Do you know your ABCs from your RFTs? An Introductory Workshop on Relational Frame Theory

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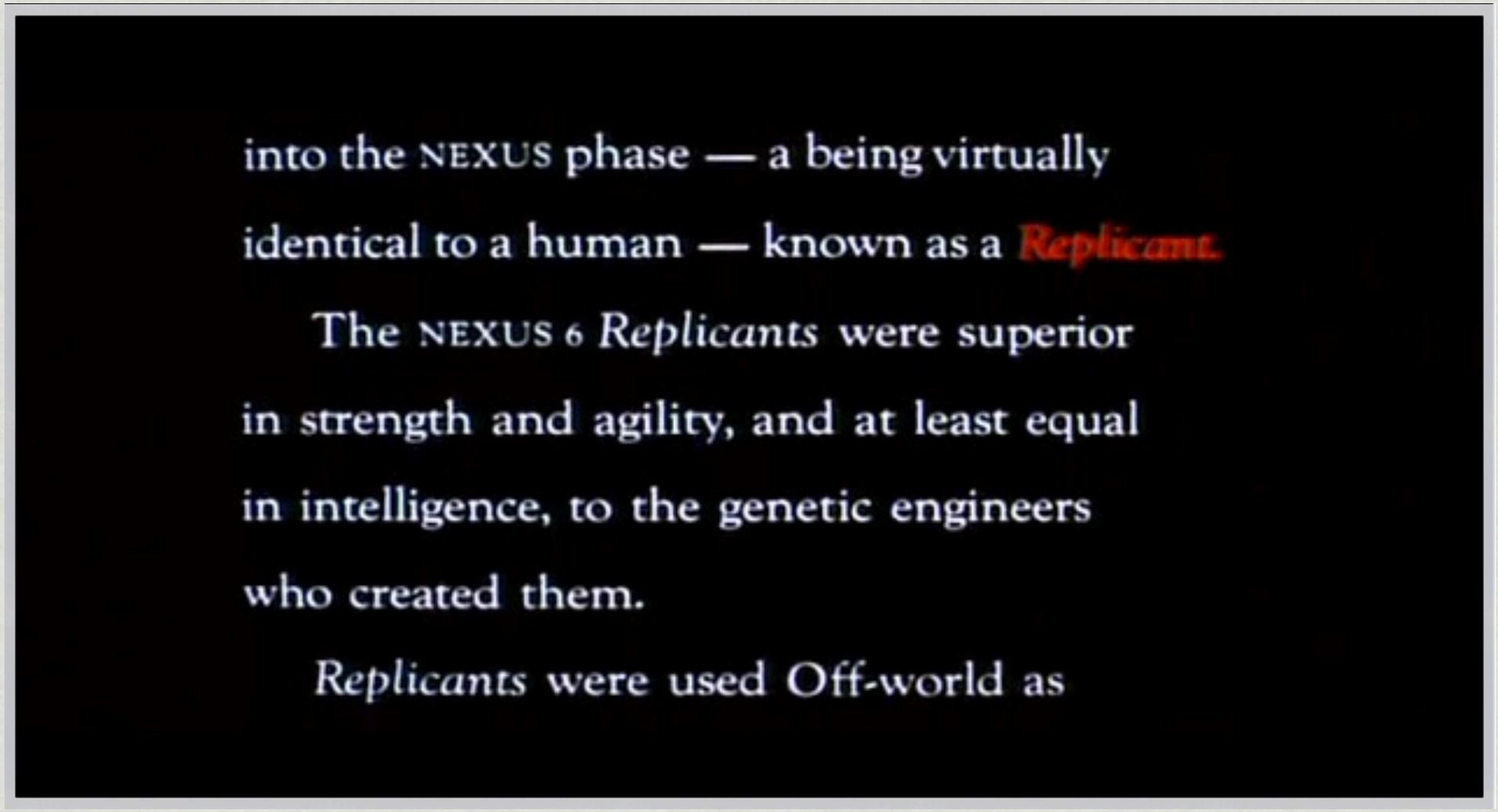
Outline

- 00:15 – 00:30 Language as behaviour?
- 00:30 – 00:45 Ex 1 - Language as behaviour
- **00:45 – 01:15 Languaging as Relational framing**
- **01:15 – 01:45 Exercise 2 - ME, CE and ToF**
- 01:45 – 02:15 Empirical Research
- 02:15 – 02:30 Exercise 3 - Deictic Framing
- 02:30 – 02:50 Application
- 02:50 – 03:00 Q & A

Languag*ing*

- Language is behavior, it is ***active***
- Languag*ing* has particular characteristics
  - novelty, generativity
  - “creates meaning”

Creating meaning



- ***Relational statements allow words to acquire novel functions***
  - Are replicants scary? Are they worthy of sympathy?

Creating meaning

- ***Relational statements allow words to acquire novel functions***
- Elves are “men with greater artistic ability, beauty and a longer life span”
  - Would elves provide interesting conversation?
- Time Traveller’s wife: “a love story about a man with a genetic disorder that causes him to time travel unpredictably, and about his wife, an artist, who has to cope with his frequent absences and dangerous experiences”
  - What would it be like to live with someone who time travels?

Creating meaning

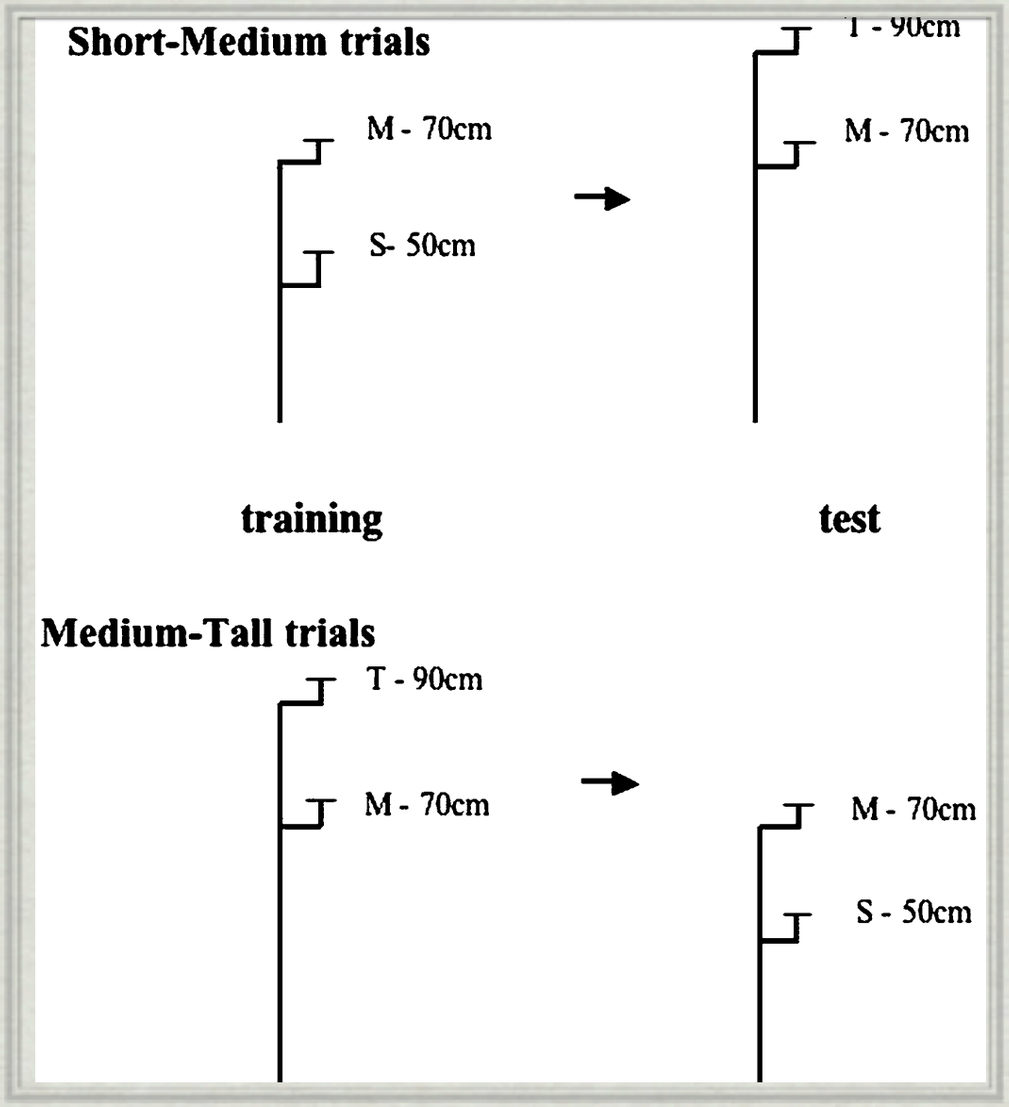
- Israel Folau *is as big as* Jonah Lomu, *steps like* David Campese and *is as fast as* Shane Williams
  - Would you like to play rugby against Israel Folau?
  - Would you like to have him on your rugby team?

Relational Frame Theory

- The characteristic of language behaviour that makes languaging different and interesting is ***relational framing***
  - Relational framing is the feature of languaging that allows us to generate meaning
  - Words have many functions. Those that are verbal are those are framed relationally
- **Relational framing** is (1) relational responding that (2) is not dependent on observable relationships (i.e., it can be *arbitrarily applied* based on convention)

Relational Responding

- Most animals *can respond relationally*
  - i.e., respond to the brighter, taller, hotter of a pair of stimuli
- Many will respond relationally *rather than to discrete properties*



Henderson, J., Hurly, T. A., & Healy, S. D. (2006). Spatial relational learning in rufous hummingbirds (Selasphorus rufus). *Animal cognition*, *9*(3), 201–5. doi:10.1007/s10071-006-0021-z

Relational Responding

FOOD

HIGHER OF TWO

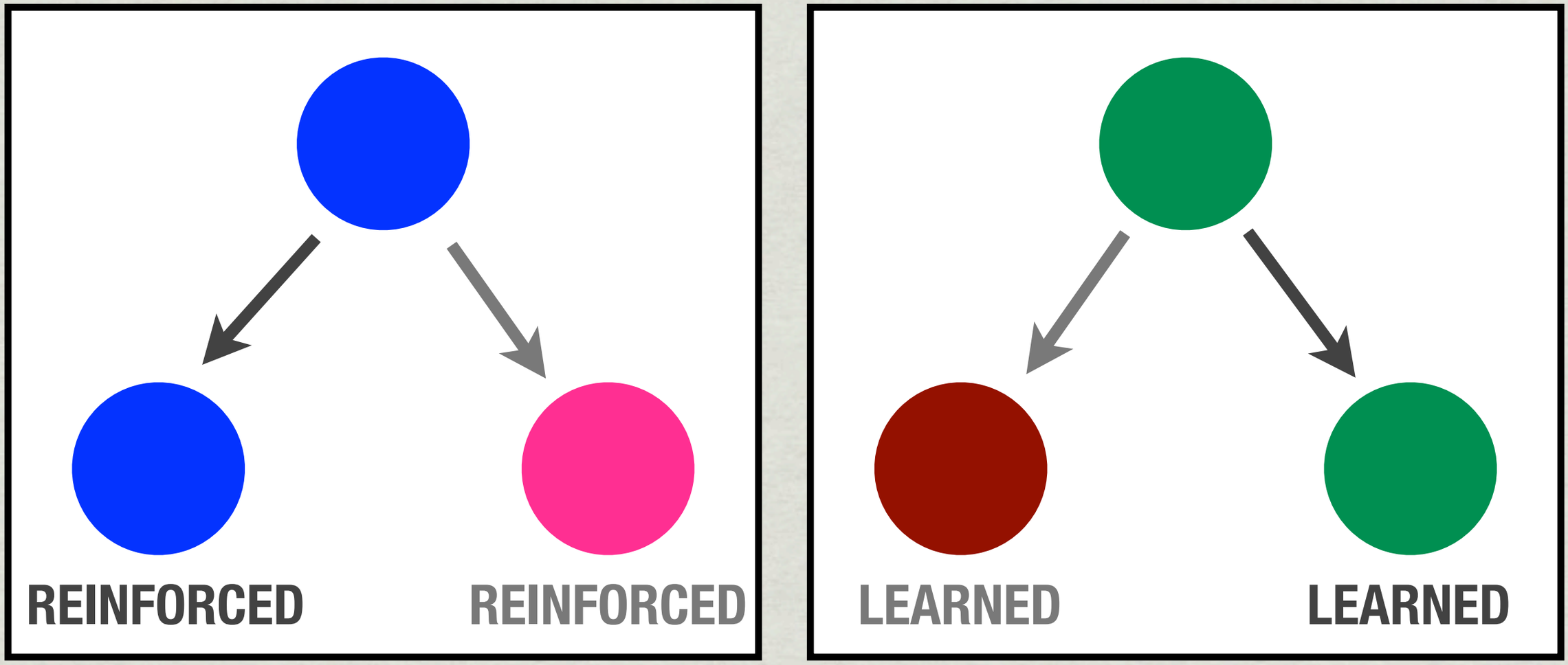
THIS RELATIONAL RESPONSE REQUIRES AN <u>OBSERVABLE</u> RELATION

SAME HEIGHT

MORE EXAMPLES IN REESE (1973)

Henderson, J., Hurly, T. A., & Healy, S. D. (2006). Spatial relational learning in rufous hummingbirds (Selasphorus rufus). *Animal cognition*, *9*(3), 201–5. doi:10.1007/s10071-006-0021-z

Relational Responding



IDENTITY MATCHING

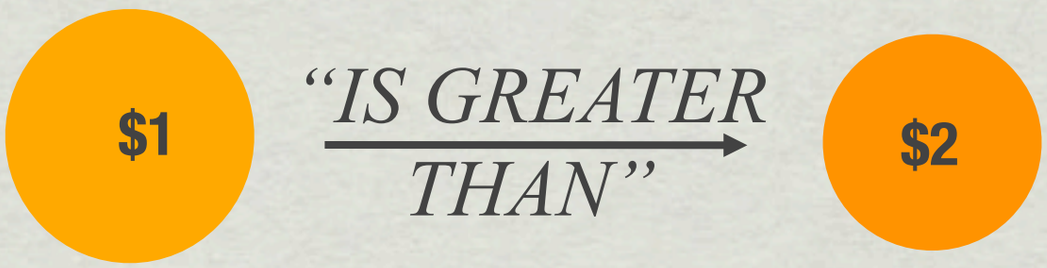
ODDITY MATCHING

OBSERVABLE RELATIONS

Relational Responding

WHICH OF THESE TWO COINS IS BIGGER?

THE $1 COIN



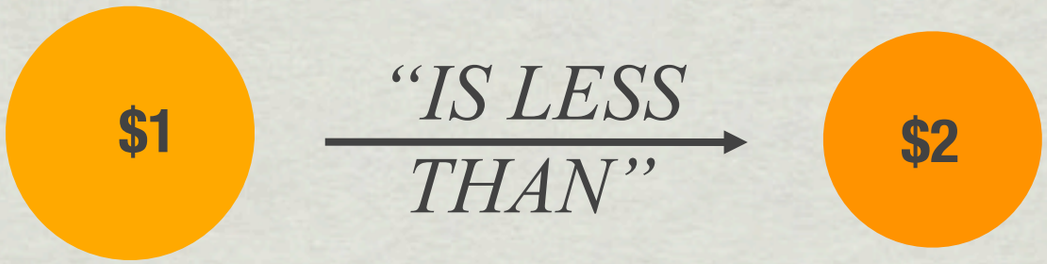
THIS IS AN OBSERVABLE RELATION BASED ON THE PHYSICAL SIZE OF THE COIN

NON-ARBITRARY

Based on Convention

HOWEVER, WHICH OF THESE TWO COINS WOULD YOU RATHER HAVE?

THE $2 COIN



THIS IS AN *ARBITRARY* RELATION IN WHICH THE PHYSICAL PROPERTIES OF THE COIN DON'T MATTER

Relational Frame Theory

- **Relational framing** is *arbitrarily applicable relational responding*
  - (1) relational responding that
  - (2) is not dependent on observable relationships (i.e., it can be arbitrarily applied based on convention)

Properties of Framing

- **Relational framing** has three defining properties
  - (1) Mutual entailment
  - (2) Combinatorial entailment
  - (3) Transformation of function

Mutual entailment

- If we learn a relationship between two events, then we can *derive* a relationship in the opposite direction

- Learn: In Irish, the object in the picture is a “liathroid”

- Derive: In Irish, “liathroid” is the word for the object in the picture

Combinatorial entailment

- If we learn relationship between more than two events, then those learned relationships give rise to new unlearned relationships
- Learn: Elves *live longer than* men
- Learn: Legolas *is an* elf
- Derive: Legolas will *live longer than* a man

Transformation of Function

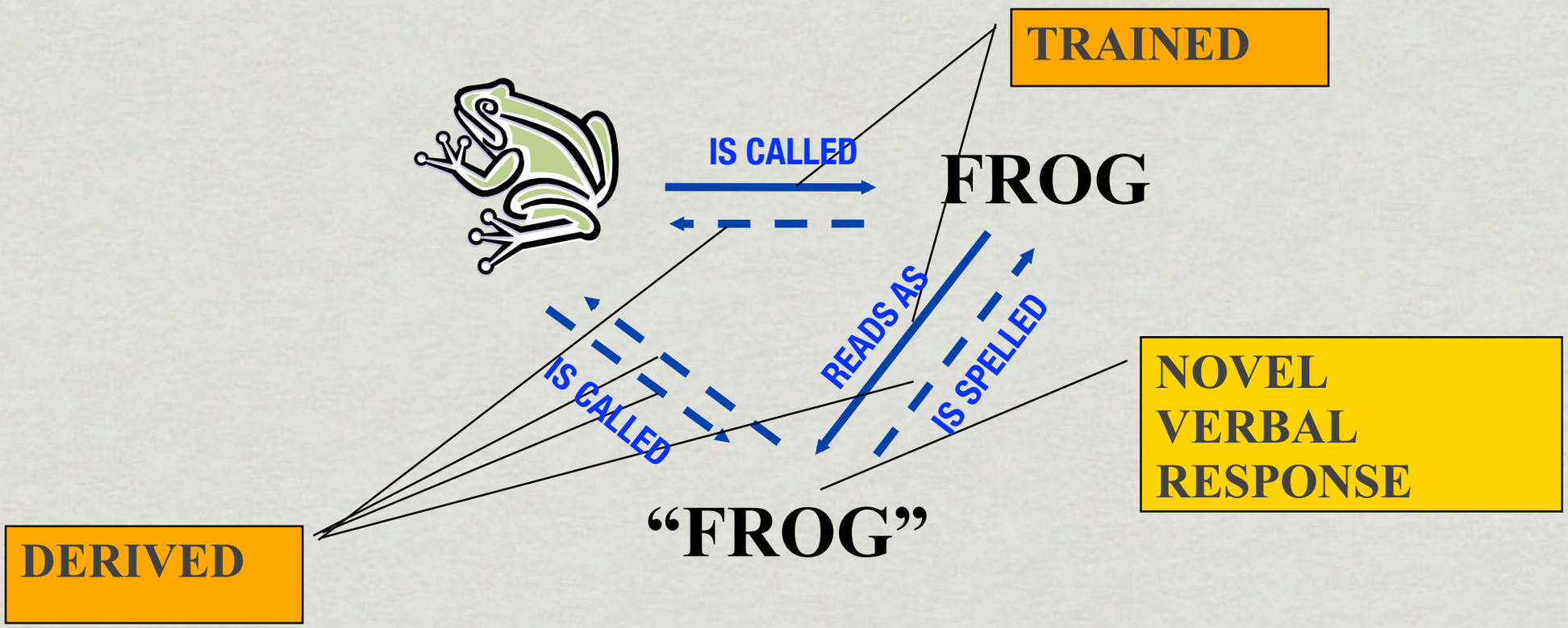
- The meaning (psychological function) of a new event depends on its relationship with known events.

- Learn: In Australia, “Witchetty Grub” *means* ice-cream

- Learn: Ice-cream is delicious!

- Derive: Witchetty Grubs are delicious!

Novelty


TRAINED
IS CALLED
FROG
READS AS
IS SPELLED
IS CALLED
NOVEL
VERBAL
RESPONSE
DERIVED
“FROG”

Rapid Generativity

1 TRAINED

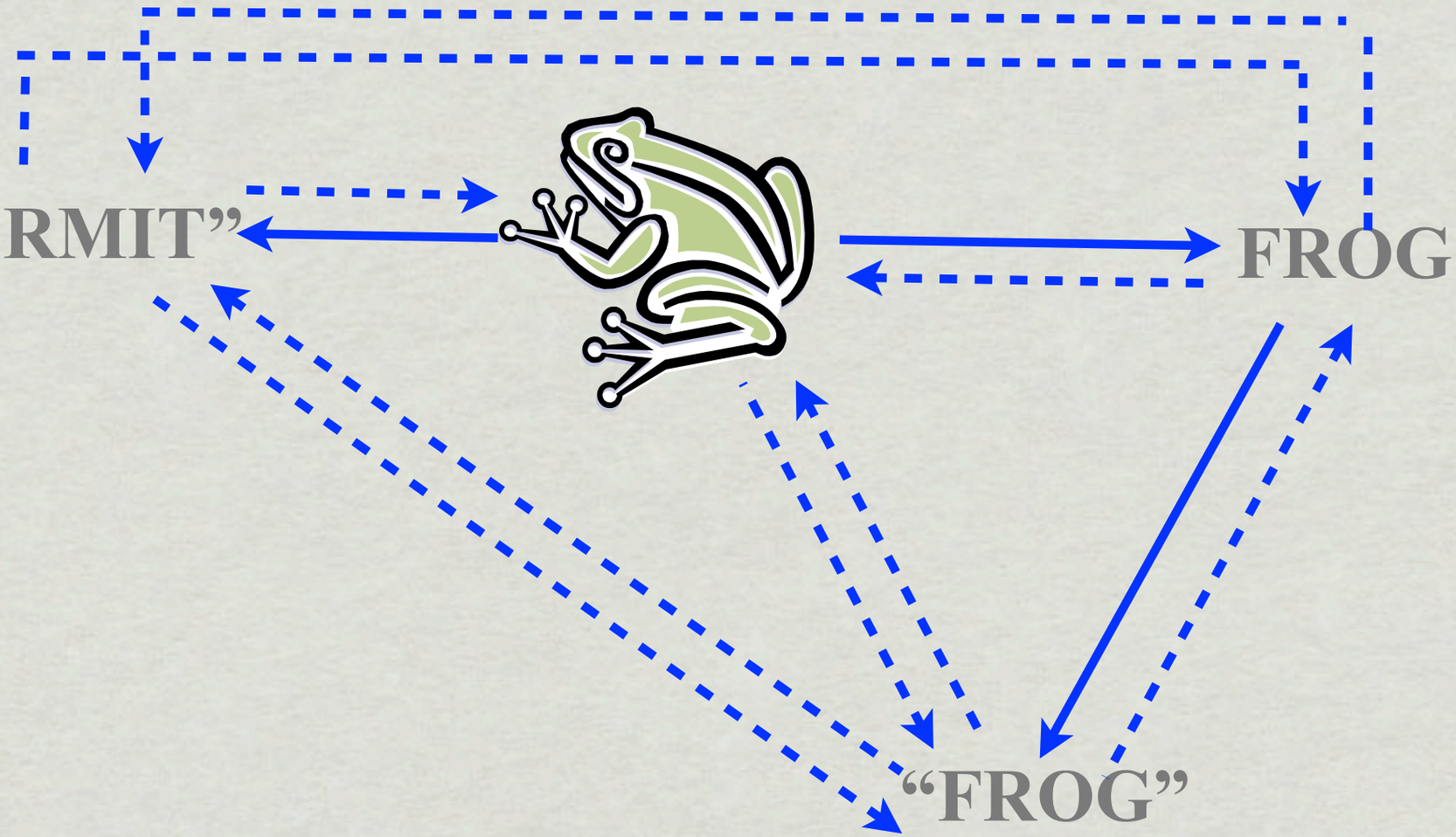
1 DERIVED

2 TRAINED

4 DERIVED

3 TRAINED

9 DERIVED



HOMER

OLDER THAN

LISA

LISA

OLDER THAN

MAGGIE

HOMER

YOUNGER THAN

ABE

ABE

YOUNGER THAN

MONTY BURNS

From 4 Trained Relations. . .

YOUNGER

OLDER

YOUNGER

OLDER

OLDER

YOUNGER

OLDER

OLDER

OLDER

YOUNGER

YOUNGER

OLDER

YOUNGER

OLDER

YOUNGER

OLDER

YOUNGER

OLDER

YOUNGER

Creating meaning

- How is a. . . (1...9), (1...9), (1...9)
- E.g., 1 (banana), 7 (the cause of), 4 (candle)

1. Banana	1. like	1. prostitute?
2. Race car	2. unlike	2. war?
3. Kangaroo	3. better than	3. chair?
4. Foreman	4. different from	4. candle?
5. Priest	5. worse than	5. house plant?
6. Football	6. the father of	6. book?
7. Hat	7. the cause of	7. mud hole?
8. Computer	8. the partner of	8. baby?
9. TV	9. the opposite of	9. toilet?

Exercise 2

- **Language as behaviour**
- **Mutual Entailment Example -15 mins**
- 1st person *states a relation between a known word and a new/foreign word*, e.g., “wibble” means ice-cream (coordination)
- 2nd person *states the derived ME relation* (reverse; e.g., ice-cream means “wibble”)
- 3rd person *asks* the 4th person about the *function of the new/foreign word* (Would you like to eat a “wibble”? Would you comb your hair with a “wibble”?)
- 4th person *answers*, then *adds a new relation and word* (e.g., oh yes! “wibble” is nicer than “bing-bong”)
- 5th person *states the the derived ME relation* (reverse; e.g., “bing-bong” is not as nice as “wibble”) and so on ...

Exercise 2

DON (1):
A. CHOOSE A NEW WORD "PLOPLOP"
B. PUT IT IN A RELATION WITH A KNOWN WORD "A PLOPLOP IS TALLER THAN AN EMU"

PETE (4):
A. ANSWER BETTY "A PLOPLOP"
B. ADD A RELATION AND PASS TO **DON** "A PLOPLOP IS A RIND"

PEGGY (2):
A. MUTUALLY ENTAILED RELATION "AN EMU IS SMALLER THAN A PLOPLOP"

BETTY (3):
A. ASK **PETE** ABOUT THE FUNCTION "WHICH WEIGHS MORE, AN EMU OR A PLOPLOP?"