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Perspective Taking as a Pivotal Leadership Skill

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Who is the leader?

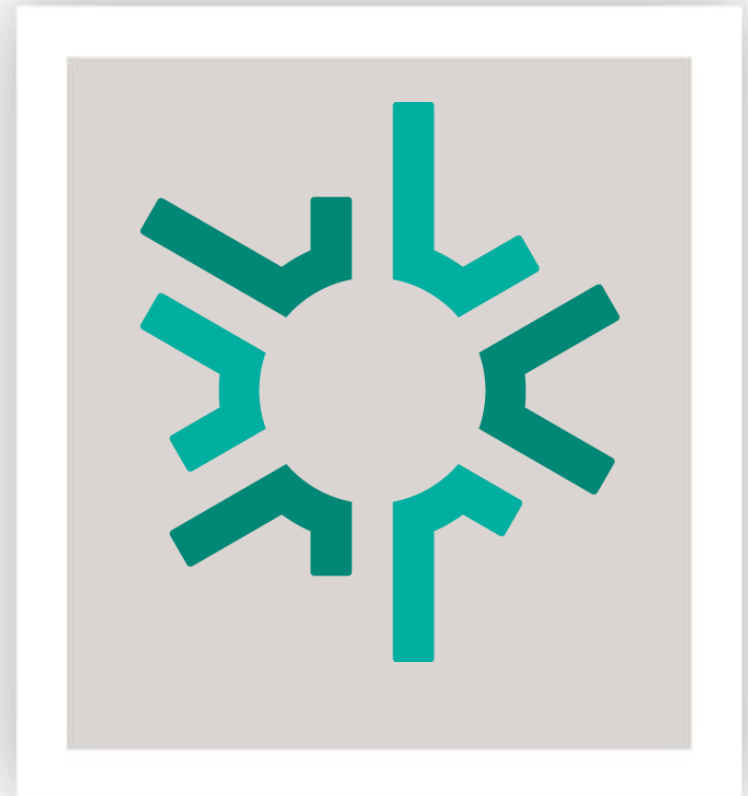


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- You are! IF you behave like a leader and have followers.
- Leadership occurs at all levels of organization
- You can lead people astray as easily as you can lead them to success



- Commonly used term in EIBI
- Refers to those skills that create broad impact on multiple repertoires
 - Attending
 - Imitation



Pivotal

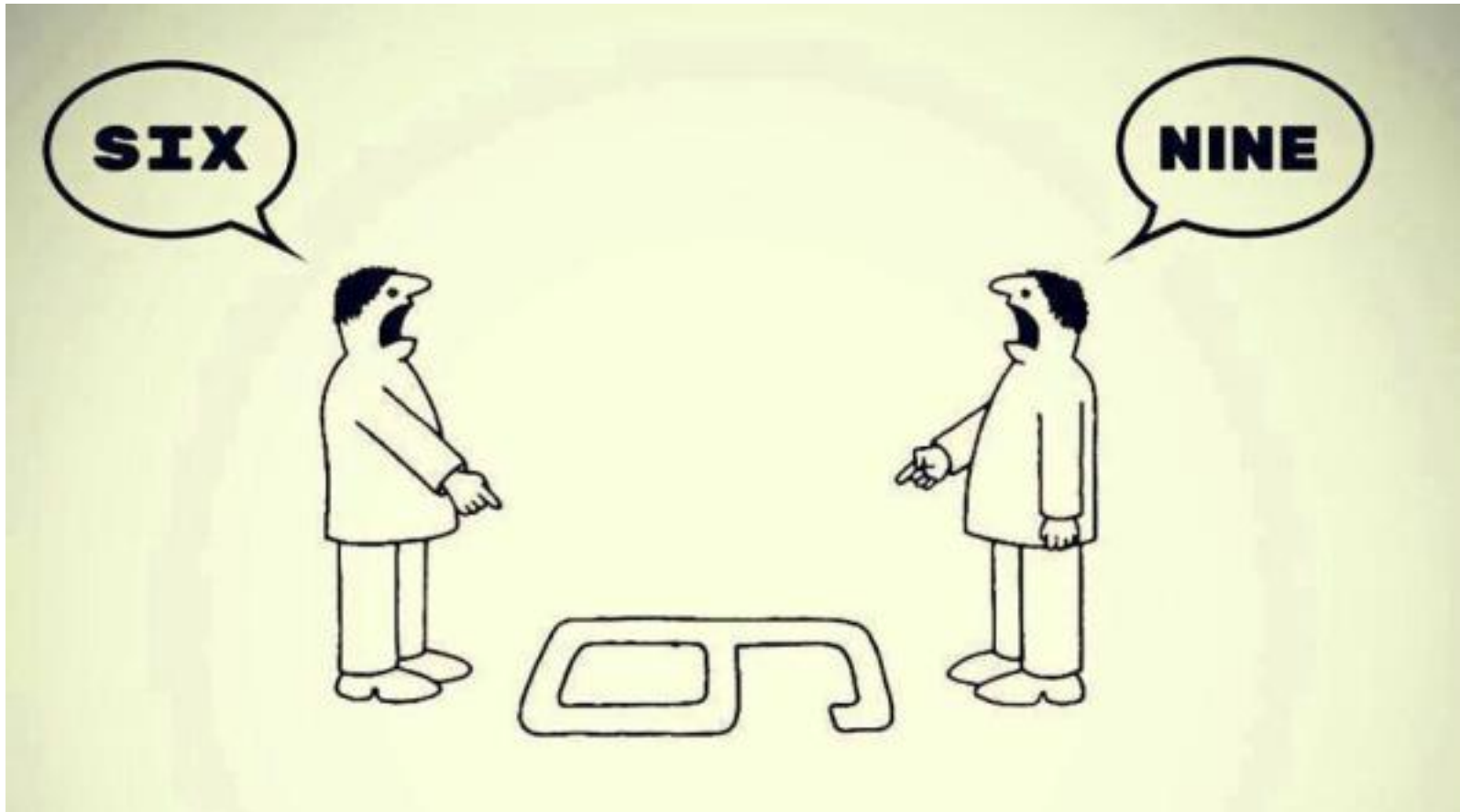


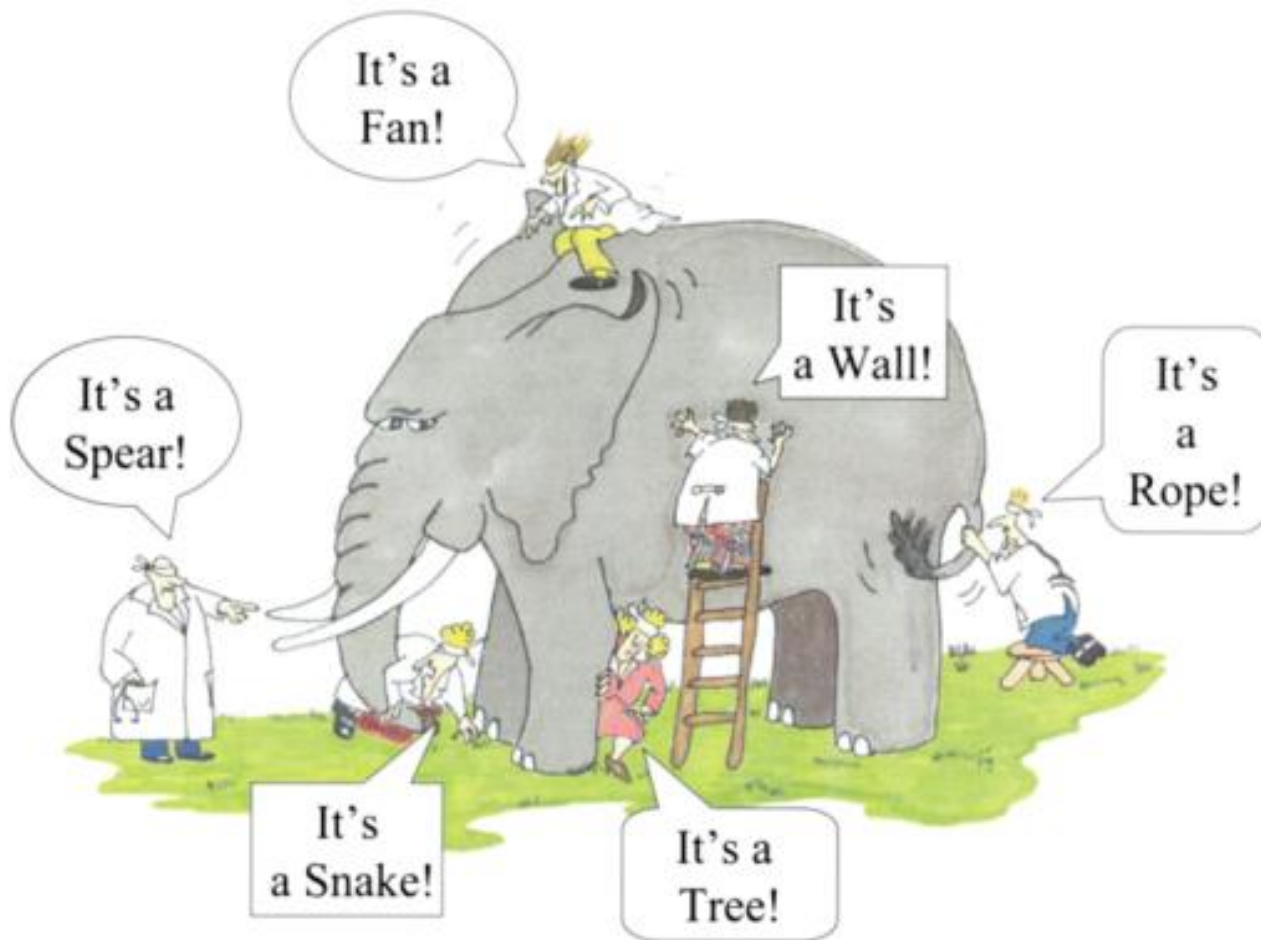
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- Different pivotal skills at different points in the lifespan
 - Reading
 - Driving
 - Time Management
 - Perspective Taking



Perspective





Perspective Taking



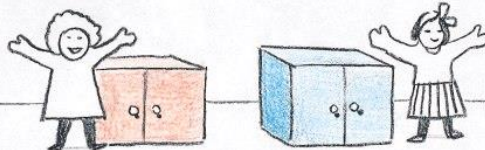
What is perspective taking?



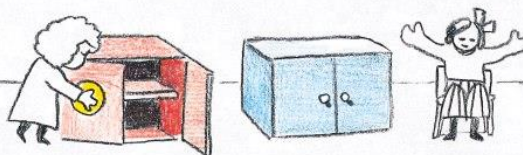
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- Discrimination between things YOU see, hear, feel, know, think AND things ANOTHER sees, hears, knows, thinks
- Prediction of another's behavior as controlled by what THEY see, hear, know think

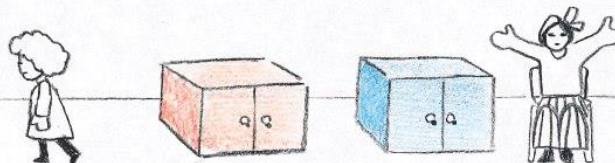




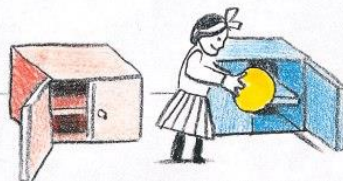
This is Sally This is Anne



Sally puts her ball in the red cupboard



Sally goes away



Anne moves the ball to the blue cupboard



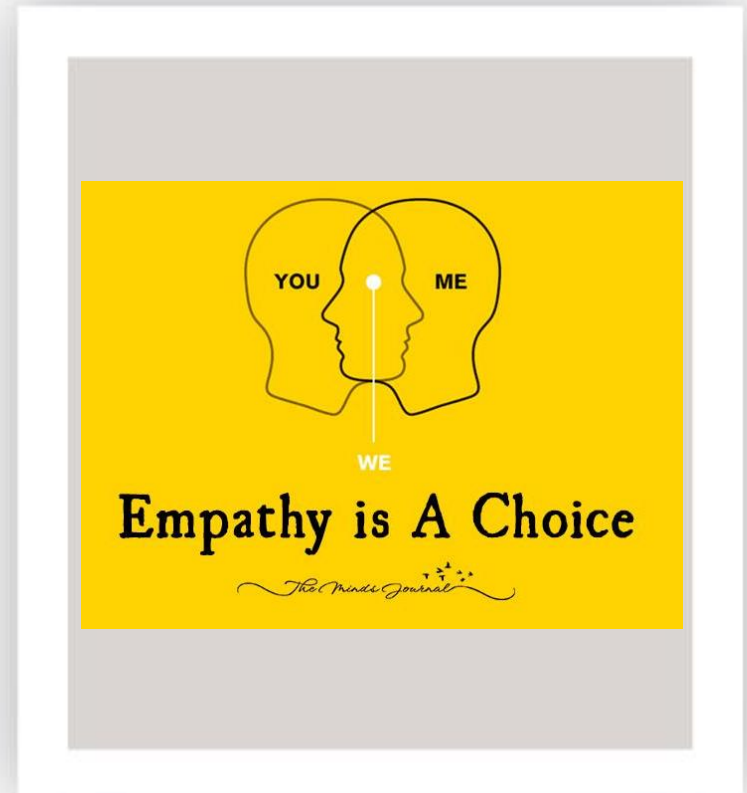
Where will Sally look for her ball?

Next Level Skills



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- Social and emotional response in certain contexts
 - Sympathy
 - Empathy
- Changing your social behavior based on understanding and prediction to have a better outcome



What about leadership?



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- Communication
- Problem solving and decision making
- Emotional responsiveness and emotion management
- Organization and time management



Communication without and with

- I need to tell people this and the messaging is generally all about me
 - E.g., sorry I was late because . . .
 - E.g., I have thought about this and I have to make this decision even though I don't want to
- People likely need to hear this information or hear it a certain way
 - E.g., we are going to make a change, which is always scary, but I think that change is going to get us X, Y, and I am going to try to make the change as easy as possible by 1, 2, 3

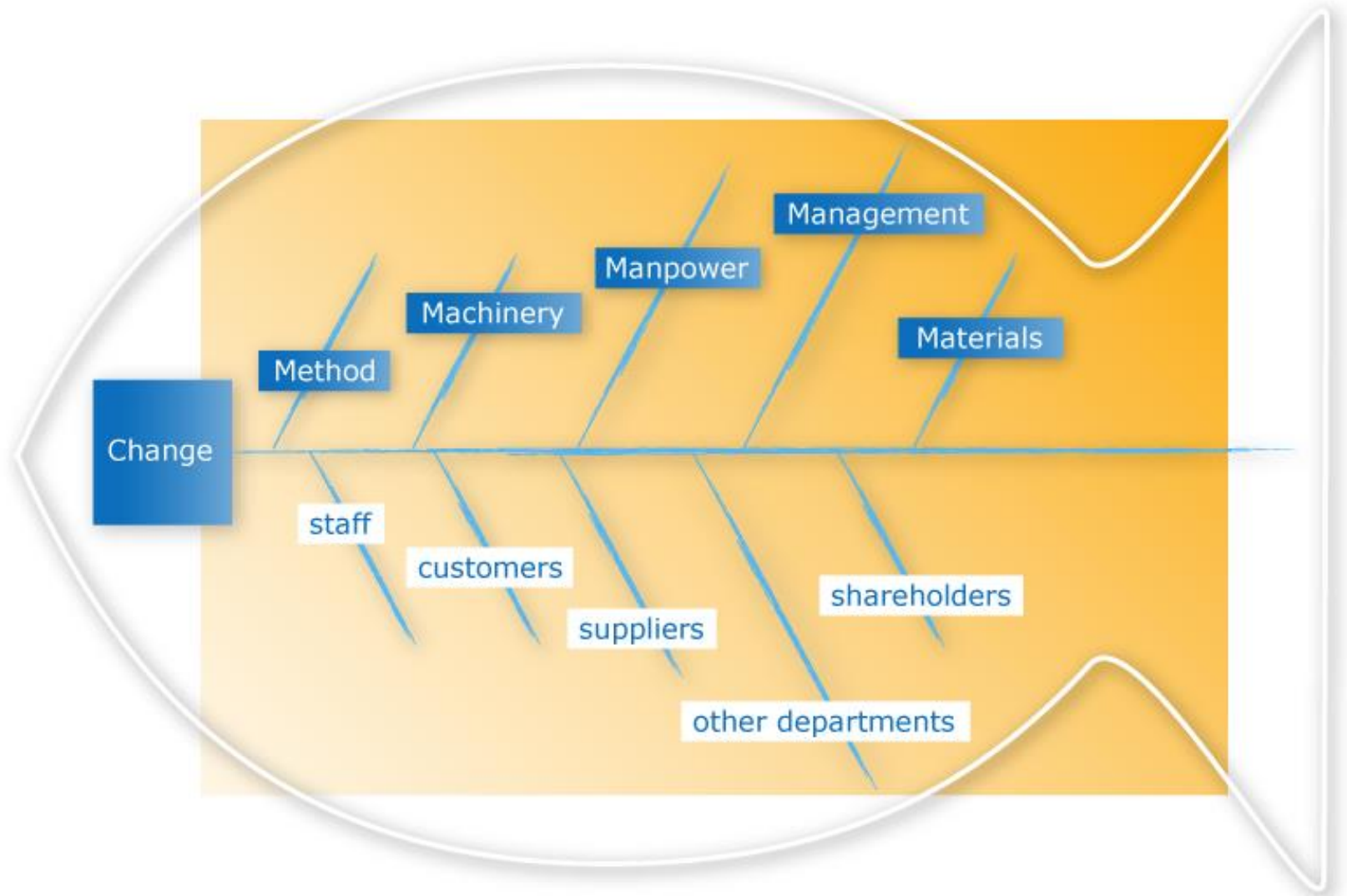
Decision Making with and without

- Consider the near-term and long-term impacts for all involved at all levels
- Make a decision and encounter significant “downstream impact”

Downstream Impact



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Org/TM with and Without

- Schedule things so that I can be sure that I have completed any assigned tasks before due date
- Schedule things with sufficient time to get from one thing to another and am not holding people up or cancelling unexpectedly
- Schedule back to back meetings and run late from each one to the next
 - Good for me because I get to check the boxes
 - Bad for the people who are waiting for me when I am late
 - How might they feel?
 - What message am I sending
 - Overall stress increases and everyone suffers

What about with families?



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- Communication
- Problem solving and decision making
- Emotional responsiveness and emotion management
- Organization and time management



Family and Clinician Perspectives

• Family:

- My child is the most important person in the world
- My child needs all of the services and support s/he can handle to get better
- My child needs to participate in different therapies (equine, sensory integration, floor time, etc.) and TBH sessions should be scheduled around these services
- I don't want to see my child struggle/get upset in sessions
- My child's treatment is very personal and I want team members to be a part of our family
- My culture, beliefs, and experiences impact how I interact with my child, set goals for my child, and want my child treated

• Clinician:

- Your child is important, but is one of my many cases
- Your child will get the best services we can provide under existing circumstances
- We are delivering high-quality, empirically-supported treatment that should be prioritized; CAMs may actually slow your child's progress
- We need to push your child to best facilitate his/her progress
- We care about our families, but it is a professional relationship and we need to maintain boundaries
- I'm responsible for treating this child with effective, empirically supported treatments and the family's culture, beliefs, etc. sometimes act as a barriers

Let's talk through one



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- Scheduling team has assigned a relatively new therapist to work with a client who has lost a team member
- The clinician is frustrated because this is going to produce big problems for the client and family



What does each uniquely think, feel, know?

- Scheduler
 - The client is in jeopardy of having a 50% drop in services without a new team member.
 - Not a single more experienced therapist has an opening for this client
 - This new team member's schedule matches the client's perfectly
 - The clinician is a great supervisor #winning!!!!
- Clinician
 - This client has significant problem behavior with new team members and has hurt a few.
 - These parents, get very upset when a new therapist joins the team even when that therapist eventually becomes an amazing asset to the team.
 - The clinician has PTO scheduled the first two weeks this therapist would work with the client and can't be there to train and support

Perspective taking



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- How does seeing both sides (or assuming that there is another reasonable side even if you don't know what it is), **CHANGE** how you:
 - Communicate
 - Problem Solve



Let's talk through one



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- Family is pushing for the child to work on learning to read
- The clinician is frustrated about the emphasis on this target



What does each uniquely think, feel, know?

- Family
 - A school placement that depends on the child learning to read
 - The parent has just seen an article by Dr. LeBlanc talking about reading as a pivotal skill and that many BCBA's neglect to target this skill
 - FEAR that their child will fall further behind because THEY did not advocate the way they could have
- Clinician
 - The child does not have important pre-requisite skills such as letter identification
 - There are other important skills that would have to be neglected in order to target this one
 - FEAR that the program would fail because the clinician has never written programming to teach reading skills

Perspective taking



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Personnel Complaint



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- Technician goes to the Senior Clinician to complain that the BCBA has not been around in sessions lately and the one time they did come, they were abrupt and harsh with feedback.
- Two weeks later the technician is angry and disgruntled that he/she has not gotten details about what is happening to that BCBA but now the case has been transferred to another BCBA

HUMAN
RESOURCES



What does each uniquely think, feel, know?

- Technician
 - Seems like multiple levels of people aren't responsive to a situation that could impact client services
 - Feels like not valued because low person on the ladder
- Senior BCBA
 - Learned that the BCBA has been diagnosed with cancer but does not want this revealed to co-workers
 - Knows that a solution is in the works that will result in support for the case
 - Knows that the medical information cannot be revealed

Perspective taking



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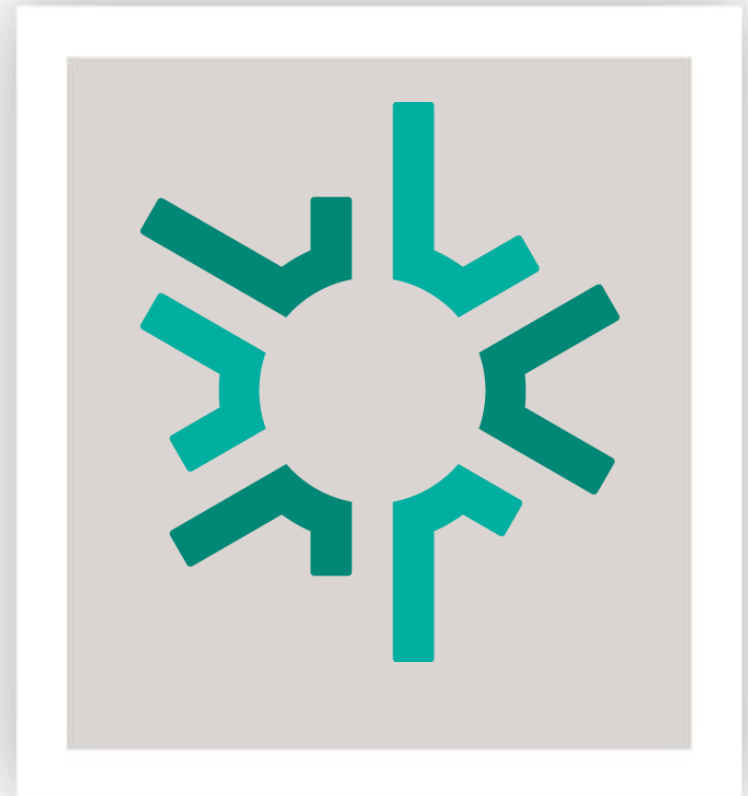


Perspective Taking



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- Pivotal Leadership skill
- Most people can, but often don't – how do we prompt ourselves to do this more often
- Outcomes and relationships change if we do this everyday



What will you do to prompt yourself to engage in perspective taking?



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Thank You

Contact me at Linda@LBehavioral.com



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