

# The Influence for Organized Model of Empathy by Training of Perspective-Taking in Relational Frame Theory



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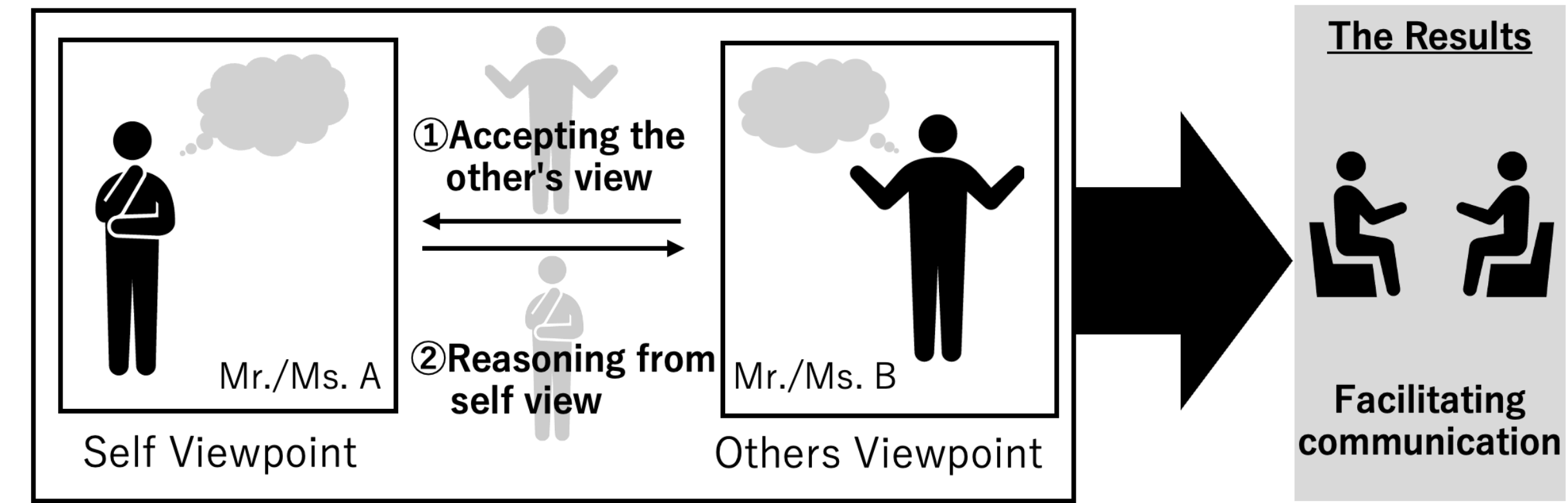
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## Background

### What is Perspective-Taking ?

- The skill in imagining the others perspective and reasoning this from one's own perspective.
- “to consider the world from the perspective of others” (Galinsky et al., 2005).
- Cognitive aspects for mutual understanding.



### Empathy is Emotional Aspect of Communication

- An emotional response focused on others that allows to connect emotionally with others (Galinsky et al., 2008)
- An other-focused emotional response, oriented toward emotionally connecting with others (Bateson et al., 1997)

- Perspective-taking : thinking/cognition
- Empathy : feelings/emotions

## Methods

### Participants

43 university students (male 9, female 34, age  $19.53 \pm 1.10$ )

### Manipulations

- Training for perspective-taking in RFT (McHugh et al., 2004) was used .
- 36 trials were conducted.

**SIMPLE RELATIONS**  
Simple I-YOU:  
I have a red brick and you have a green brick.  
Which brick do I have?  
Which brick do YOU have?

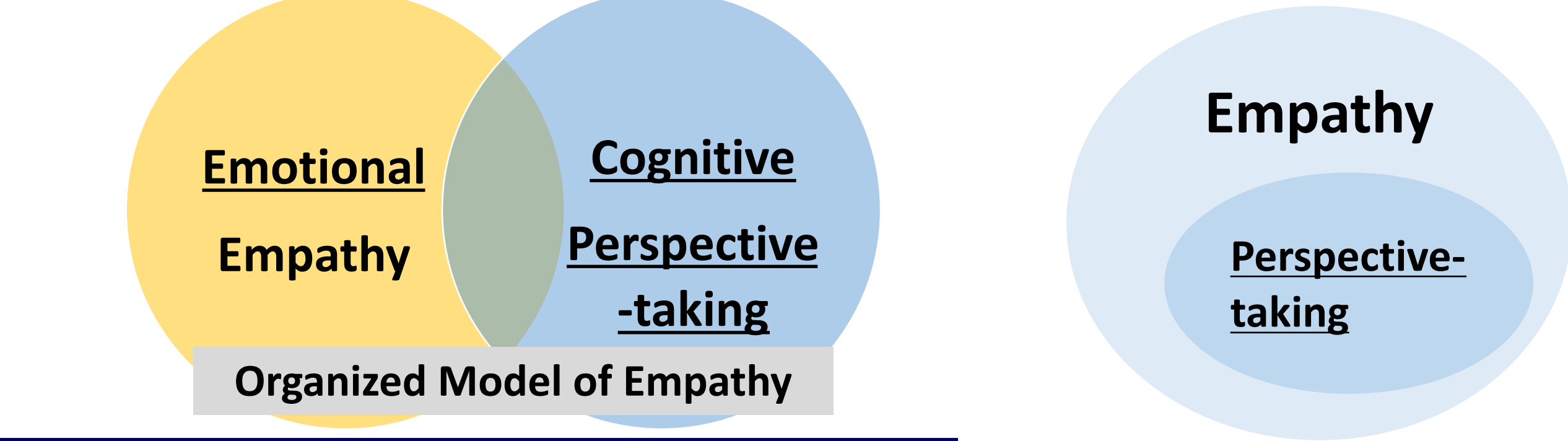
As it gets harder and harder...

**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?

## Results and Discussions

Table 1 The Results of Paired <i>t</i> -test for IRI, MES, TSSQ						
	Pre-Training		Post-training		<i>t</i> value (95% CI)	Effect size ( <i>d</i> )
	mean	SD	mean	SD	(high : low)	
<b>IRI-J</b>						
PT	26.10	4.39	25.73	4.38	-0.79 (-1.27 : 0.55)	0.12
EC	21.90	3.56	22.34	3.69	1.43 (-0.08 : 1.04) †	0.22
FS	24.88	6.01	24.07	6.61	-1.64 (-1.72 : 0.18) †	0.26
PD	23.80	5.94	24.12	5.79	0.55 (-0.82 : 1.44)	0.09
<b>MES</b>						
Perspective Taking	18.43	2.05	19.05	2.26	1.93 (-0.03 : 1.28) *	0.33
Self-orientated	15.58	2.48	15.33	2.62	-1.11 (-0.71 : 0.21)	0.18
Other-orientated	16.88	1.71	19.68	2.85	5.99 ( 1.86 : 3.66) ***	0.97
Affectedness	15.93	2.51	18.10	4.60	3.87 ( 1.04 : 3.30) ***	0.61
Imagination	18.54	2.49	18.27	4.57	-0.48 (-1.11 : 0.69)	0.07
<b>TSSQ</b>						
Perspective	13.73	3.69	13.39	4.02	-0.98 (-1.00 : 0.35)	0.15
Conceptualization	29.93	4.58	30.10	4.11	0.51 (-0.50 : 0.82)	0.08
Active	33.71	6.62	33.12	7.13	-1.23 (-1.48 : 0.36) †	0.19
Present Moment	16.37	4.43	16.34	4.92	-0.04 (-0.59 : 0.57)	0.01

### The Relationship between Perspective-taking and Empathy



### Previous Approaches to Perspective-taking

- \* **Developmental or Social Psychology:** Theory of mind, Egocentrism...
- \* **Relational Frame Theory / Behavioral Analysis**
- ✓ Training for replacing relational frames (Relating based on contexts)
- ✓ Using deictic frames (depend on the speaker's view point)
  - ➔ There is three types: I-YOU, HERE-THERE, NOW-THEN

The impact of perspective-taking in RFT on organized model of empathy has not been examined (only related to cognitive aspects ?).

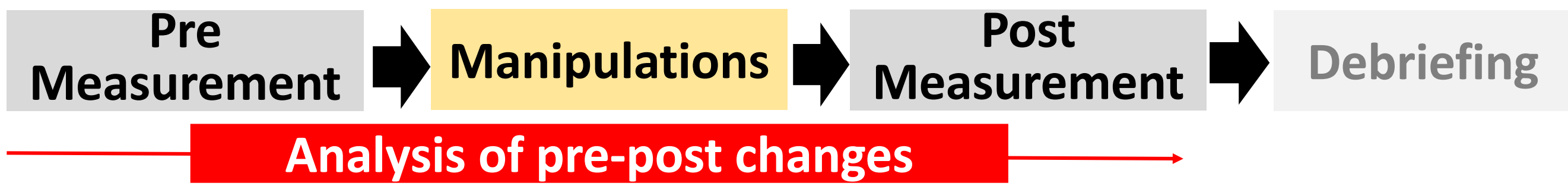
### Purpose and Hypothesis

In this experiment, examine the impact of perspective-taking training of RFT on existing measures of organized model of empathy .  
➔ Expect to improve scores on subscales measuring cognitive aspect.

### Measures

- **Interpersonal Reactivity Scale Japanese edition : IRI-J**
- **Multi-dimensional Empathy Scale: MES**
  - Both indexes are related to the organized model of empathy.
  - Those can measure cognitive and emotional aspects.
- **Three Sense of Selves Questionnaire: TSSQ**  
measuring "self as context" as it relates to perspective-taking in RFT.

### Procedures



### About Perspective-taking (Cognitive Aspects)

- There was no significant PT for IRI-J, but significant change in Perspective-taking in MES.
- Cannot conclude that there were impacts before or after training consistently.
- More detailed investigation for perspective-taking is needed.

### \* About Empathy (Emotional Aspects)

- There was no significant change in EC for IRI, but significant difference in other-oriented and Affectedness for MES.
- RFT's Training also focuses on the “I (self)” – “YOU (other)” replacement. The nature would be related to the score.
- But RFT training does not cover the entire emotion. Those are self oriented response and others oriented response.

### Future directions

- ✓ About many theories involved in them, Need to get a more detailed view of perspective-taking and empathy.
- ✓ Then, integrate theories and apply them to various support.