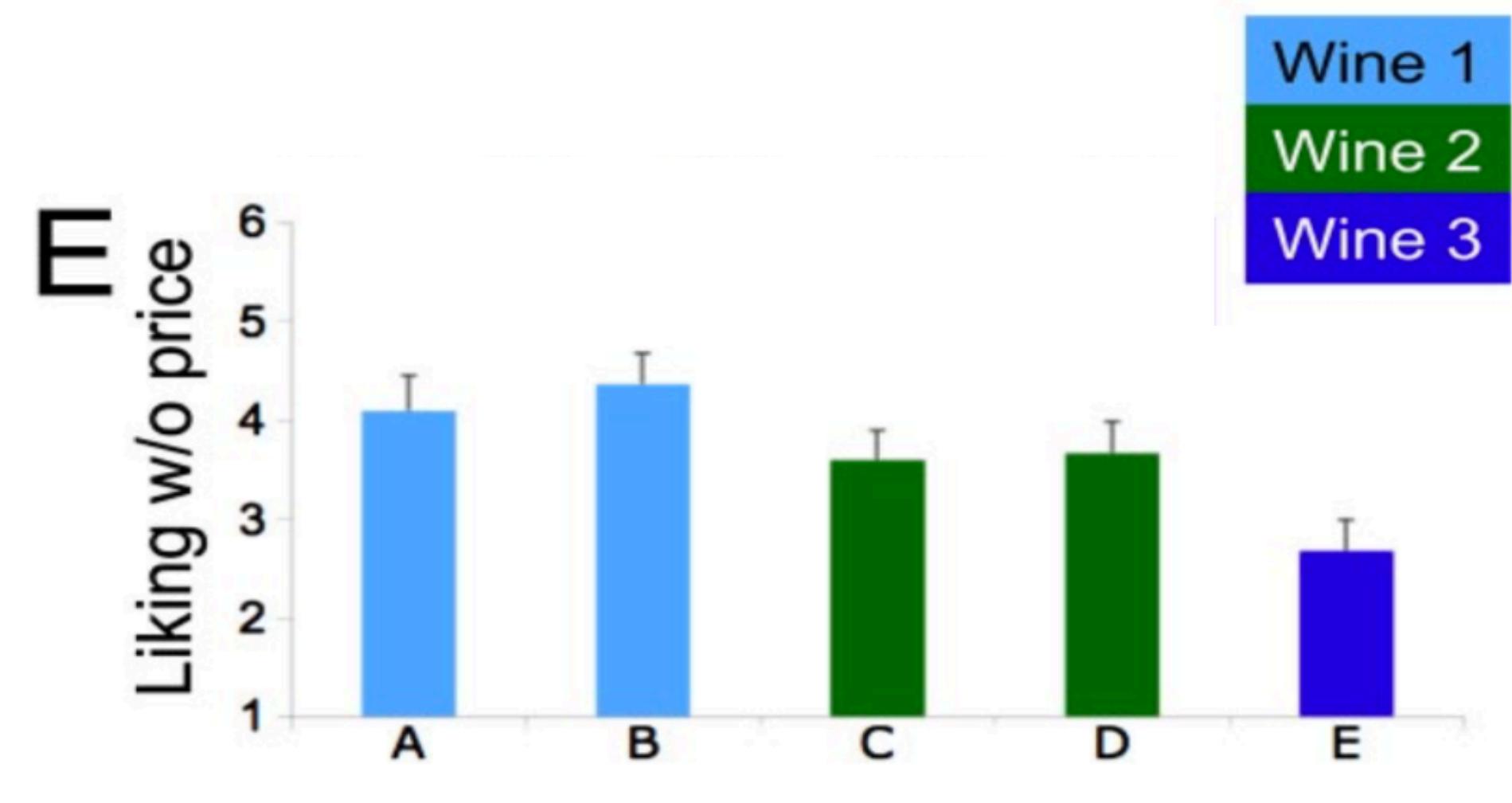
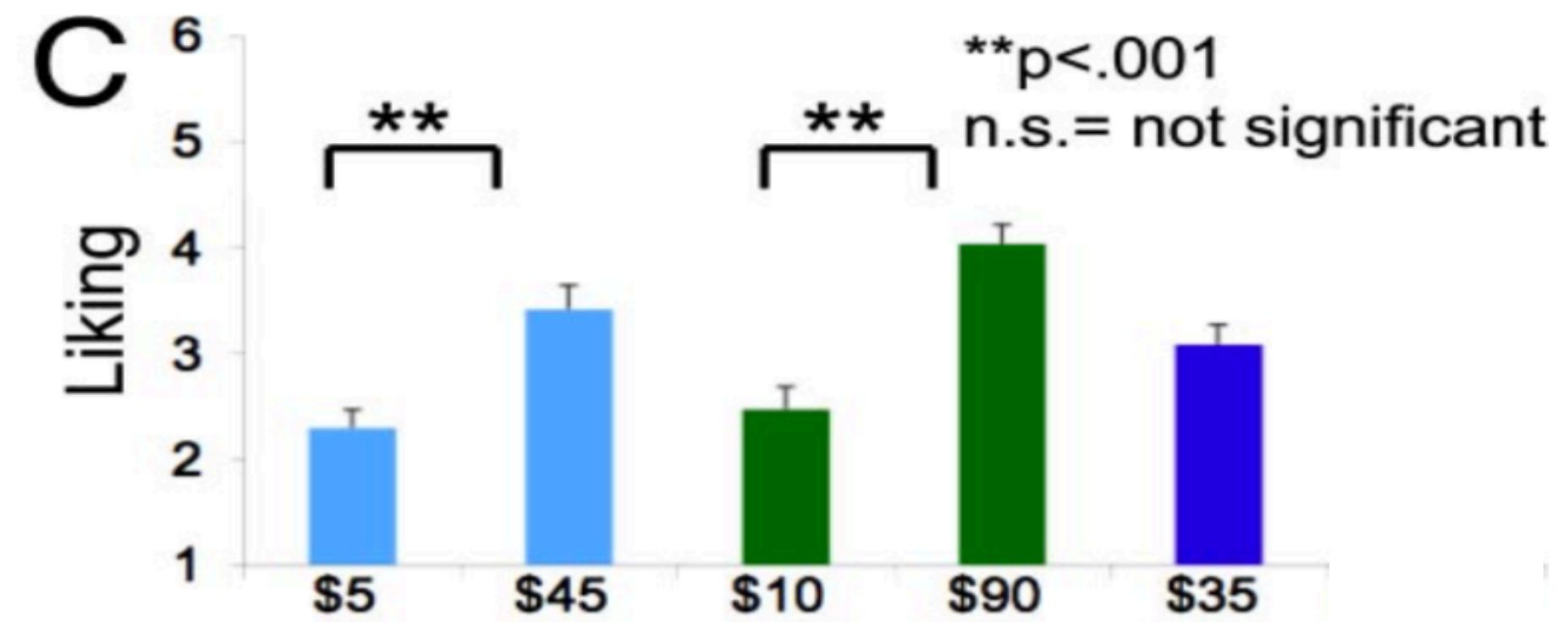
Vino 2



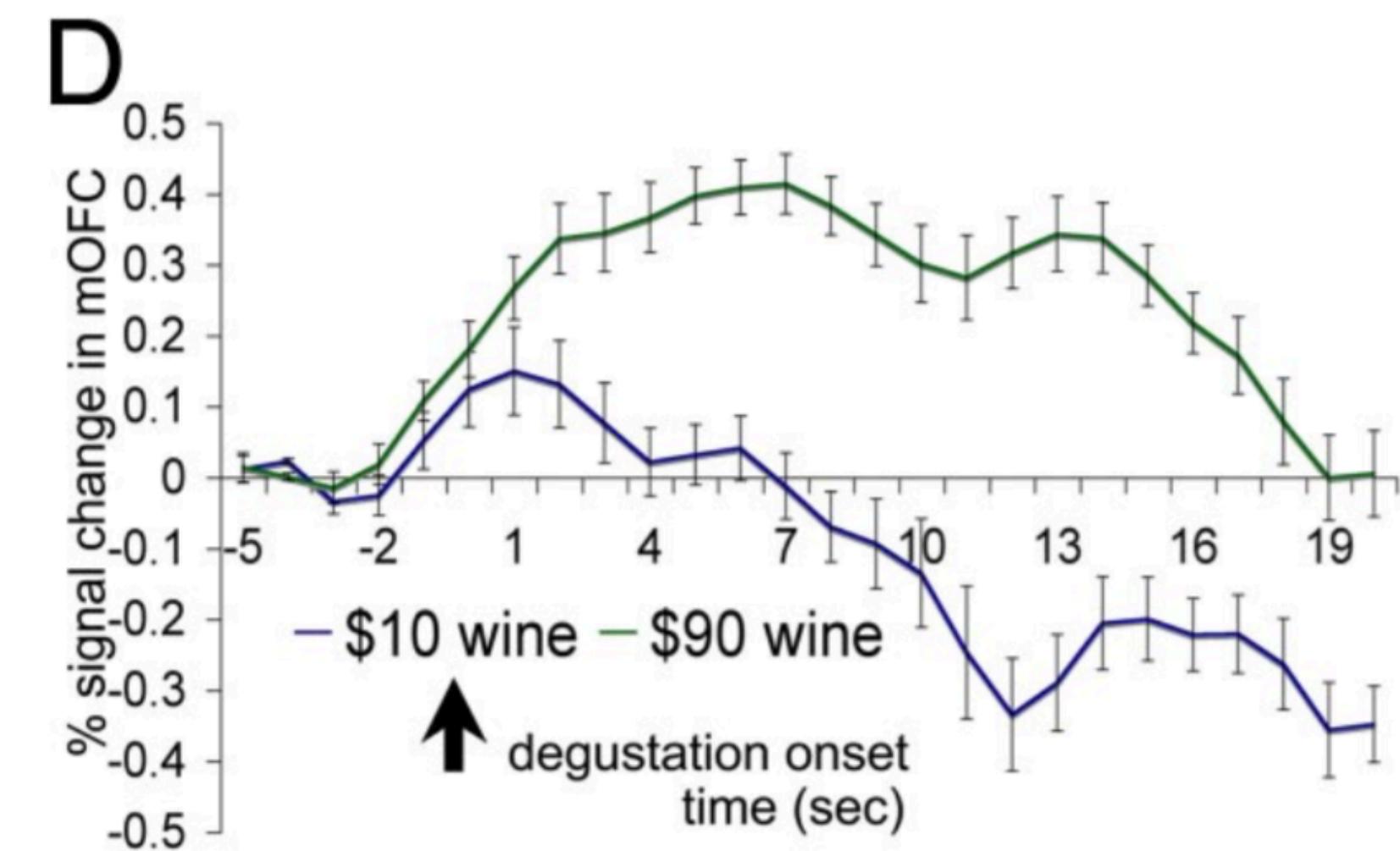
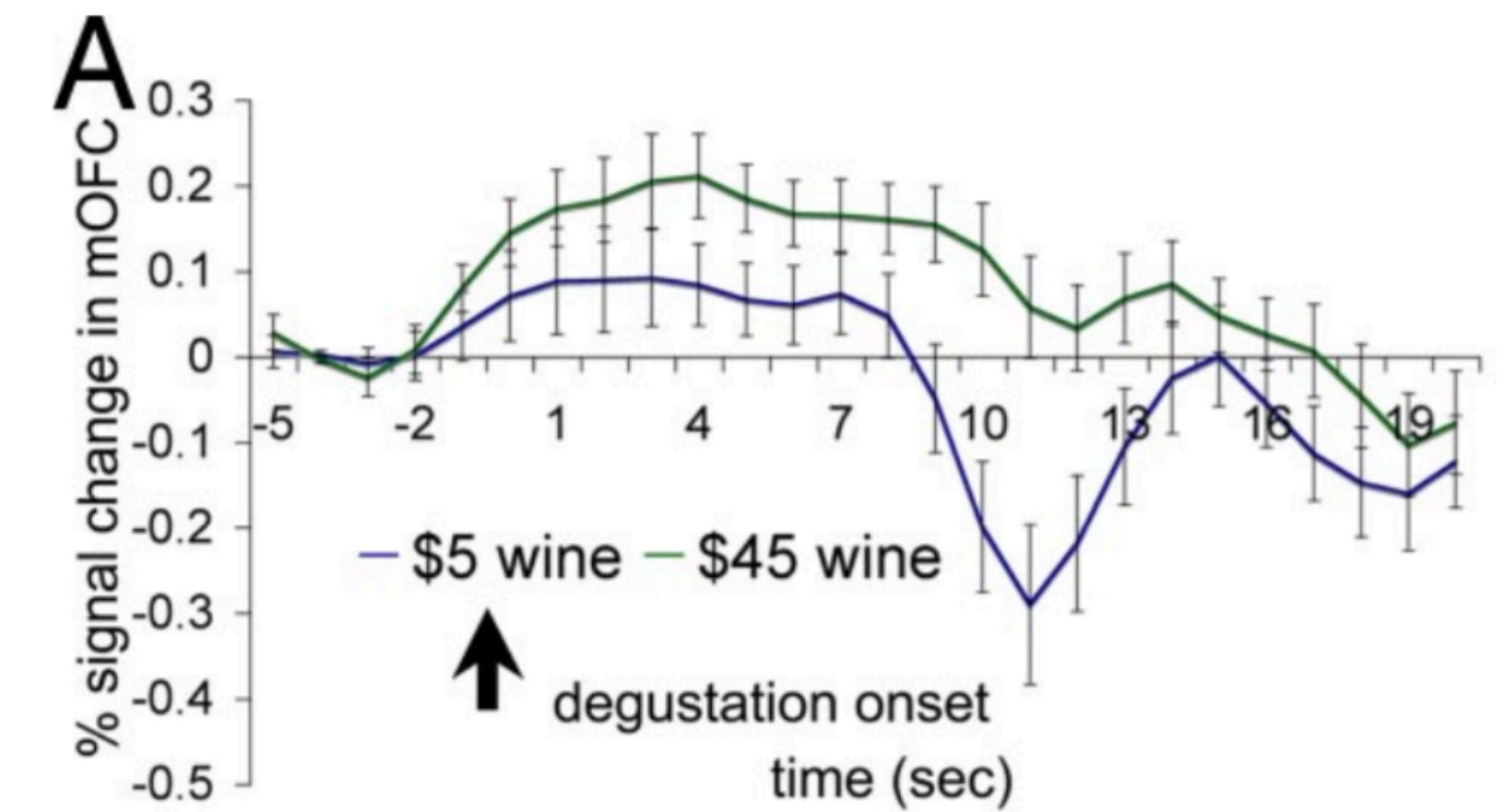
(Plassmann, O' Doherty, Shiv and Rangel, 2008)

# Corteccia Orbitofrontale Mediale





(C) Reported pleasantness for the wines during the cued price trials.  
(E) Reported pleasantness for the wines obtained during a postexperimental session without price cues.



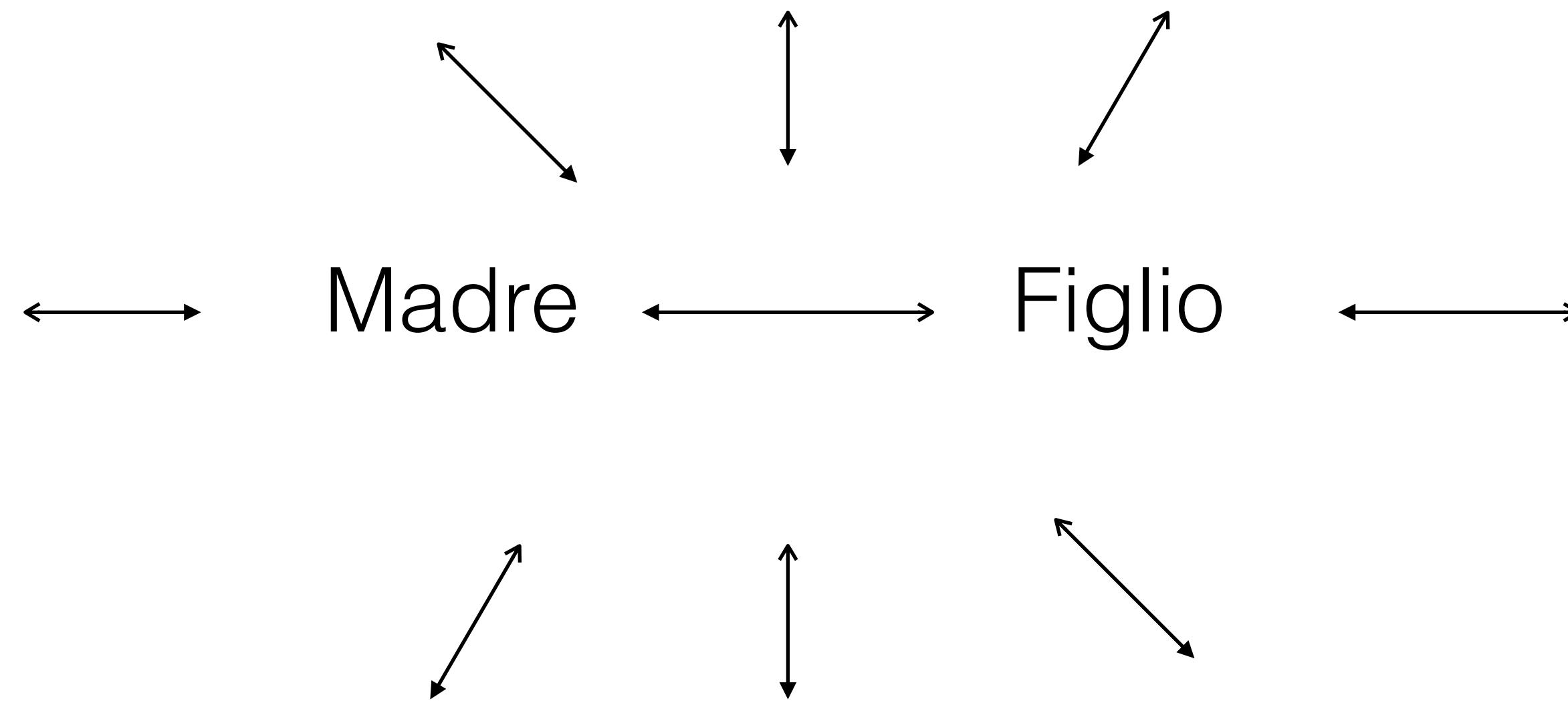
(A) Wine 1: averaged time courses in the medial OFC (RMI)  
(D) Wine 2: averaged time courses in the medial OFC (RMI)

# Classi di variabili che controllano il comportamento

- Il comportamento verbale e non verbale di un individuo verbalmente competente può essere fondamentalmente controllato da due grandi classi di variabili:
  - le conseguenze che il comportamento stesso produce, che agiscono incrementando o diminuendo la probabilità d'emissione di una risposta, e
  - la descrizione verbale delle contingenze ambientali in forma di istruzione o regola.
- Skinner (1969) chiama le due diverse classi di comportamento modellato dalle contingenze (***contingency-shaped behavior***) e comportamento governato da regole (***rule-governed behavior***).  
•

# RFT

***“Relating”*** (il mettere in relazione) è semplicemente il rispondere a qualcosa in termini di un’altra



Quando mettiamo in relazione due oggetti, due eventi, due persone, stiamo imparando qualcosa su di loro



# Roba di tutti i giorni

Internet



Recensioni

Amici

???

Esperienze passate

# Oltre il cane di Pavlov

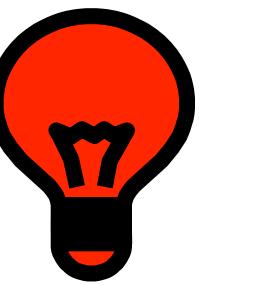


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Stimolo Condizionale

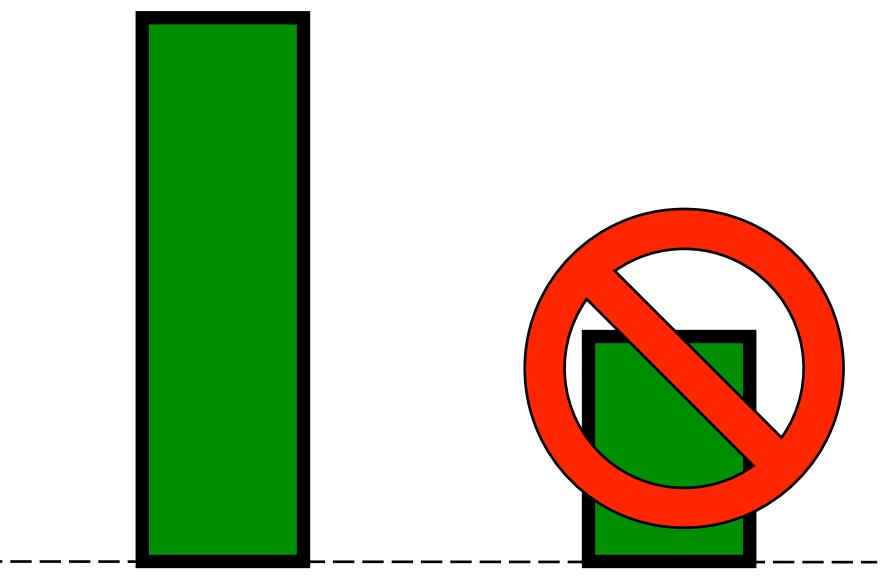
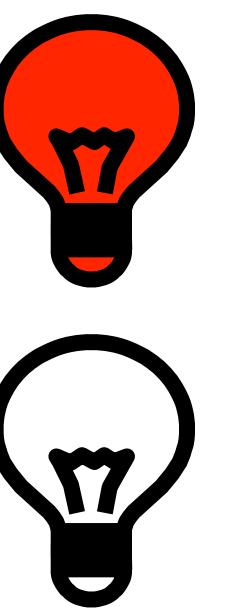
Risposta Condizionale



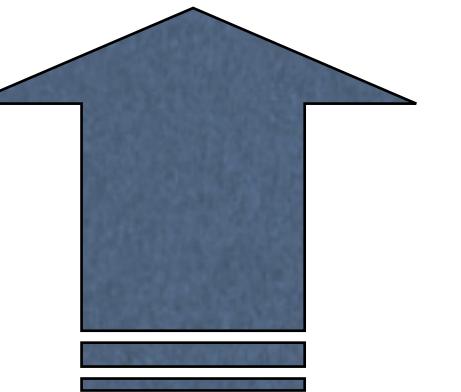
= Pick  
taller



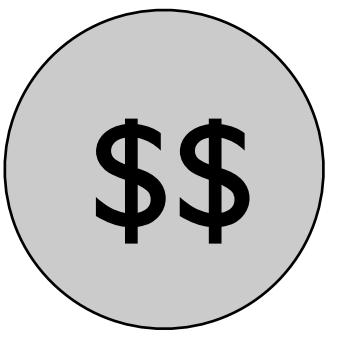
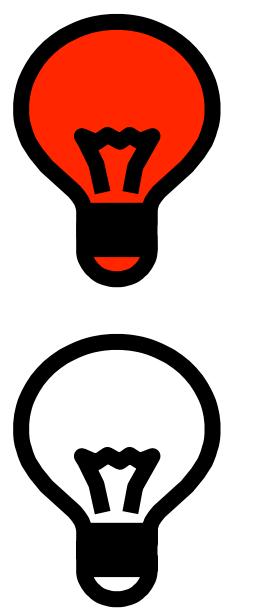
= Pick  
shorter



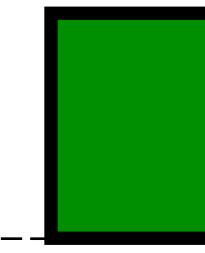
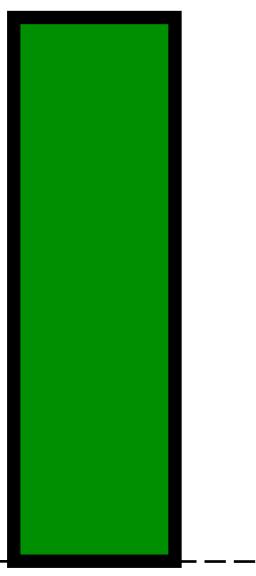
A      B



Extinction  
Schedule

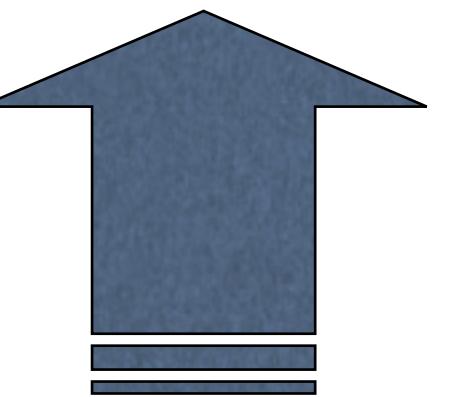


Food

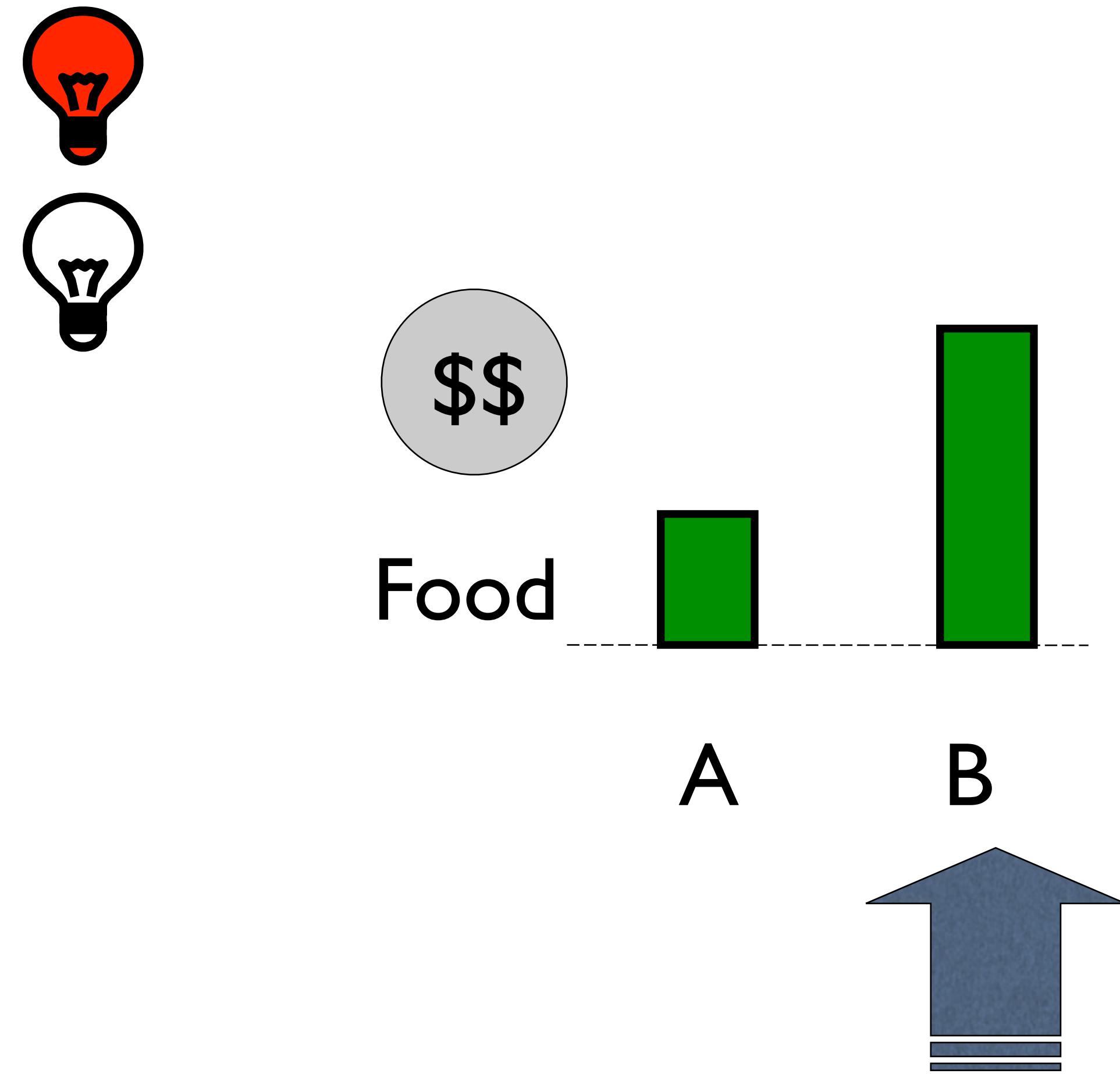


A

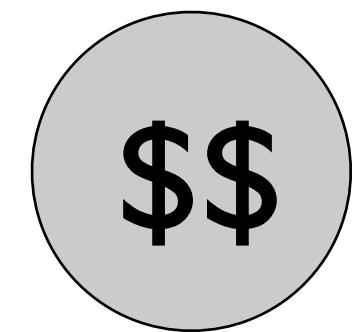
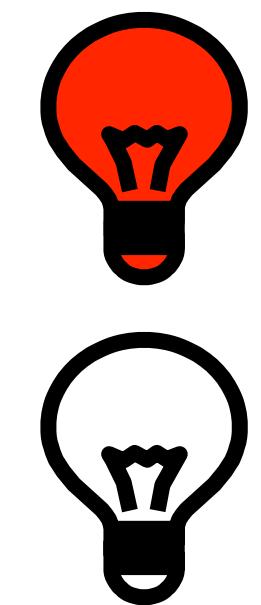
B



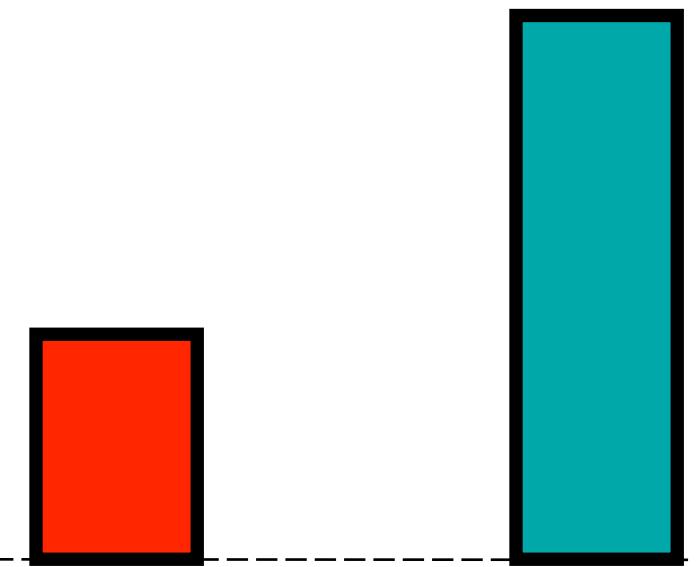
Reinforcement  
Schedule



Reinforcement  
Schedule

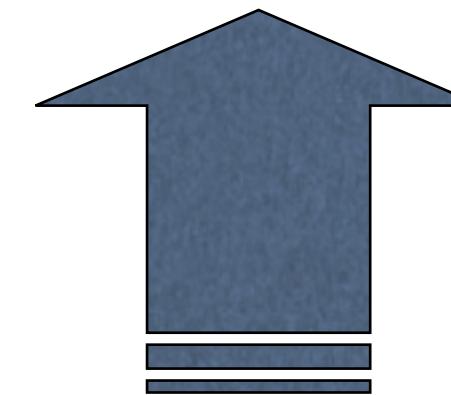


Food



A

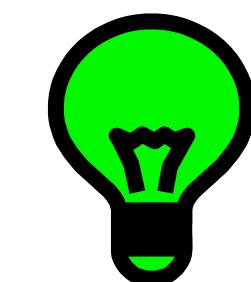
B



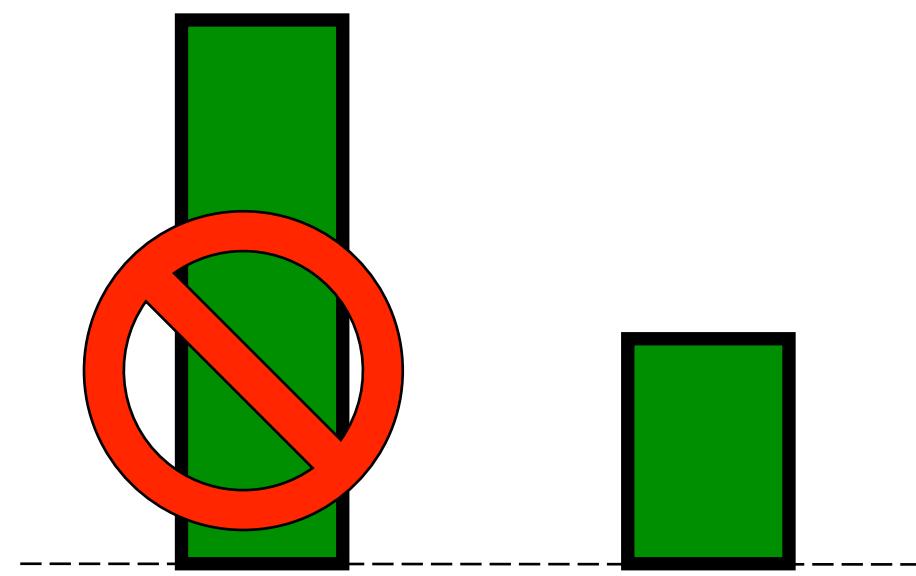
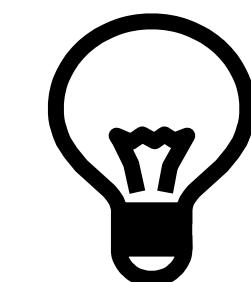
After counterbalanced, **multiple exemplar** trainings, the subject reliably selects the object that is physically taller.

**This is a nonarbitrary relation.**

Reinforcement  
Schedule

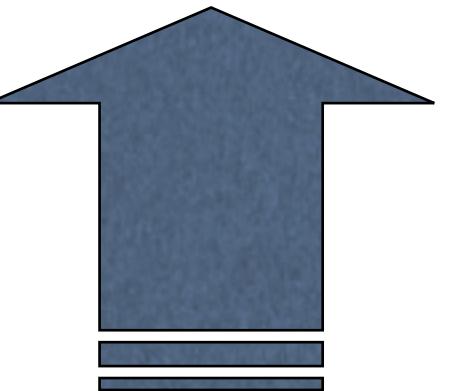


= Pick  
shorter

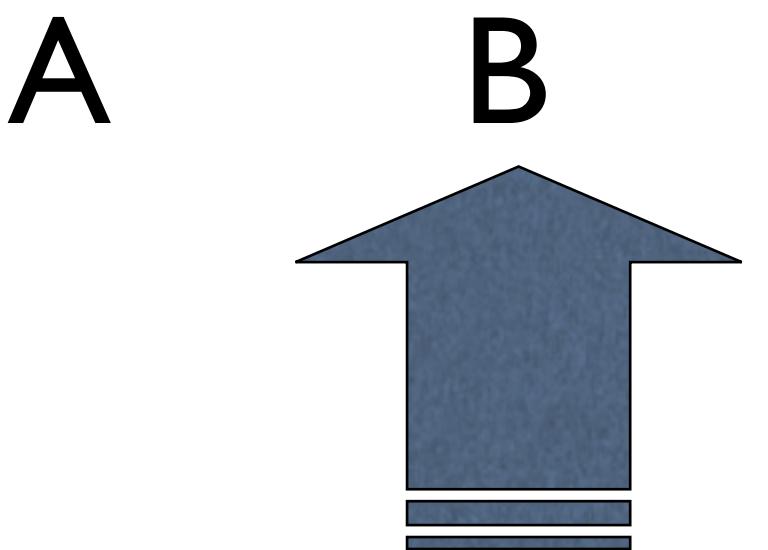
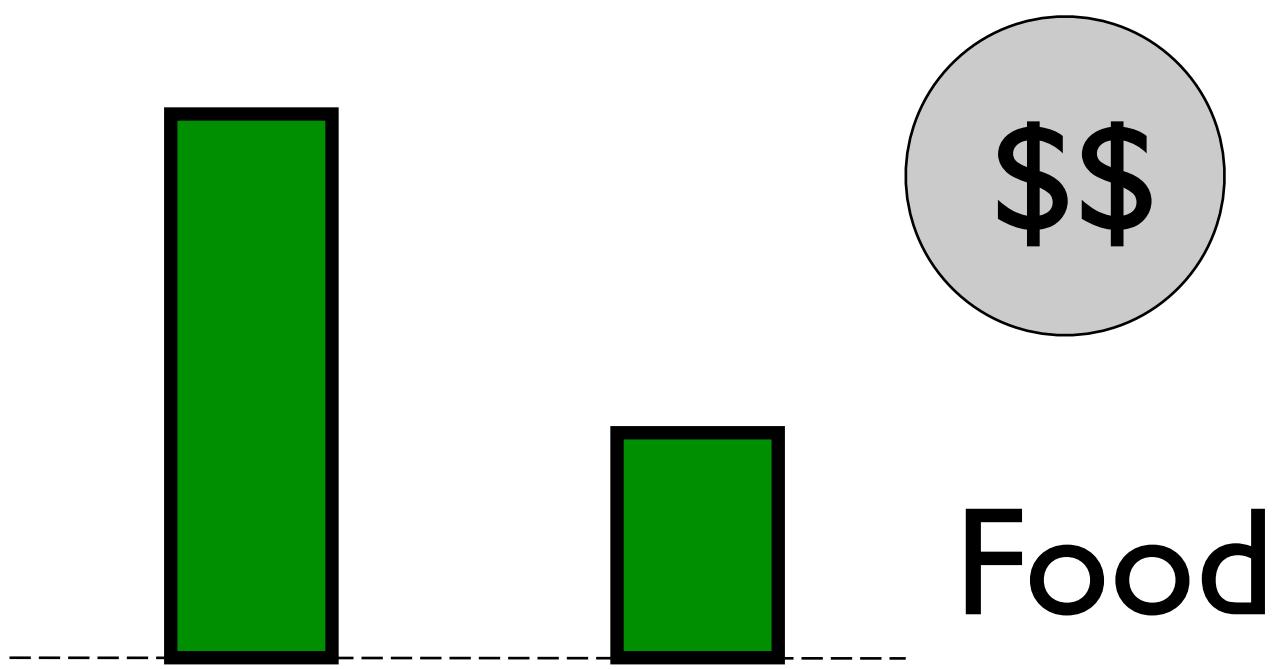
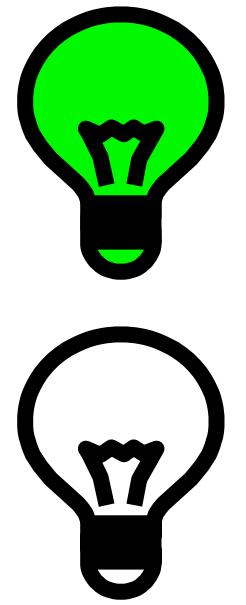


A

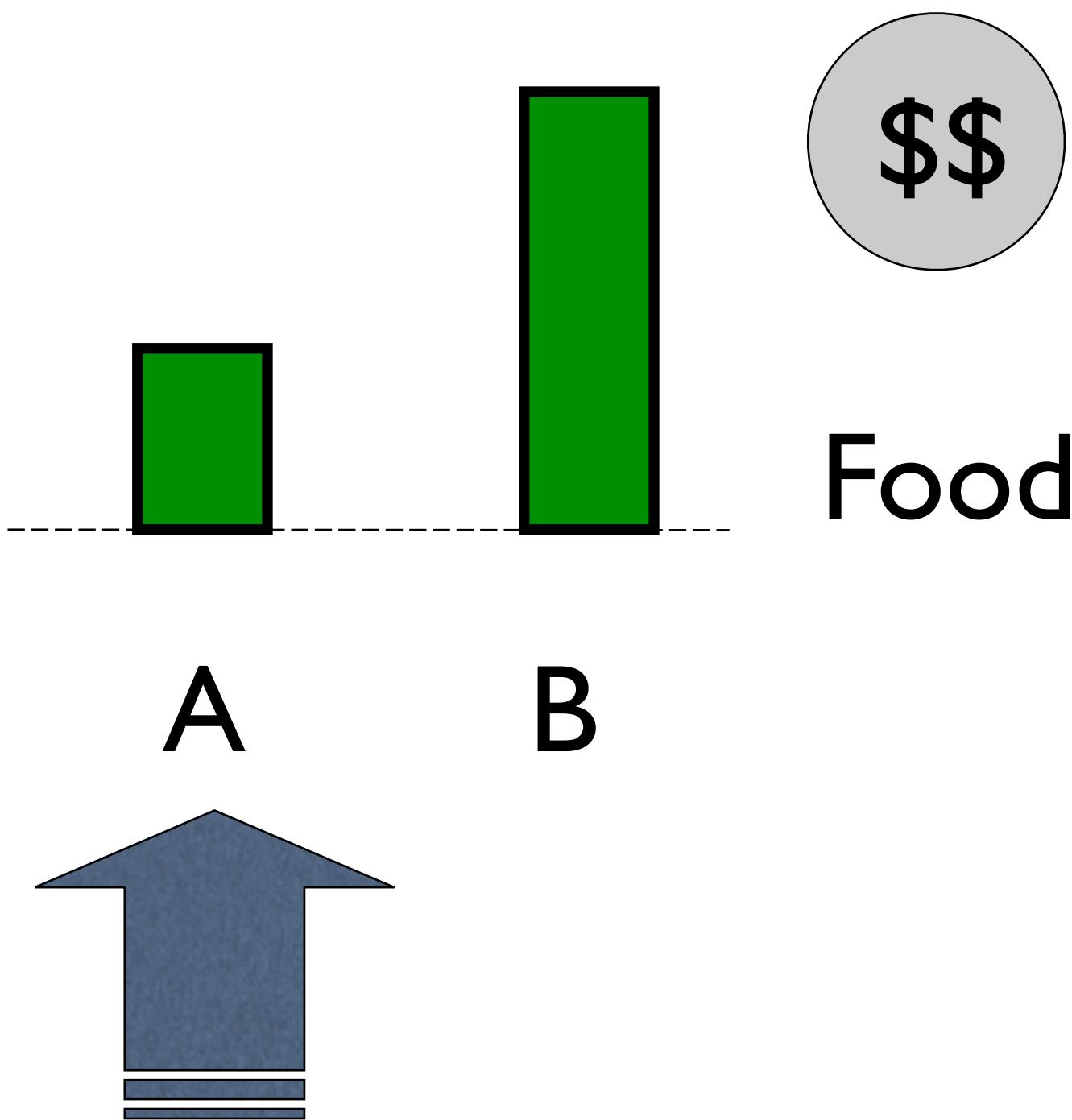
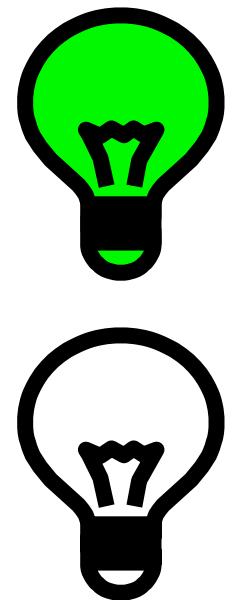
B



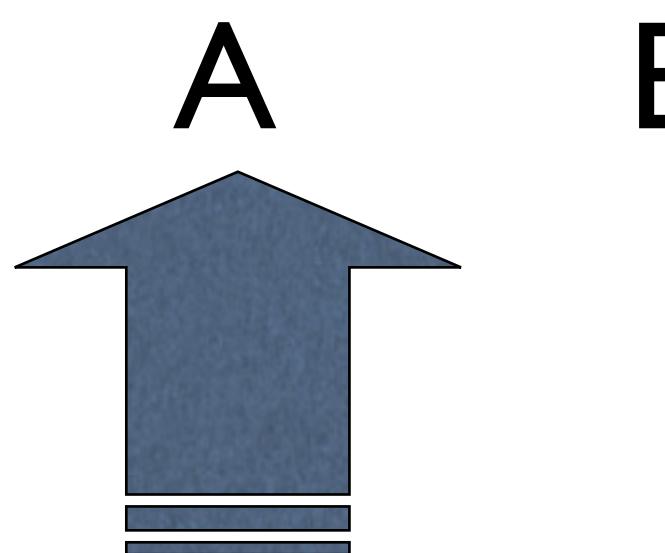
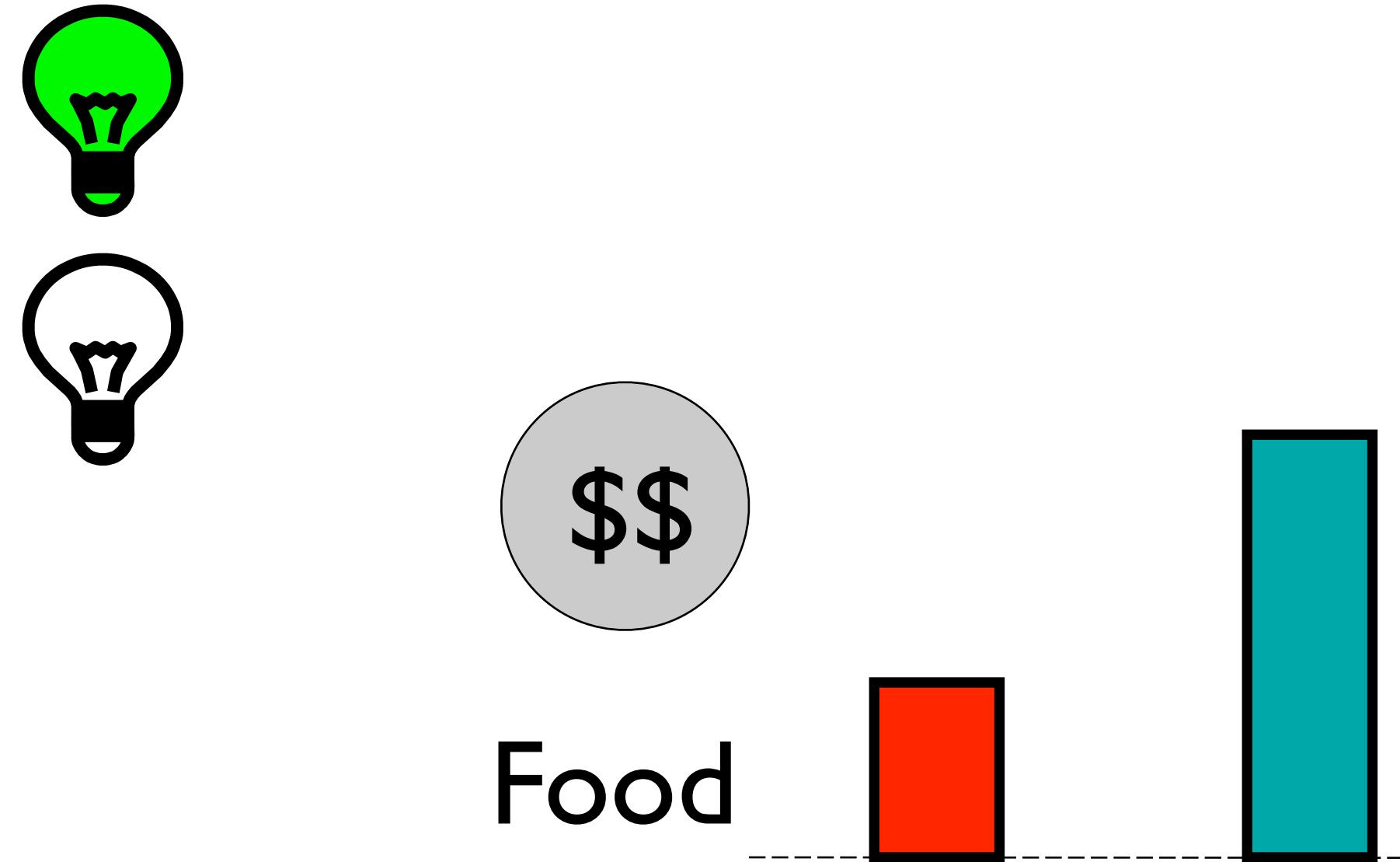
Extinction  
Schedule



Reinforcement  
Schedule



Reinforcement  
Schedule



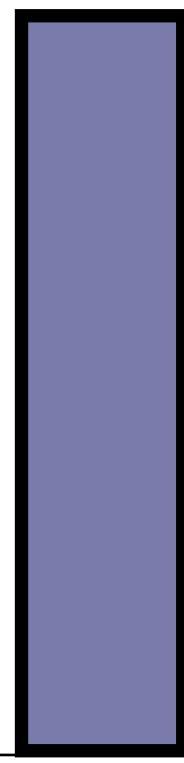
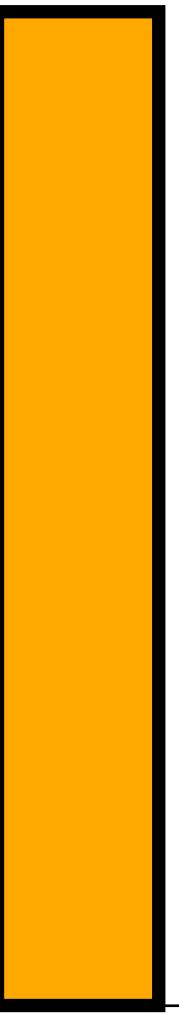
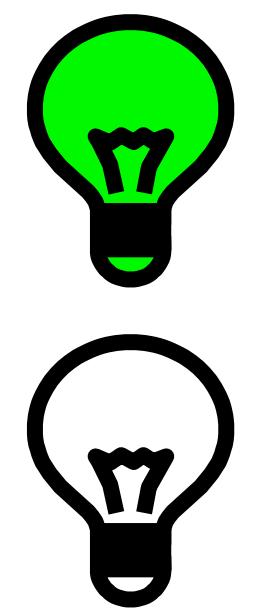
Reinforcement  
Schedule

# *Multipli esempi* di relazioni



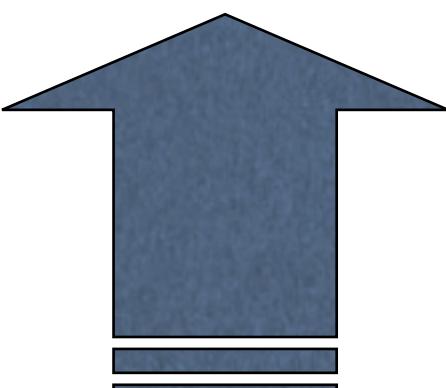
Relazioni basate  
sulle caratteristiche fisiche

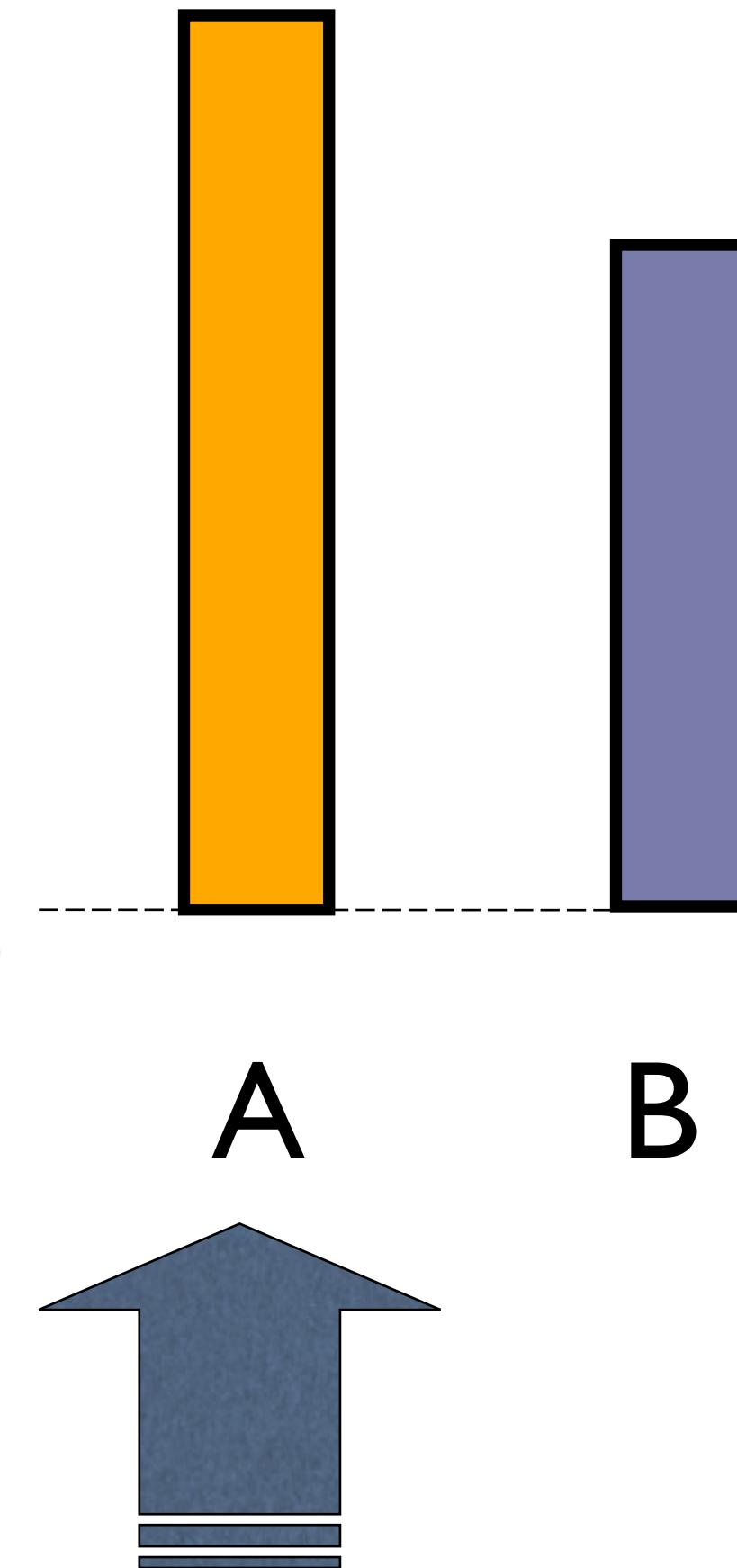
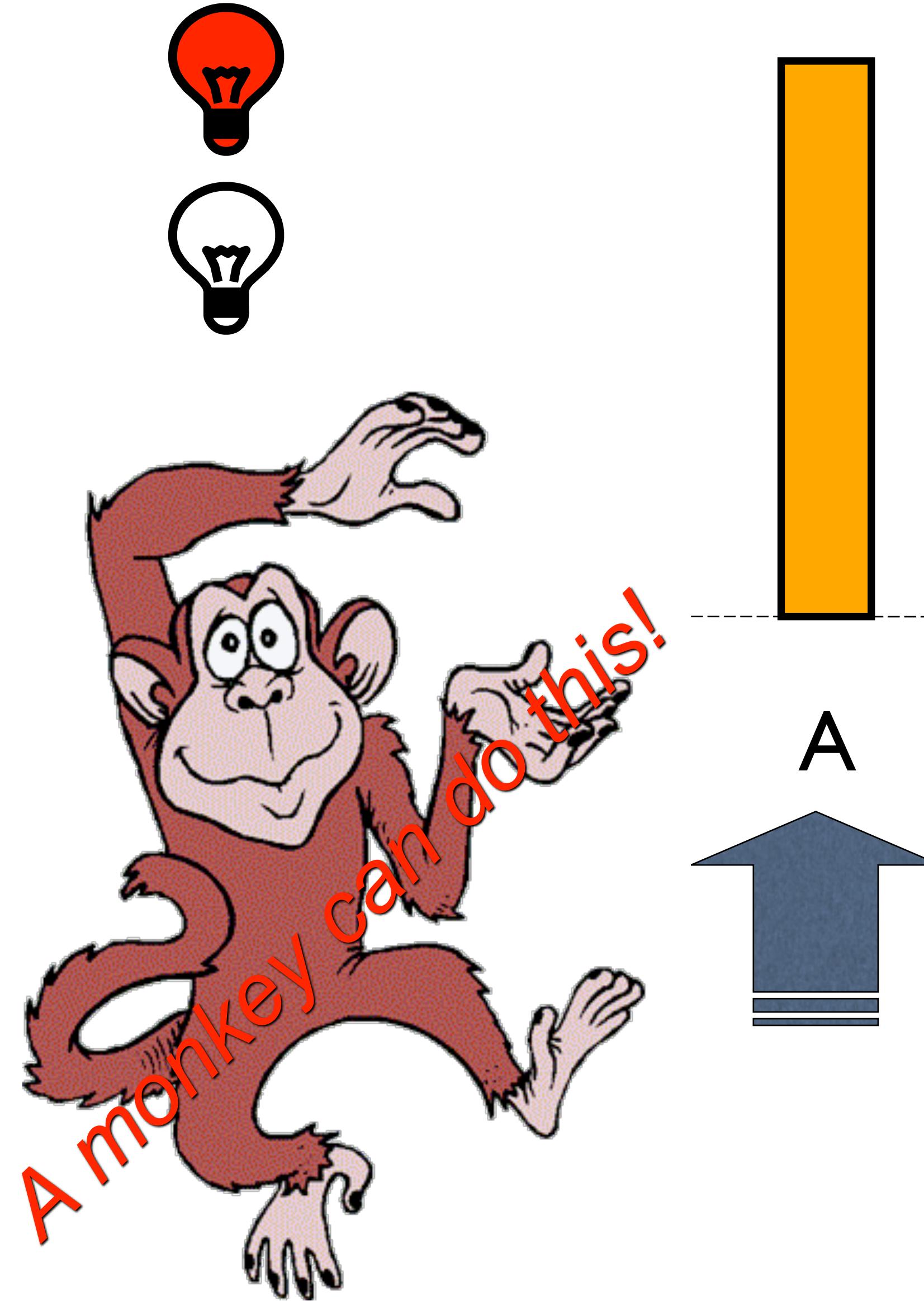
*... e nell'uomo?*



Nonverbal organisms are capable of this kind of relating...

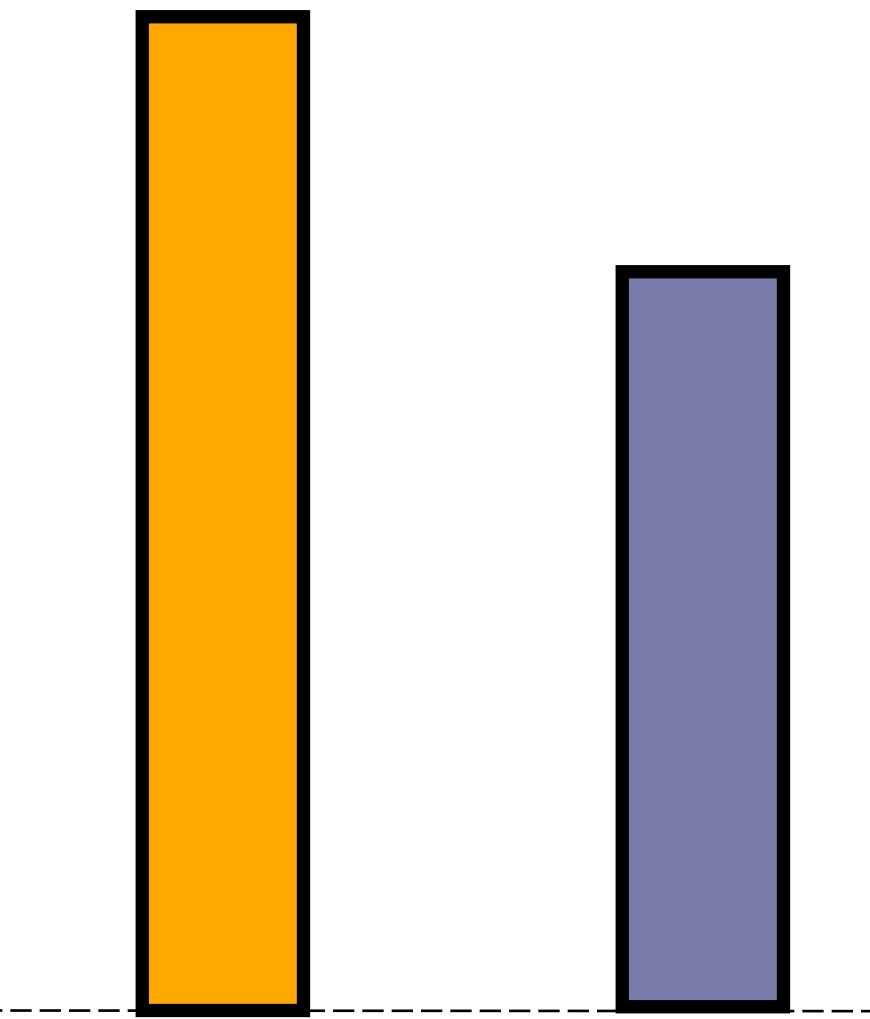
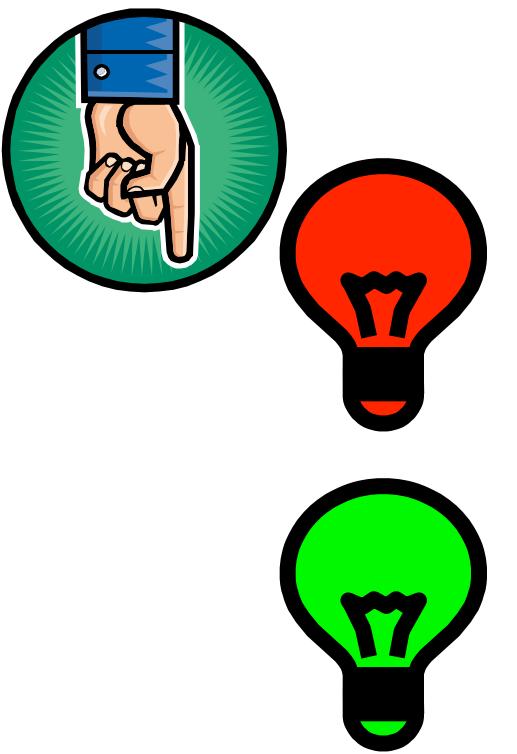
...because the relating is based on physical nonarbitrary properties





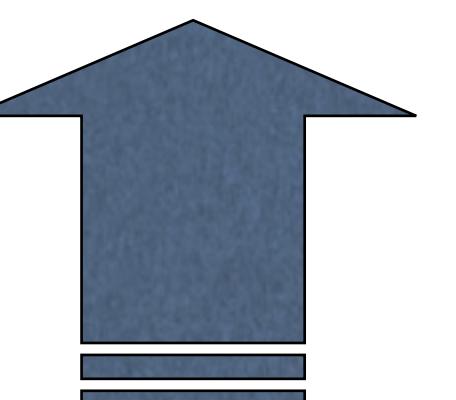
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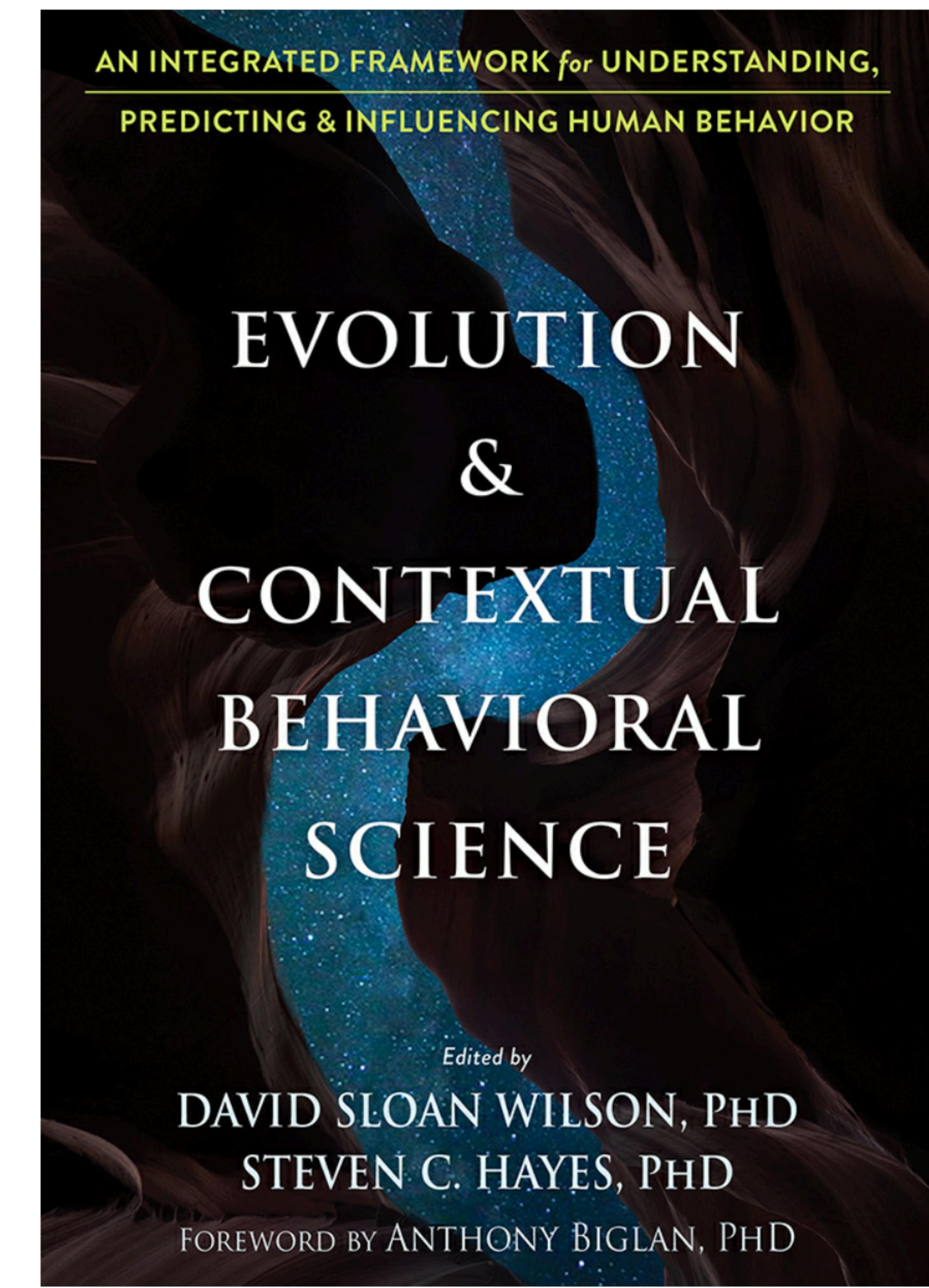
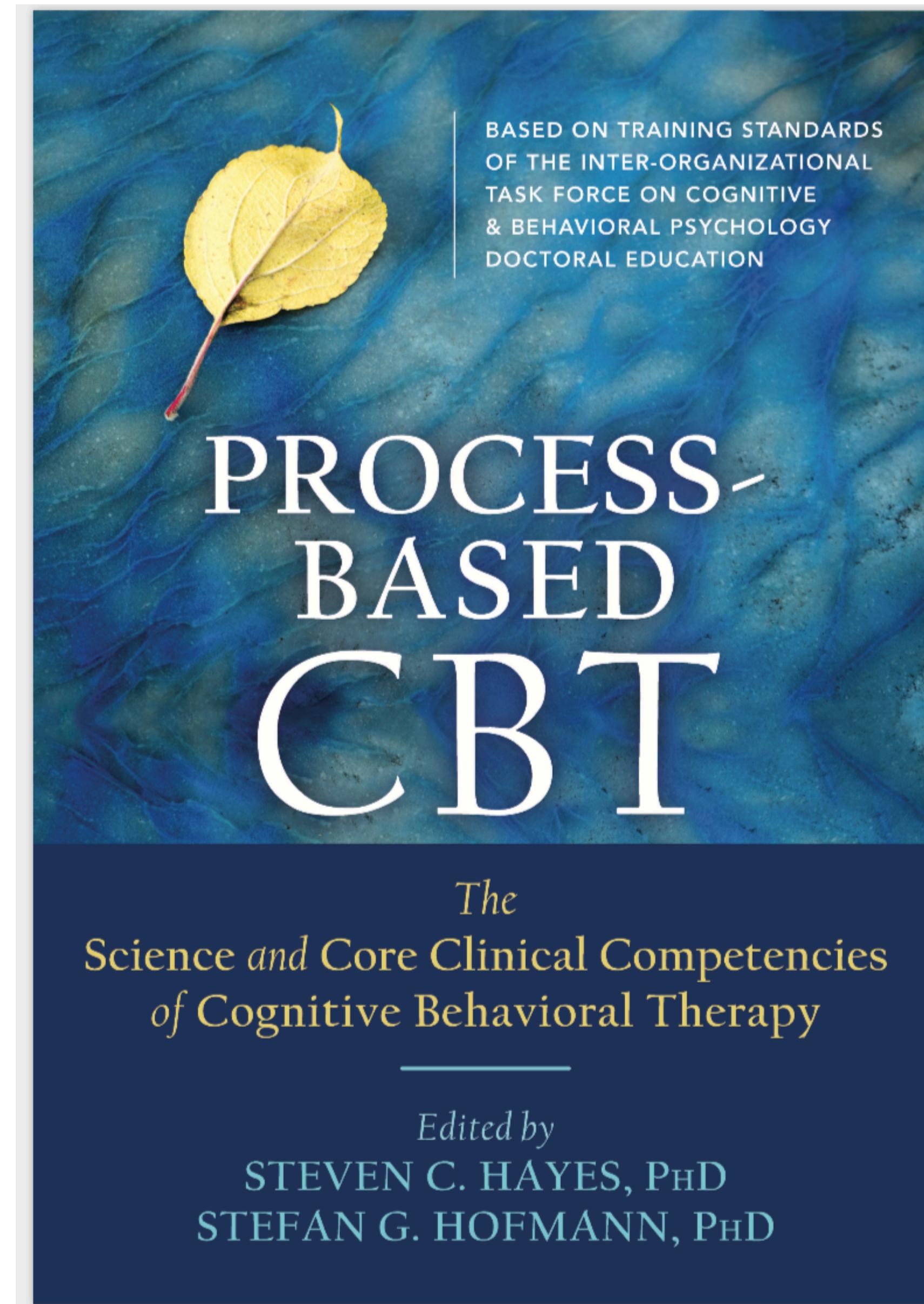


A

B

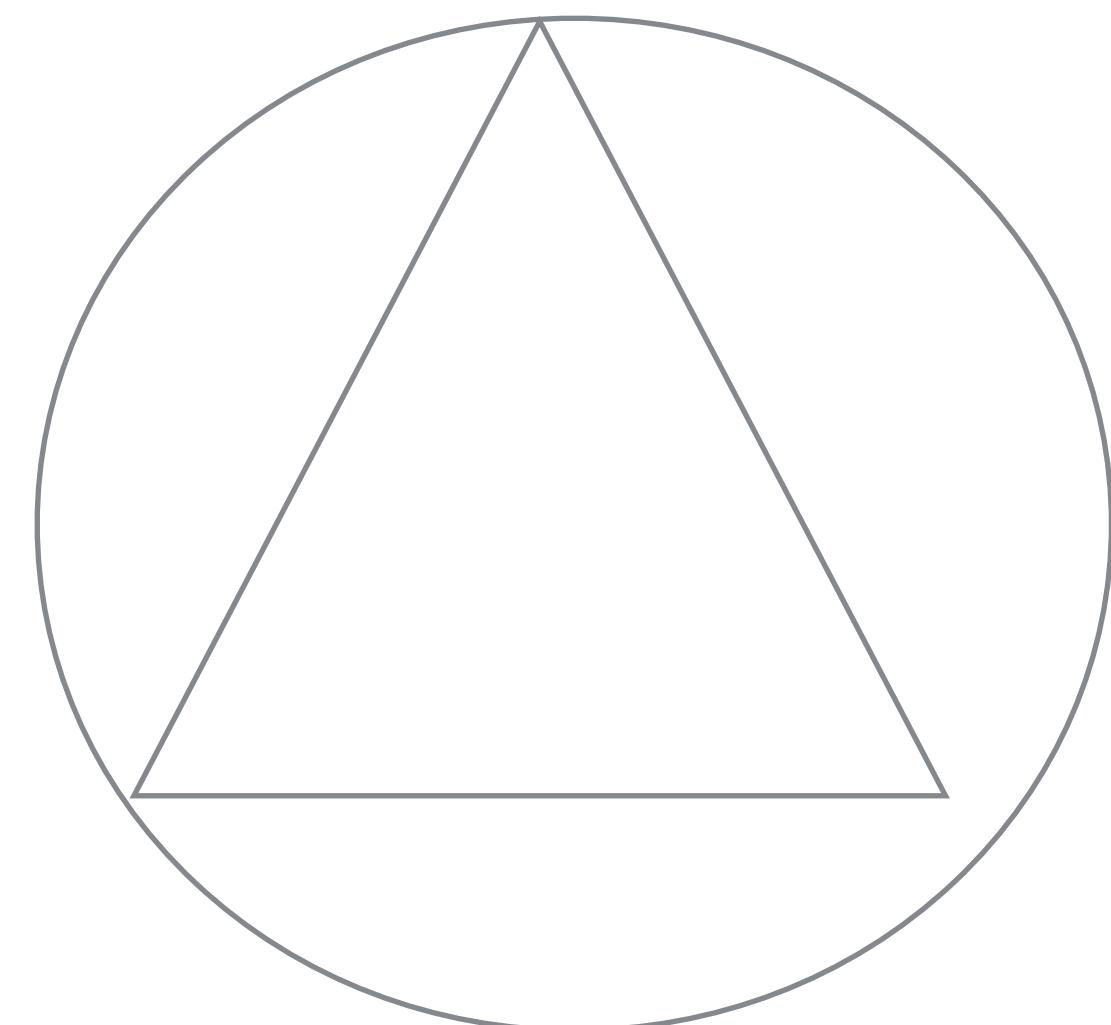
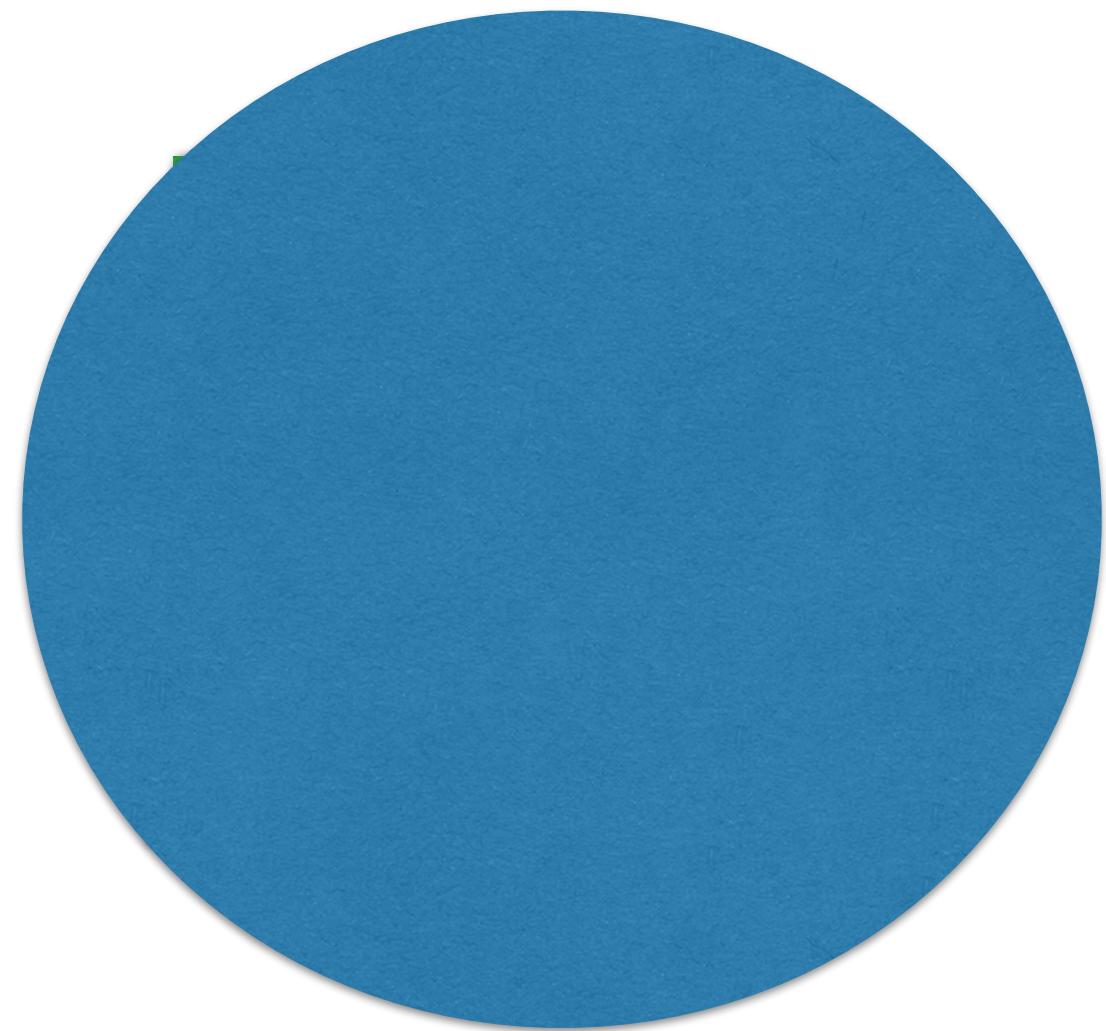






# Come facciamo ad interagire “simbolicamente” con il mondo reale?

Prendi quello uguale



No!!  
Non è uguale!!!



# Come facciamo ad interagire “simbolicamente” con il mondo reale?



# *Multipli esempi* di relazioni



is like



# *Multipli esempi* di relazioni



is different

than

Relazione contestuale  
**SIMBOLICA**



Dormire  
poco

is like

Essere  
posseduti



Relazione contestuale  
**SIMBOLICA**

Relazione contestuale  
**SIMBOLICA**



Il mio  
specchio

is different  
than

Da tutti gli  
altri

**Uscire di  
notte**

**is like**

**Essere in  
pericolo**



**Relazione contestuale  
SIMBOLICA**

**Relazione contestuale  
SIMBOLICA**



**Il bar**

**is different  
than**

**Da prima**

# Multiple Exemplar Training

f

:  
quello  
hiesto

**Cosa viene rinforzato?**



# Multiple Exemplar Training

Si intende un training in cui vengono date multiple opportunità di eseguire una risposta in un dato contesto e di sperimentarne le conseguenze.

- Le caratteristiche che sono “irrilevanti” per ottenere il rinforzatore variano nelle diverse opportunità
- La condizione per ottenere il rinforzatore (il tipo di risposta richiesta per ottenere lo stesso effetto) rimane la stessa

QUESTO TRAINING LAVORA SULLA FUNZIONE (CHE RIMANE INVARIATA) E NON SULLA FORMA/TOPOGRAFIA (CHE CAMBIA ED è IRRILEVANTE) DEL COMPORTAMENTO

# Il linguaggio come forma di apprendimento

**Il linguaggio è un processo d'apprendimento unico da due punti di vista:**

- è l'unico processo d'apprendimento che deve essere appreso
- una volta appreso altera tutte le altre forme d'apprendimento

# Come apprendiamo . . .

- condizionamento/apprendimento rispondente
- condizionamento/apprendimento operante
- apprendimento sociale/imitazione
- **apprendimento per relazioni SIMBOLICHE**

# Apprendimento per relazioni

- E' una capacità comune a molti mammiferi: possono velocemente imparare a mettere in relazione cose in **base alle loro proprietà intrinseche e fisiche**
- Gli esseri umani possono mettere in relazione due oggetti due eventi, due azioni **SIMBOLICAMENTE**
- Questa risulta essere la caratteristica principale che distingue **gli umani** dalle **altre specie animali**

**L'RFT cerca di chiarire esattamente questo processo: come e perché siamo capaci di mettere in relazione due stimoli al di là delle loro caratteristiche intrinseche**

## **La relazione simbolica**

La corrispondenza fra dire e fare, fra eventi o oggetti e i termini che li identificano, è arbitraria, poiché la parola e il referente non condividono alcuna proprietà di natura fisica, chimica o di altro genere. Affinché un individuo possa essere in grado di seguire un'istruzione o di descrivere ciò che ha fatto, è necessario che esista una corrispondenza, quantunque arbitraria, fra ciò che si è detto e ciò che si fa, fra ciò che si è fatto e ciò che si racconta e, più in generale, fra comportamento verbale e comportamento non verbale

**CONDITIONAL DISCRIMINATION VS. MATCHING  
TO SAMPLE: AN EXPANSION OF  
THE TESTING PARADIGM**

MURRAY SIDMAN AND WILLIAM TAILBY

NORTHEASTERN UNIVERSITY

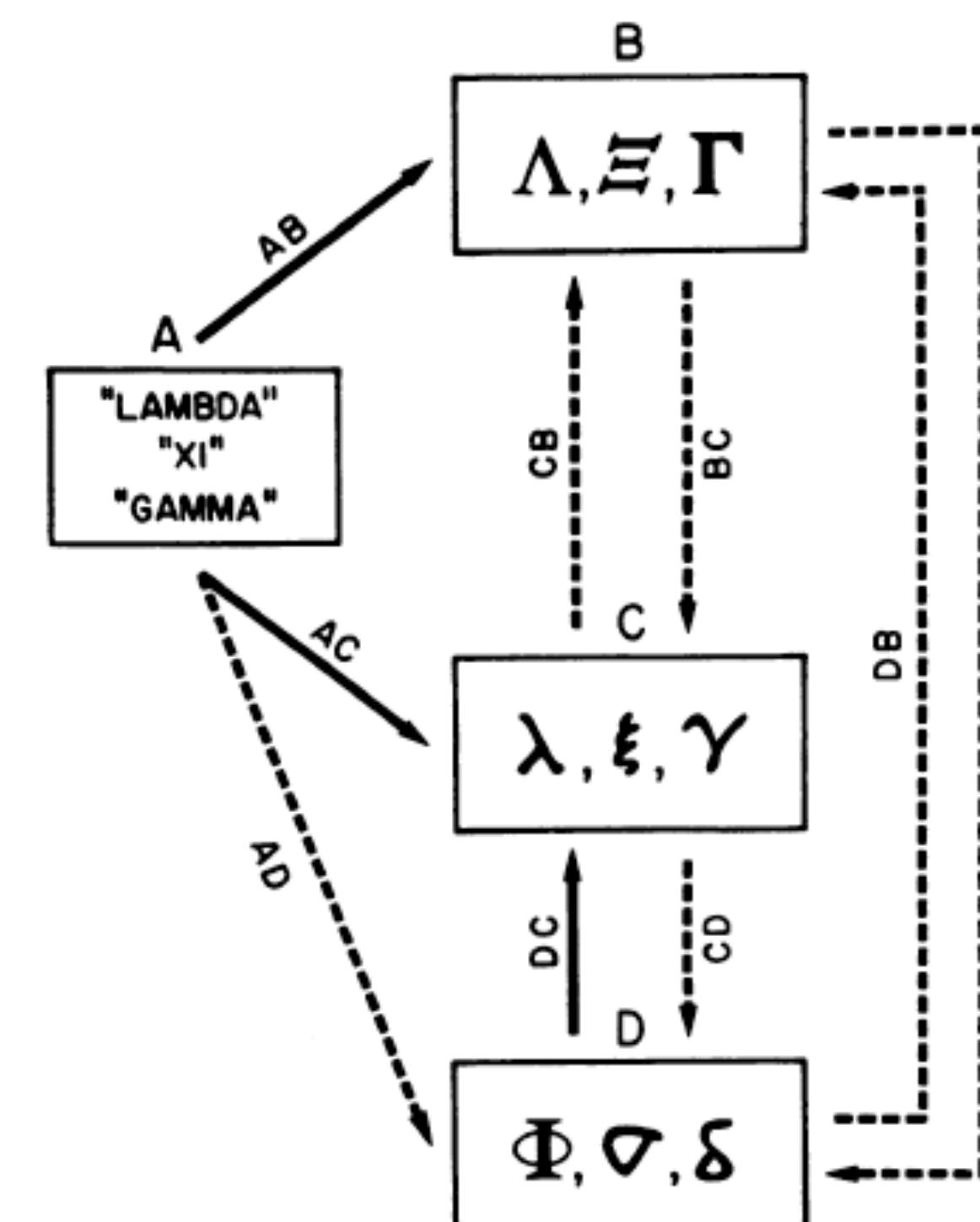
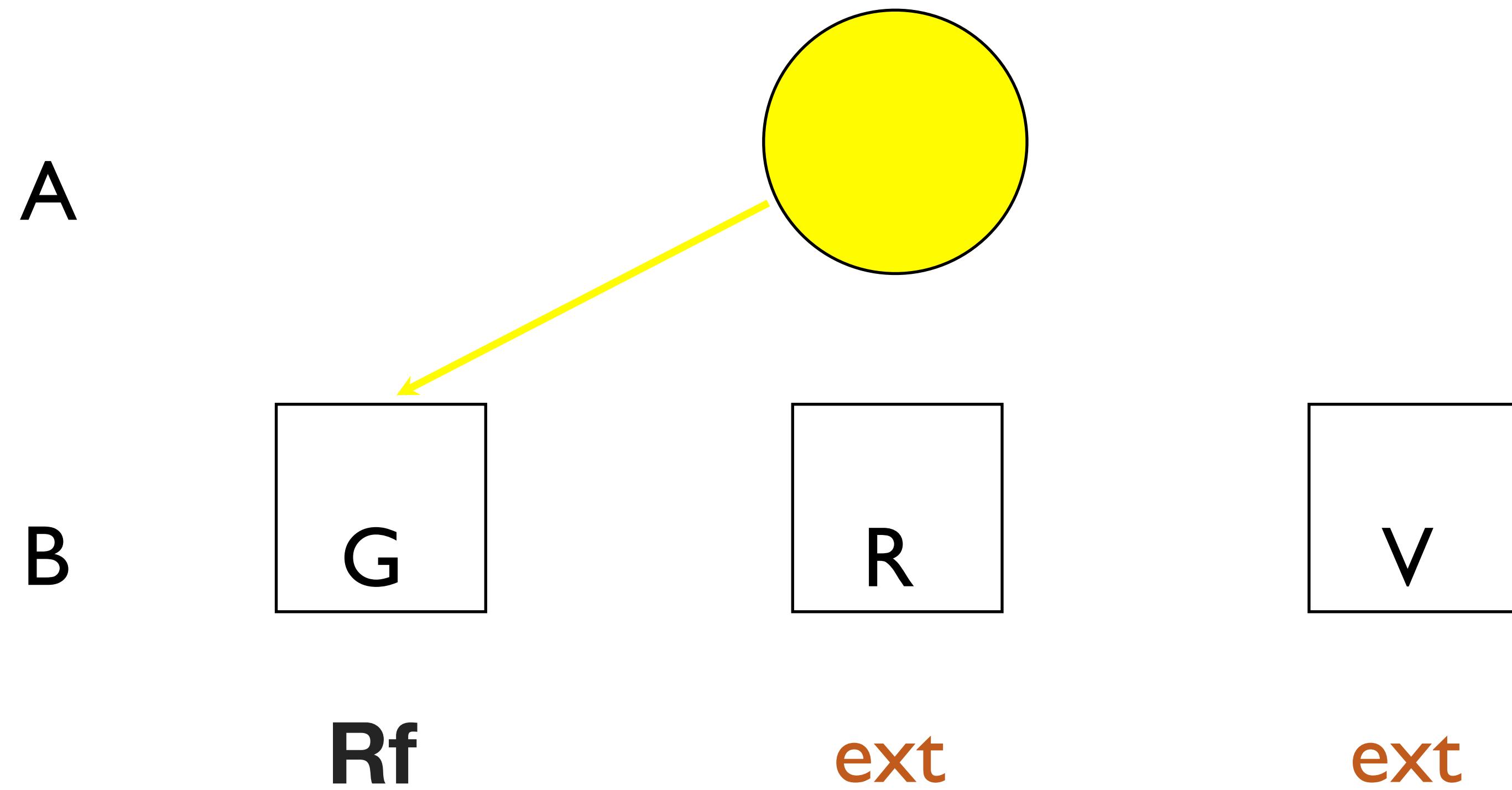
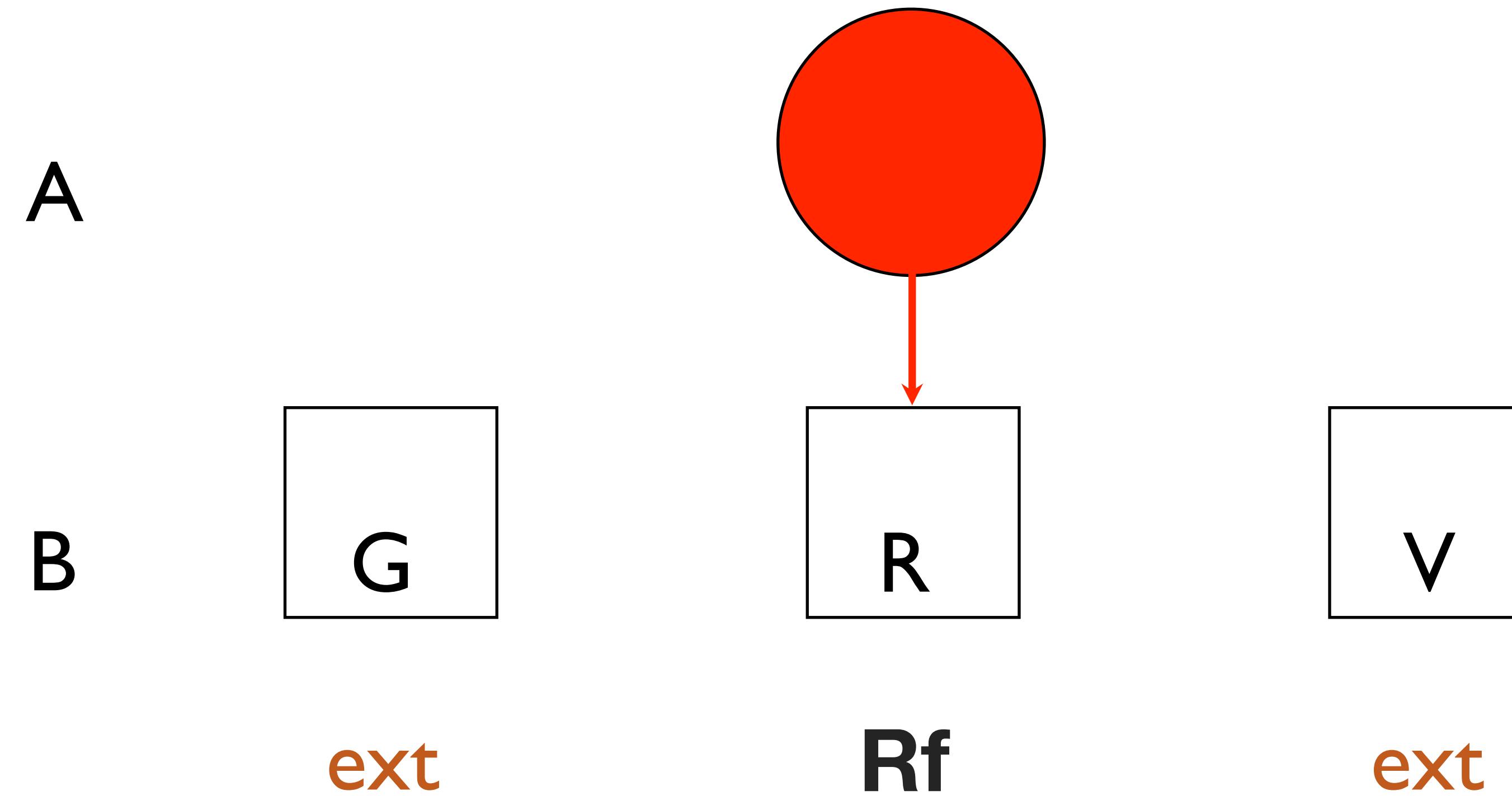


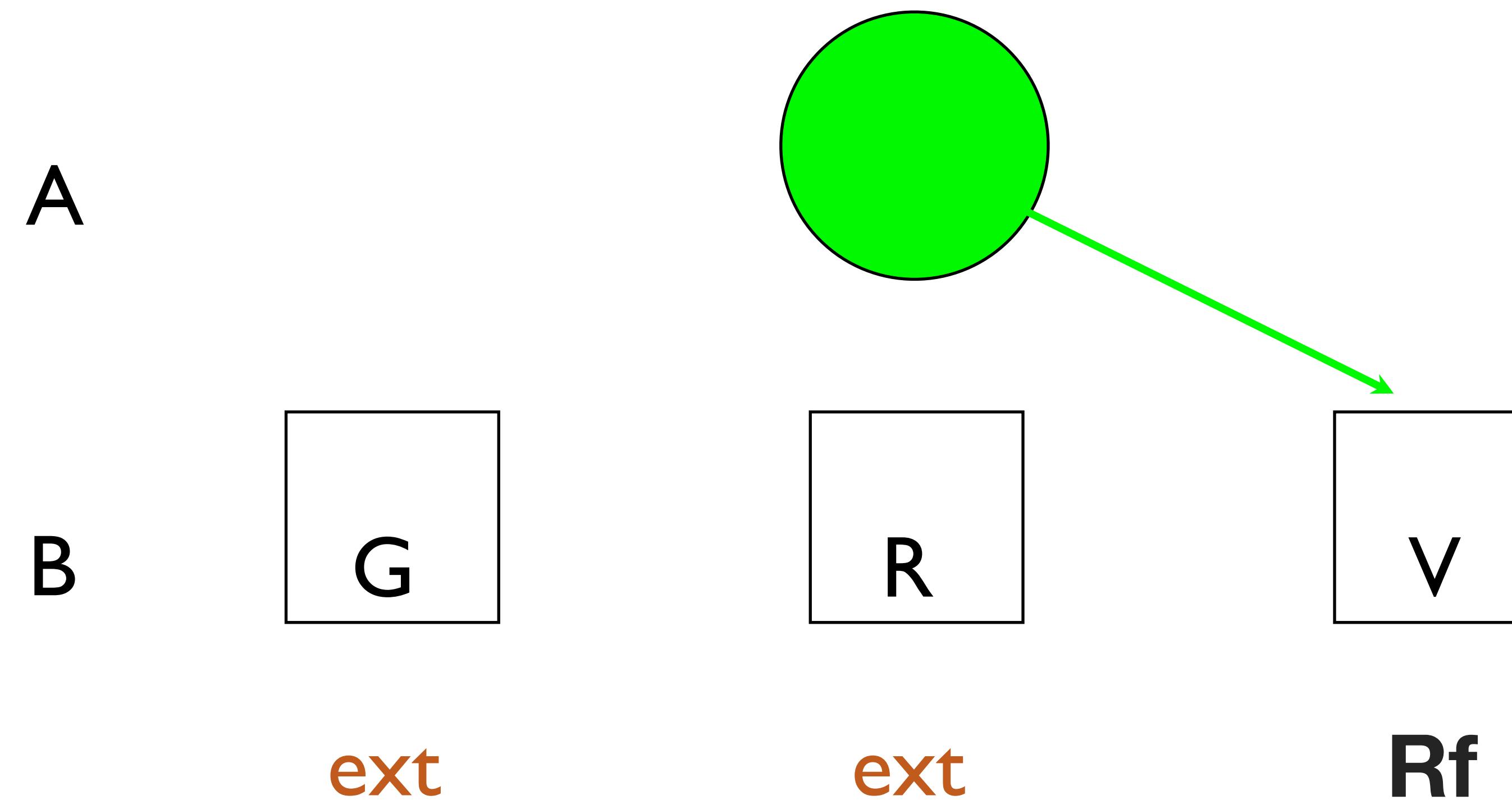
Fig. 2. The equivalence paradigm in the present experiment. The stimuli are a set of dictated Greek letter names (Set A) and three sets of printed Greek letters (Sets B, C, and D), three letters in each set. Arrows point from sample stimuli (only one presented at a time) to comparison stimuli. The solid arrows AB, AC, and DC represent conditional relations that are explicitly taught to the subjects. The broken arrows CB, BC, AD, CD, BD, and DB represent conditional relations that are tested after others have been explicitly taught.



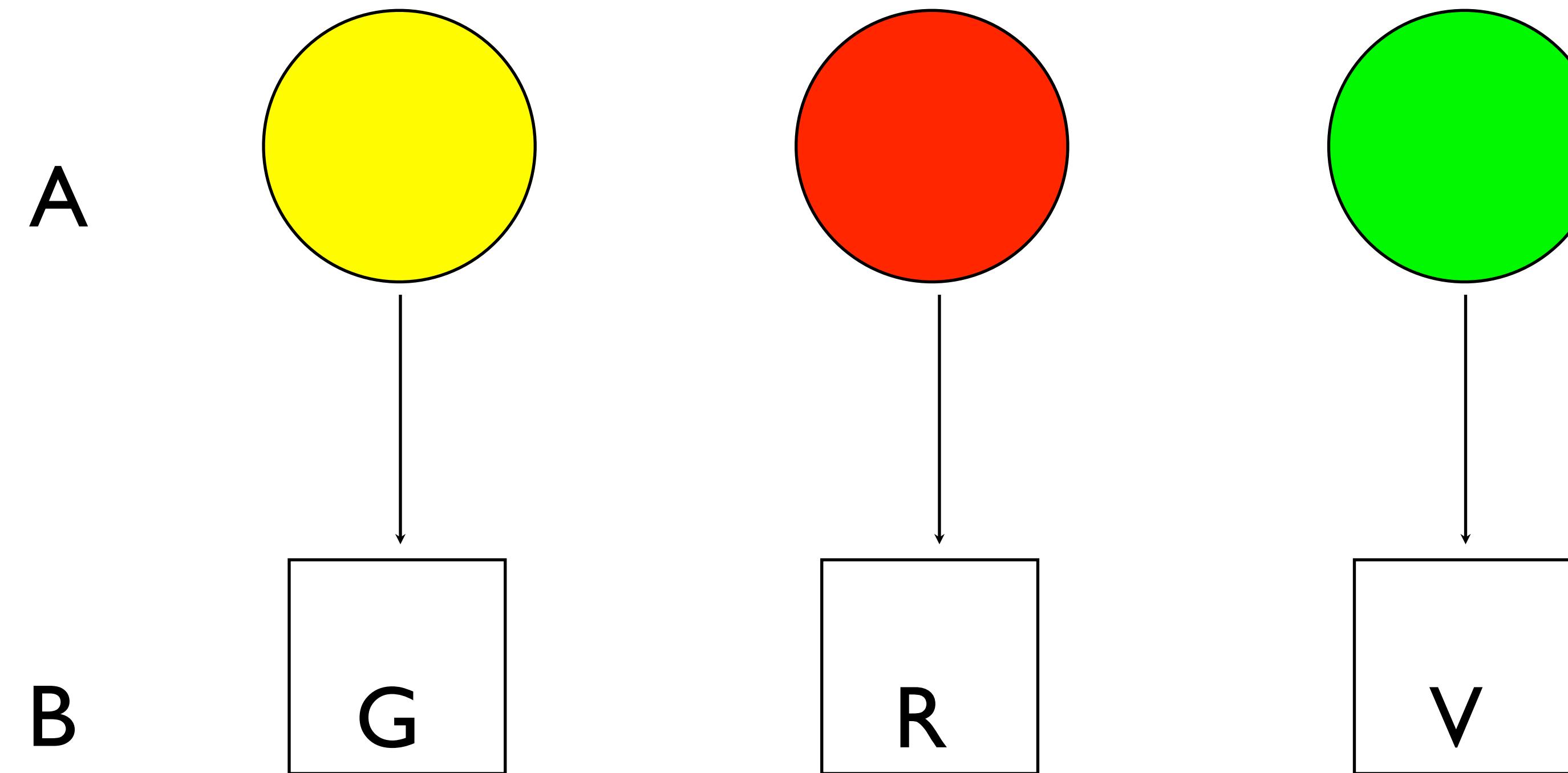
# Comportamento simbolico equivalence classes (arbitrary matching-to-sample)



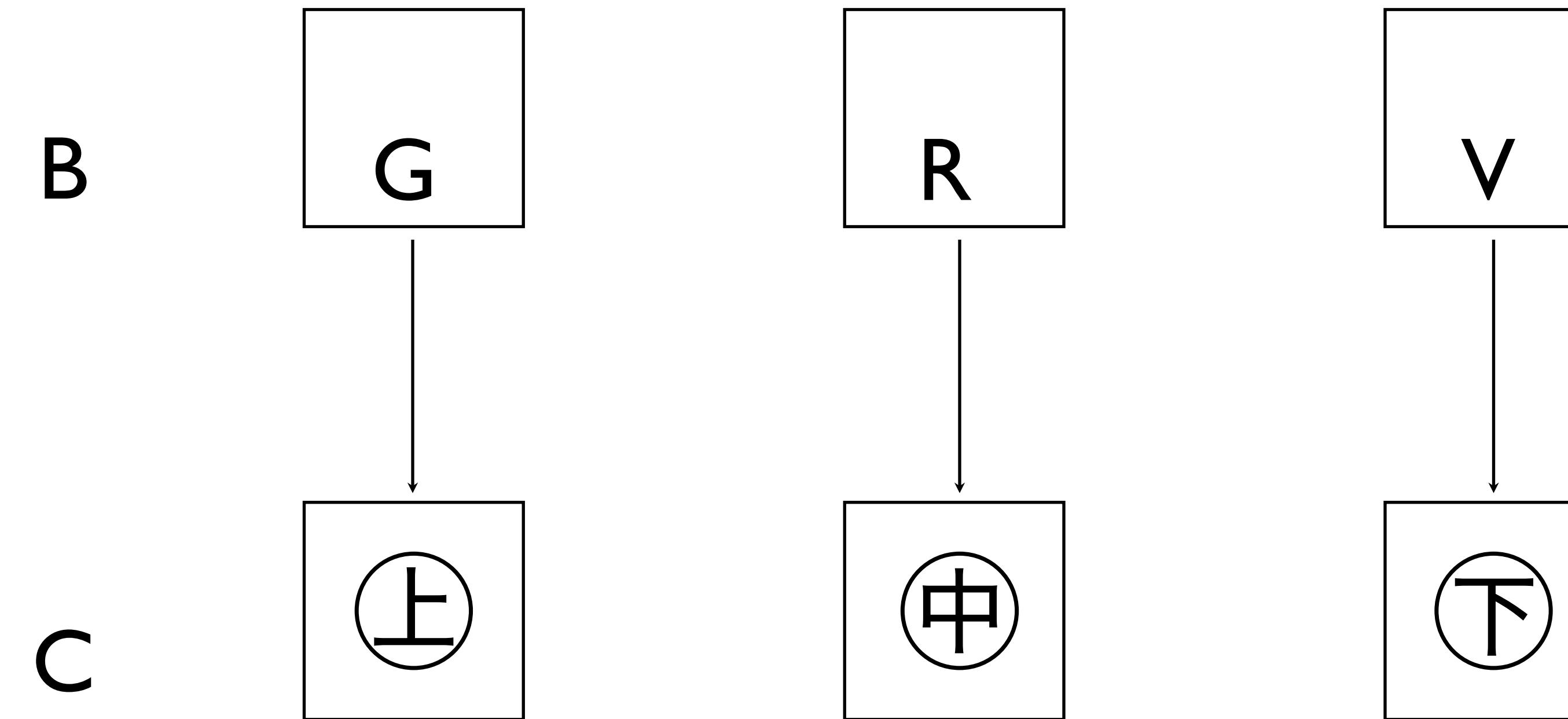
# Comportamento simbolico equivalence classes (arbitrary matching-to-sample)

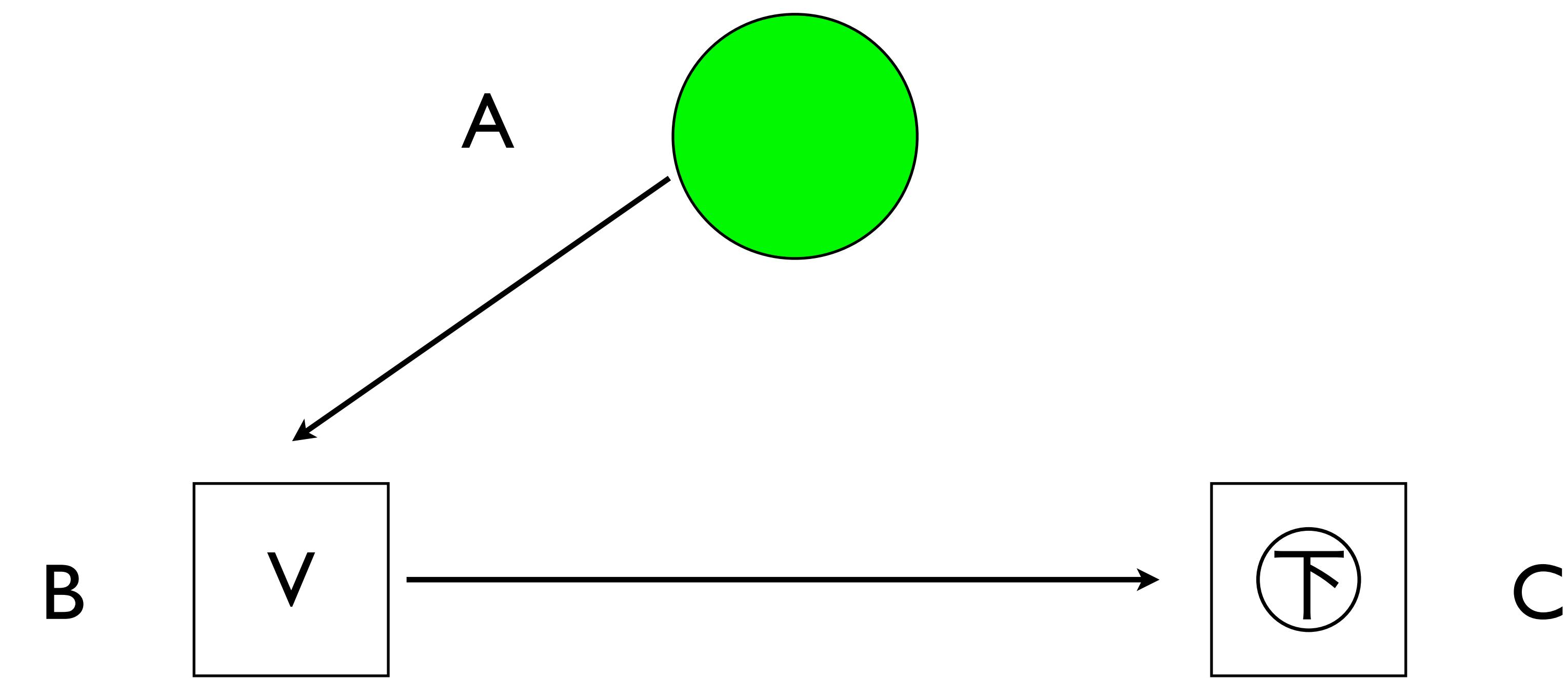


# Comportamento simbolico equivalence classes (arbitrary matching-to-sample)

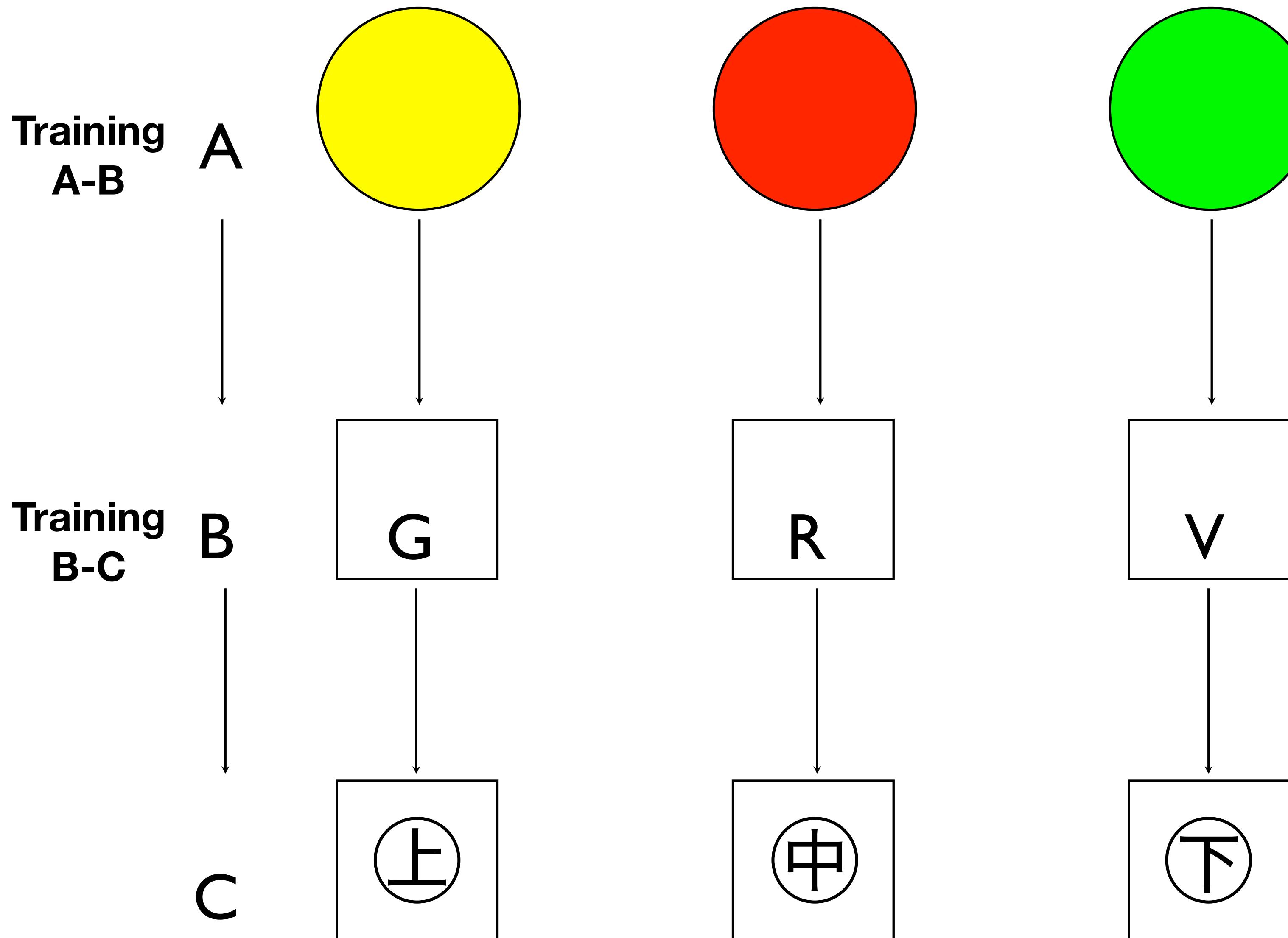


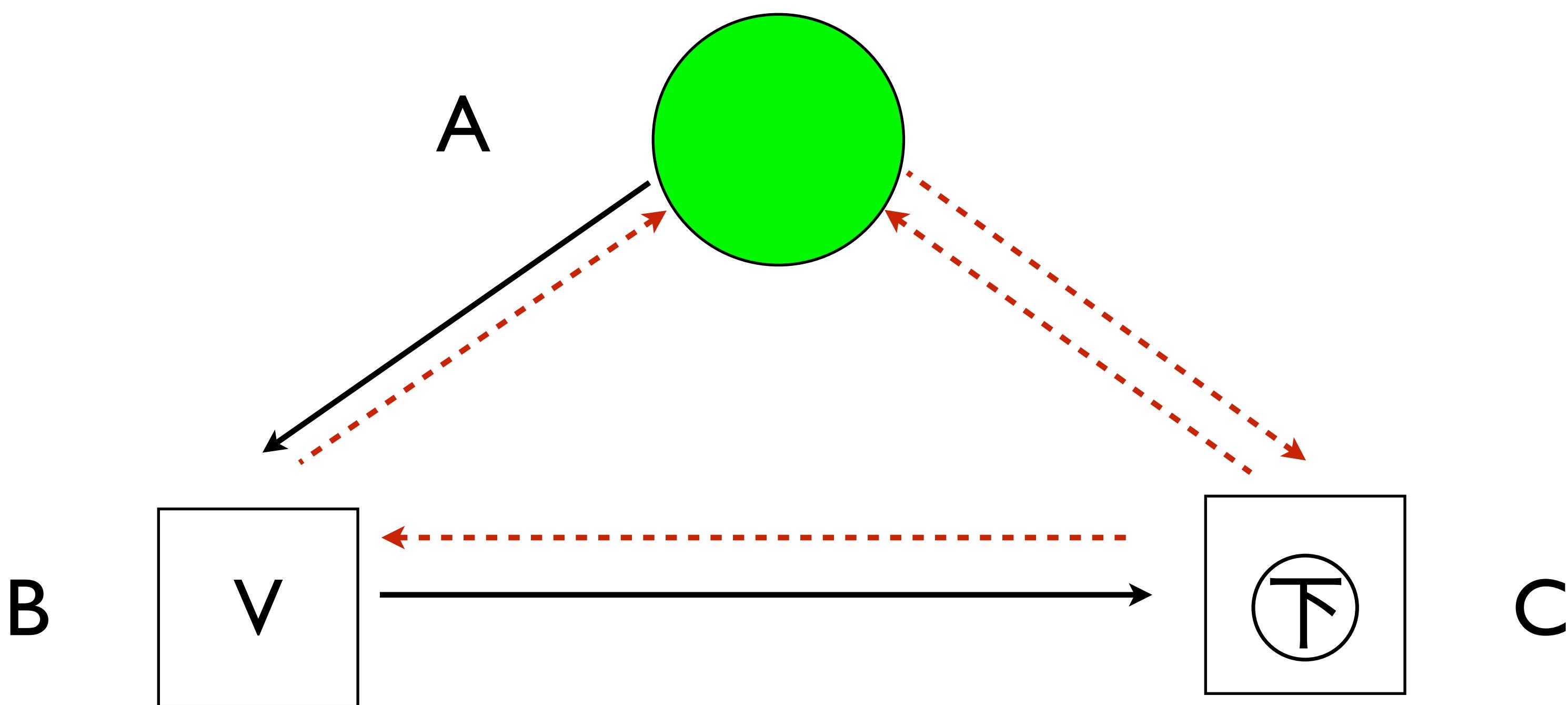
# Comportamento simbolico equivalence classes (arbitrary matching-to-sample)



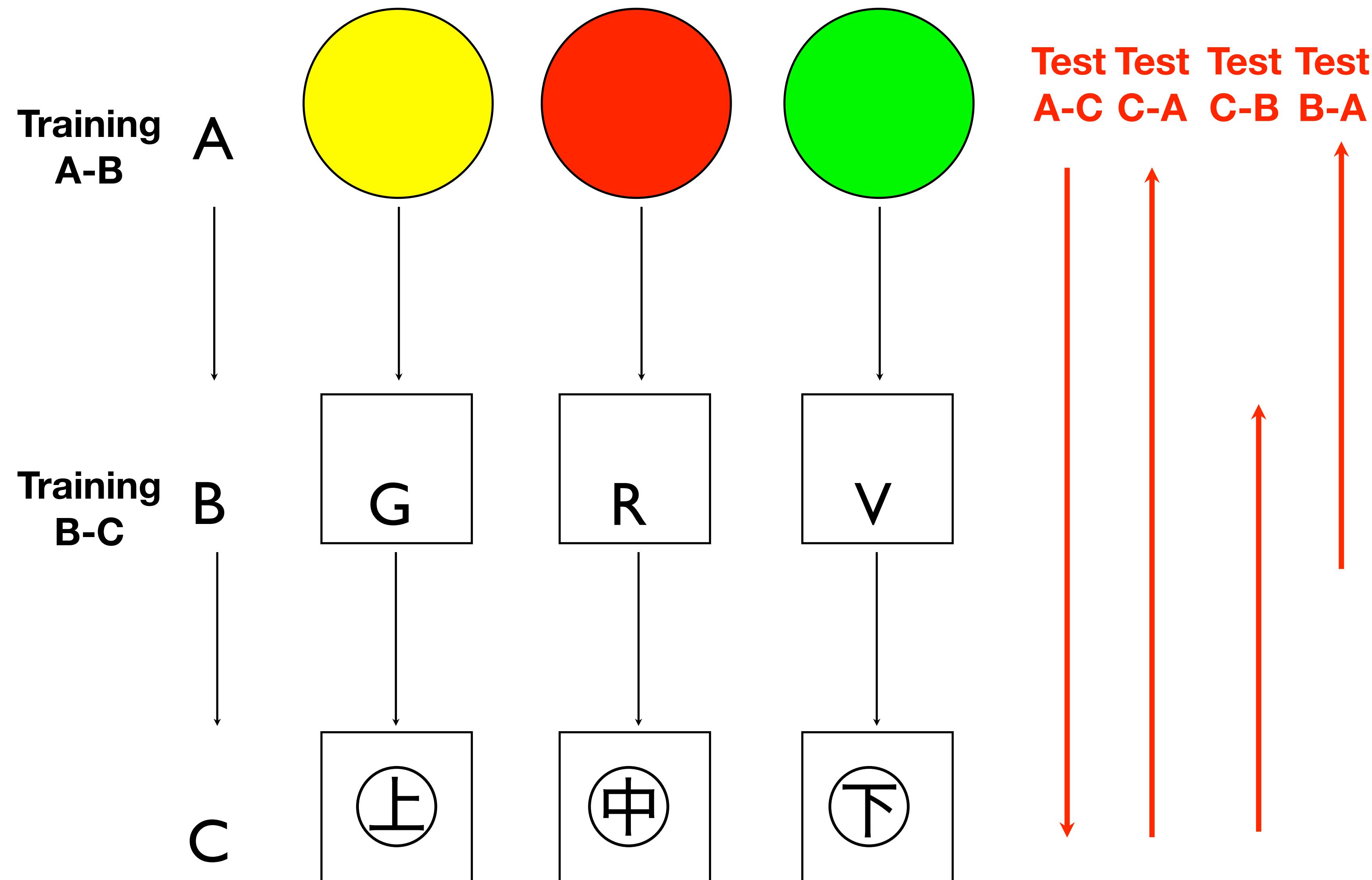


# Comportamento simbolico equivalence classes (arbitrary matching-to-sample)





# Comportamento simbolico equivalence classes (arbitrary matching-to-sample)





Prima lista

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Relazioni

- dopo**
- più a lungo di**
- prima**
- meglio di**
- parte di**
- uguale a**
- dentro**

Seconda lista

1. ?
2. ?
3. ?
4. ?
5. ?
6. ?
7. ?