



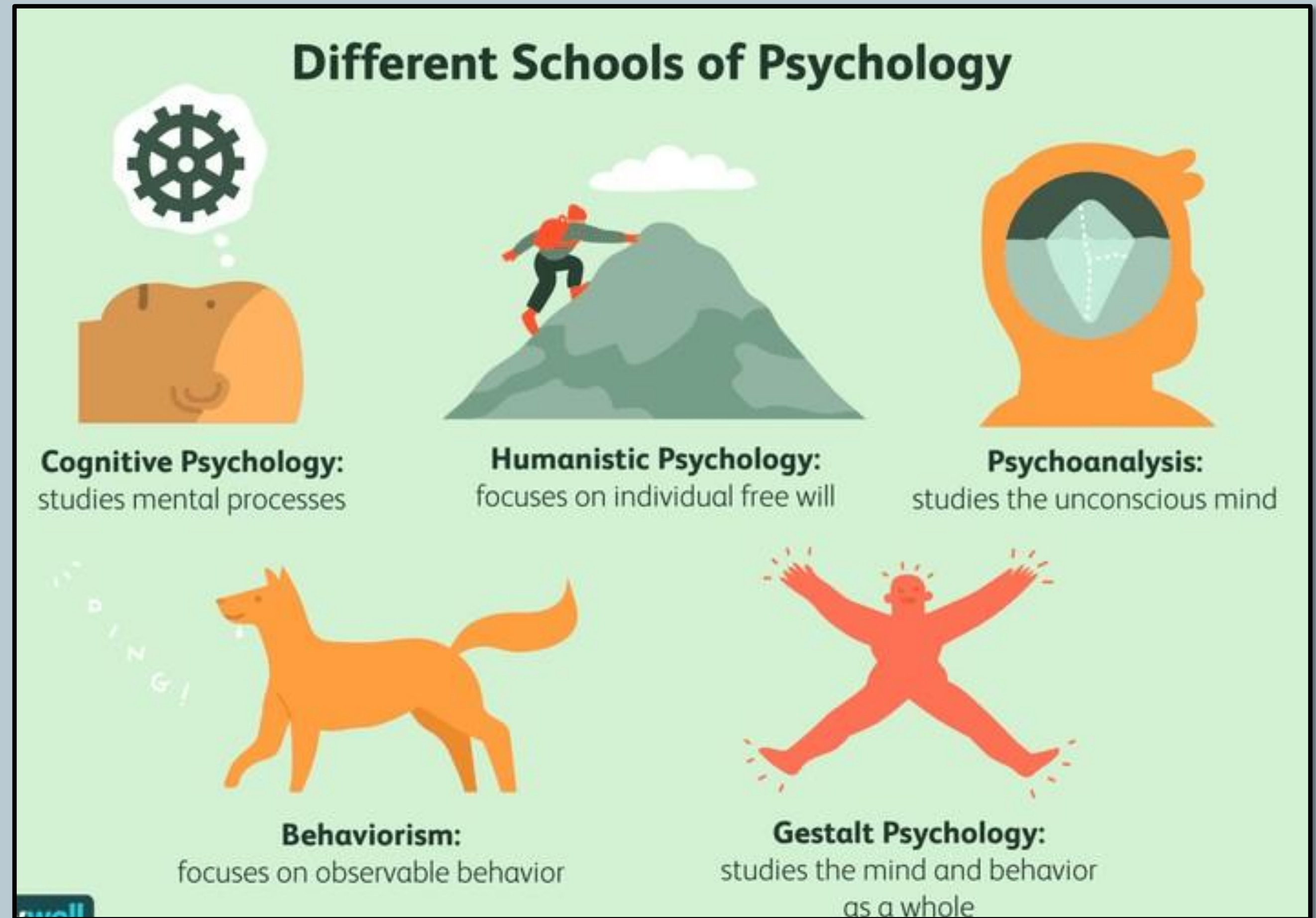
Psychology Theories

A way to predict and explain human behavior

Theories & theorist tend to fall under different schools of thought—the 5 most common are:

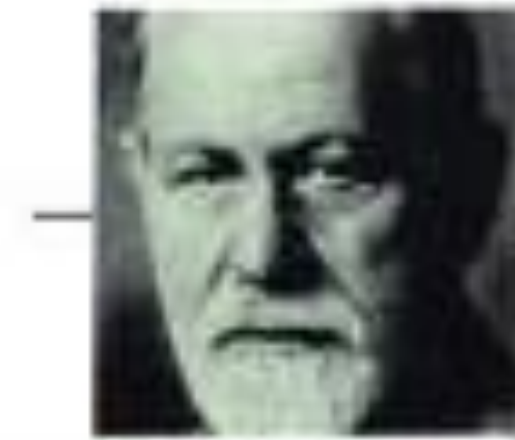
Researchers have also agreed upon the five following general rules.

- Development is similar for each individual
- Development builds upon earlier learning.
- Development proceeds at an individual rate.
- The different areas of development are interrelated.
- Development is a lifelong process.



Psychoanalytic & Psychosocial theories & theorists

Freud, Jung, Adler & Erickson



Freud



Adler



and

Jung

Freud & psychoanalytic theory

Divides the mind into three layers, or regions:

- 1. Conscious:** This is where our current thoughts, feelings, and focus live;
- 2. Preconscious (sometimes called the subconscious):** This is the home of everything we can recall or retrieve from our memory;
- 3. Unconscious:** At the deepest level of our minds resides a repository of the processes that drive our behavior, including primitive and instinctual desires (McLeod, 2013).

The Unconscious Mind

Psychoanalytic Approach

The focus is on the unconscious mind rather than the conscious mind. It is built on the foundational idea that your behavior is determined by experiences from your past that are lodged in your unconscious mind.

- The significance of internal drives
- The impact of the unconscious on human personality and behavior
- Human thoughts, feelings, and behaviors as being rooted in our earliest experiences
- All behavior as being determined by internal factors (i.e., it is never random and behavior cannot be completely controlled by the individual) (McLeod, 2017).



ID

- Unconscious level only
- Instinct to survive (eros)
- Instinct to destroy (thanatos)



EGO

- Develops in infancy
- Keeps check on Id



SUPEREGO

- Where morality resides
- Encourages social responsibility

Freud's psychosexual stages.

Children develop in five distinct stages, each focused on a different source of pleasure:

- *First Stage: Oral*—the child seeks pleasure from the mouth (e.g., sucking);



- *Second Stage: Anal*—the child seeks pleasure from the anus (e.g., withholding and expelling feces);
- *Third Stage: Phallic*—the child seeks pleasure from the penis or clitoris (e.g., masturbation);
- *Fourth Stage: Latent*—the child has little or no sexual motivation;
- *Fifth Stage: Genital*—the child seeks pleasure from the penis or vagina (e.g., sexual intercourse; McLeod, 2013).

Key Freudian Concepts



Defense Mechanisms

Freud believed these three parts of the mind are in constant conflict because each part has a different primary goal. Sometimes, when the conflict is too much for a person to handle, his or her ego may engage in one or many defense mechanisms to protect the individual.

Interpretation of Dreams

Analyzing one's dreams can give valuable insight into the unconscious mind
the manifest content (the actual dream) and the latent content (the true or hidden meaning behind the dream).

Fixations:

fixation is a persistent focus of the id's pleasure-seeking energies at an earlier stage of psychosexual development.

They occur when an issue or conflict in a psychosexual stage remains unresolved, leaving the individual focused on this stage and unable to move onto the next

The process of transference played an important role in treating such fixations. Essentially, an old fixation is transferred to a new one, allowing the person to consciously deal with the problem. Also women were expected to suppress their sexual needs. In many cases, this led to a neurotic disorder.

Are you fixated according to Freud???

Mechanism	Description	Example
Repression	Repression is an unconscious mechanism employed by the ego to keep disturbing or threatening thoughts from becoming conscious.	During the Oedipus complex aggressive thoughts about the same sex parents are repressed
Denial	Denial involves blocking external events from awareness. If some situation is just too much to handle, the person just refuses to experience it.	For example, smokers may refuse to admit to themselves that smoking is bad for their health.
Projection	This involves individuals attributing their own unacceptable thoughts, feeling and motives to another person.	You might hate someone, but your superego tells you that such hatred is unacceptable. You can 'solve' the problem by believing that they hate you.
Displacement	Satisfying an impulse (e.g. aggression) with a substitute object.	Someone who is frustrated by his or her boss at work may go home and kick the dog,
Regression	This is a movement back in psychological time when one is faced with stress.	A child may begin to suck their thumb again or wet the bed when they need to spend some time in the hospital.
Sublimation	Satisfying an impulse (e.g. aggression) with a substitute object. In a socially acceptable way.	Sport is an example of putting our emotions (e.g. aggression) into something constructive.

Examples of Psychological Fixations

Oral Fixations



Anal Fixations



Phallic Fixations



Carl Jung

Collective Unconscious & Archetypes

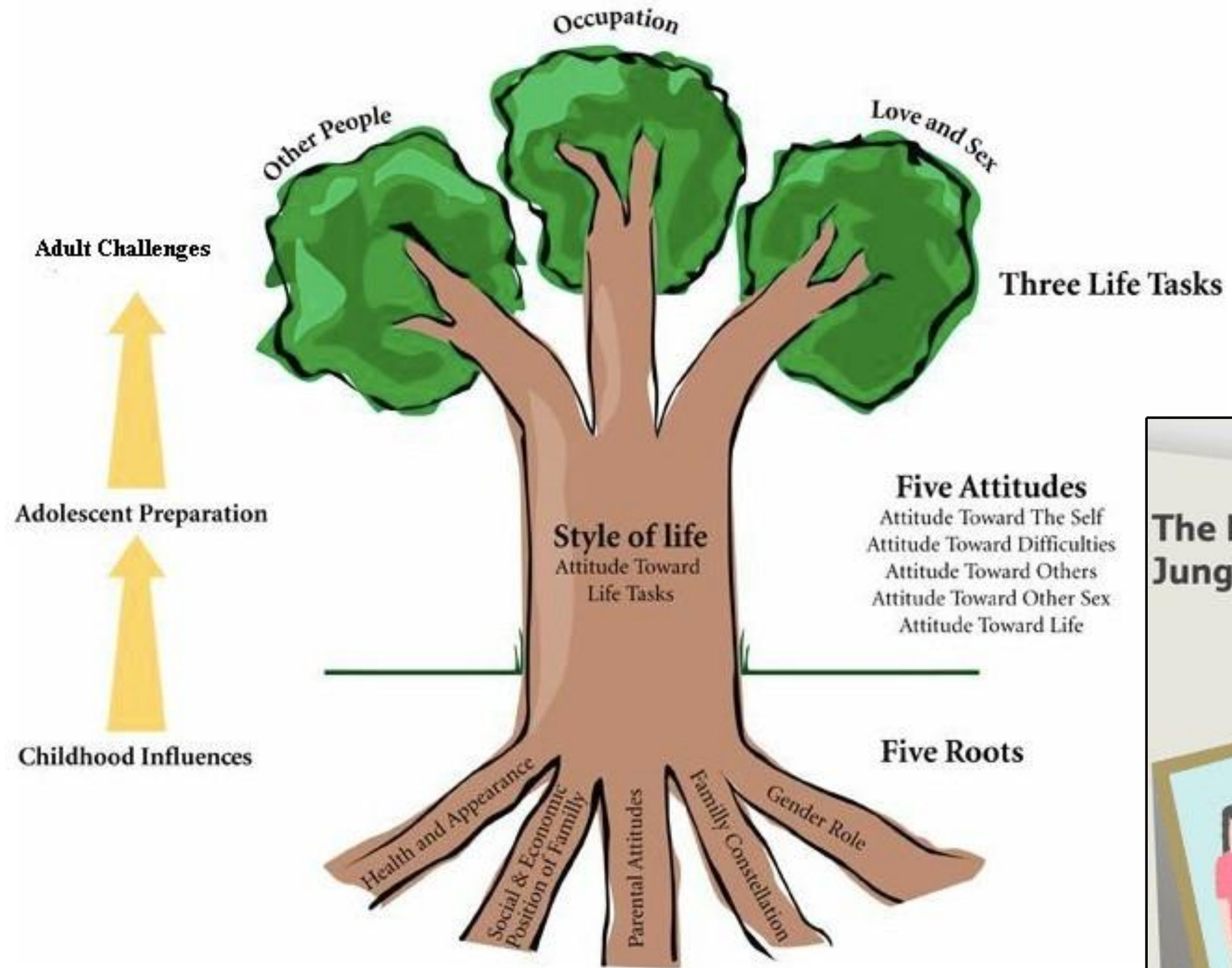
He distinguished the **persona**, or the image of ourselves that we present to the world, from our **shadow**, which may be comprised of hidden anxieties and repressed thoughts

- *Nature and Purpose of the Libido*: the libido as a general source of psychic energy that motivated a wide range of human behaviors—from sex to spirituality to creativity
- *Nature of the Unconscious*: was more of a storehouse for the individual's

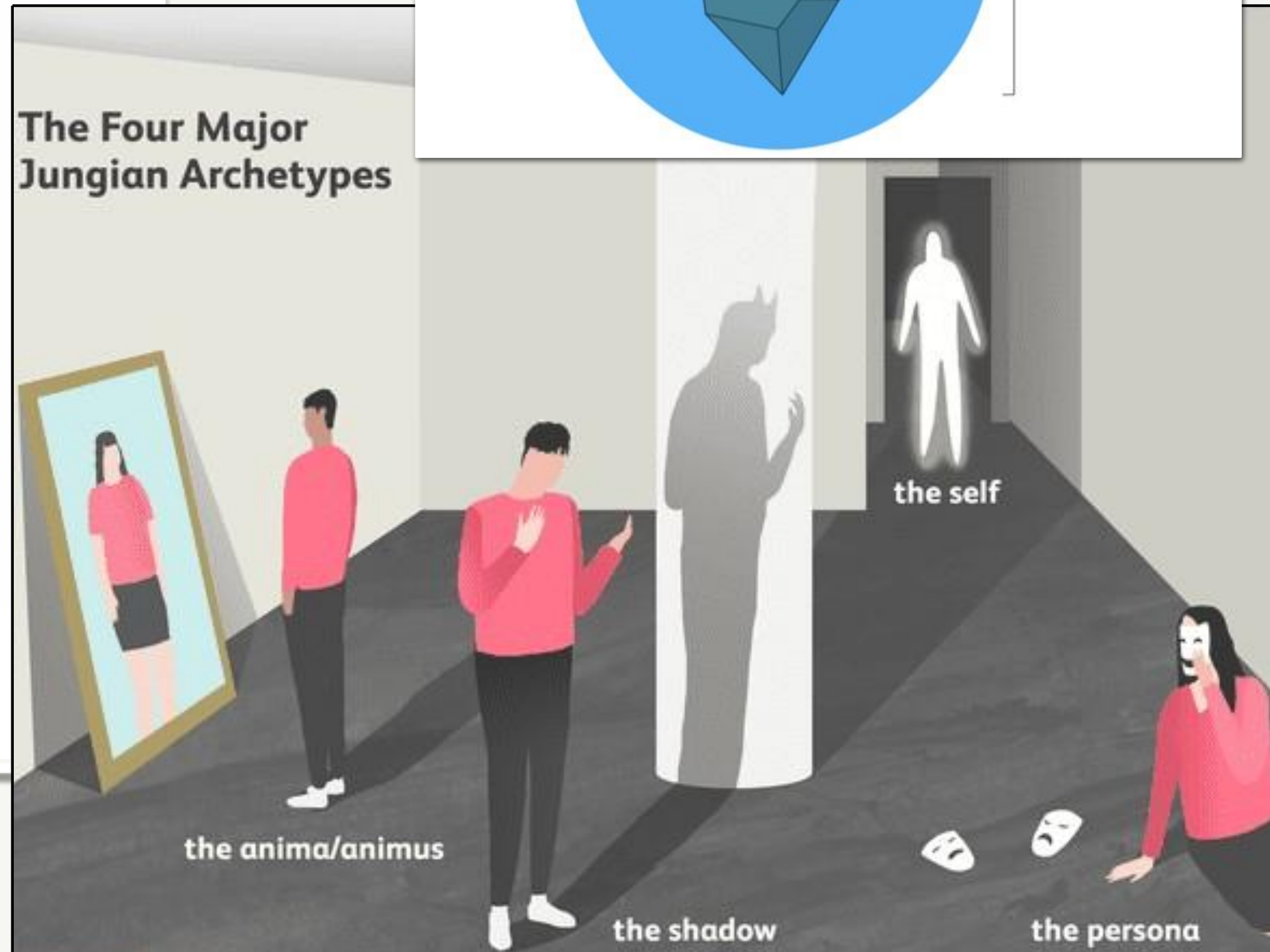
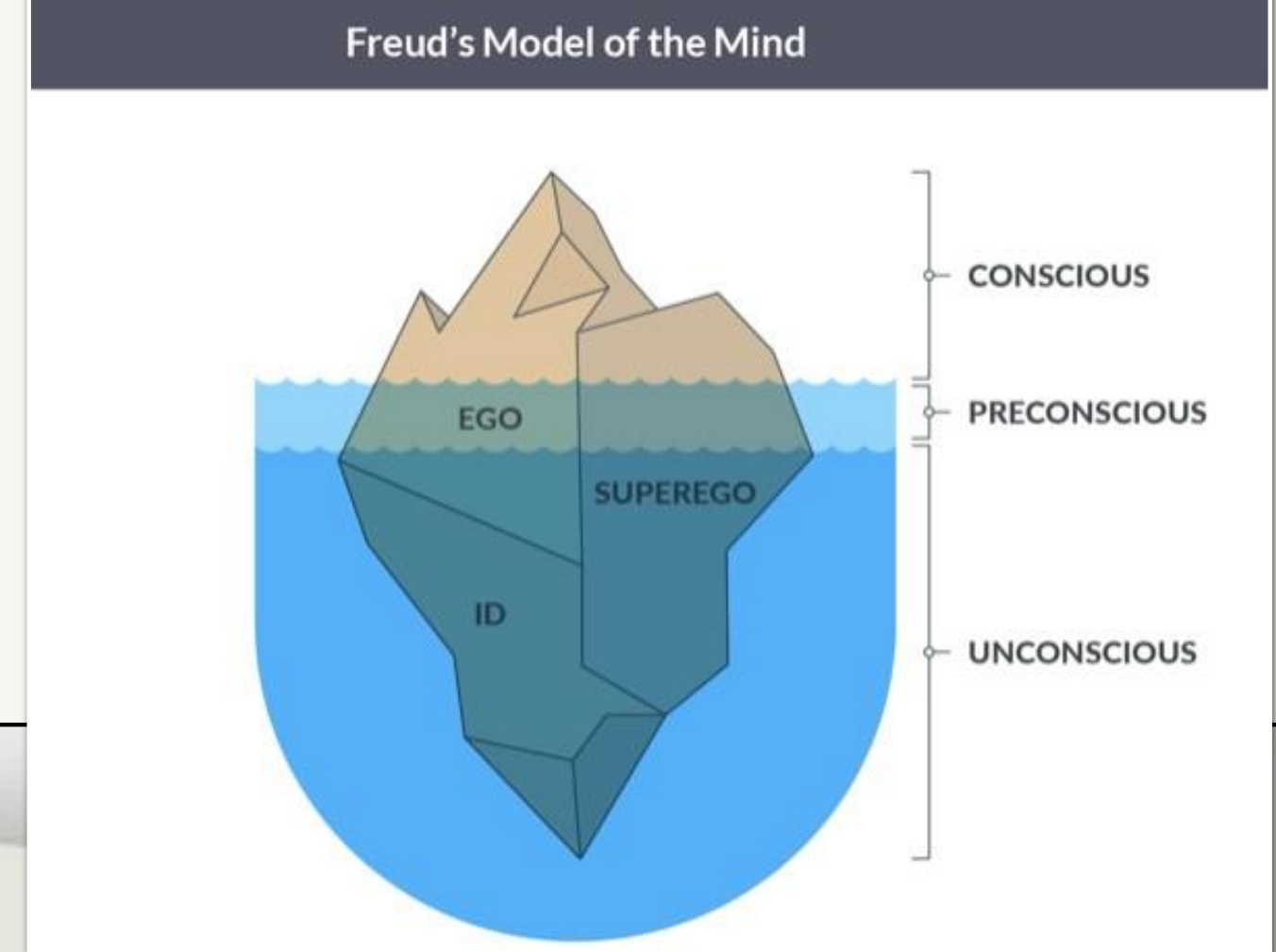
repressed memories and what he called the collective or transpersonal unconscious (a level of unconscious shared with other humans that is made up of latent memories from our ancestors)

- *Causes of Behavior*: our future aspirations have a significant impact on our behavior as well (McLeod, 2014)

Assumption	Jung	Freud
Nature and purpose of the libido.	A generalize source of psychic energy motivating a range of behaviors.	A source of psychic energy specific to sexual gratification.
Nature of the unconscious.	A storehouse of repressed memories specific to the individual and our ancestral past.	A storehouse for unacceptable repressed desires specific to the individual.
Cause of behavior.	Past experiences in addition to future aspiration.	Past experiences, particularly in childhood.



Copyright 1997, Henry T. Stein, Ph.D.
 Reproduction Prohibited Without Permission
 Re-designed by Annie Lalonde, May, 2003



Freudian vs. Jungian Psychology: A Practical Example

**A comparison of therapeutic approaches using Salma's
recurring dreams**

Introduction

This presentation explores the differences between Freudian and Jungian psychology using a practical example. We will consider the case of Salma, a young professional experiencing recurring dreams about being chased by a shadowy figure.

Freudian Perspective: Key Concepts

- **Unconscious Mind:** Contains repressed memories and desires.
- **Oedipus Complex:** Childhood desire for the opposite-sex parent and rivalry with the same-sex parent.
- **Defense Mechanisms:** Ways the ego protects itself from anxiety (e.g., repression, projection).

Freudian Perspective: Interpretation

Freud would interpret Salma's dreams as manifestations of repressed desires or unresolved childhood conflicts. The shadowy figure represents a repressed part of Salma's psyche, possibly linked to an unresolved Oedipal complex.

Freudian Perspective: Therapeutic Approach

Freudian therapy would focus on uncovering repressed memories and desires through techniques such as:

- Free association**
- Dream analysis**
- Transference**

Salma would explore her childhood, relationships with her parents, and significant early experiences.

Jungian Perspective: Key Concepts

- **Collective Unconscious:** A deeper level of the unconscious shared by all humans, containing archetypes.
- **Archetypes:** Universal, symbolic images that appear across cultures (e.g., the Shadow, the Anima/Animus).
- **Individuation:** The process of becoming aware of oneself and integrating different aspects of the personality.

Jungian Perspective: Interpretation

Jung would see Salma's dreams as part of the individuation process. The shadowy figure might represent her 'Shadow' archetype, consisting of parts of her personality she has not yet integrated.

Jungian Perspective: Therapeutic Approach

Jungian therapy would focus on helping Sarah understand and integrate these shadow aspects through:

- Dream analysis**
- Active imagination**
- Exploring symbols and myths**

The goal is to achieve a greater sense of wholeness by accepting and integrating disowned parts of herself.

Practical Differences

- **Focus on Past vs. Whole Self:** Freudian therapy focuses on past experiences and repressed desires, while Jungian therapy considers the whole self, including the collective unconscious and individuation.
- **Nature of the Unconscious:** Freud's unconscious is personal and filled with repressed desires and memories. Jung's unconscious includes the personal and collective unconscious.
- **Therapeutic Goals:** Freudian therapy aims to bring repressed desires to consciousness to resolve neuroses. Jungian therapy aims to integrate different aspects of the self to achieve individuation and self-realization.

Alfred Adler

Individualism

Emphasized the importance of nurturing feelings of belonging in everyone. Equality, civil rights, mutual respect and the advancement of democracy

Holism suggests that a person is working toward the same goal on all levels of his or her experience. It also views the behavior of a person as being socially embedded & the desire to achieve superiority stems from underlying feelings of inferiority that are universal.

“Feelings of inferiority” become a motivating factor for us to develop skills, talents, and ways of overcoming our sense of inadequacy. Feelings of inferiority can give rise to genius. Unfortunately, they can also give rise to neuroses and problems in daily living when they are overwhelming or when we attempt to hide them rather than face them courageously.

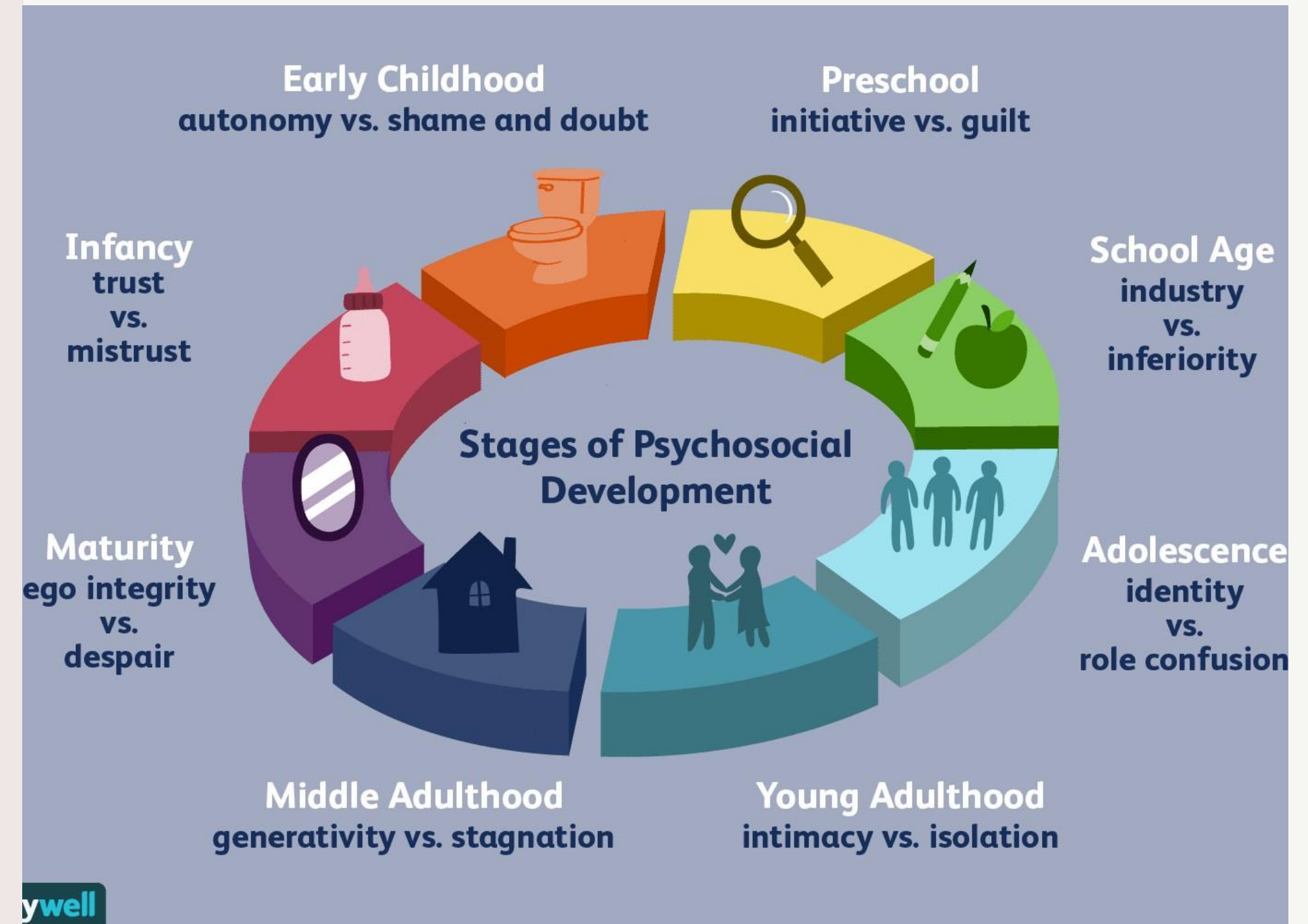
Eric Erickson

Erikson emphasized that the ego makes positive contributions to development by mastering attitudes, ideas, and skills at each stage of development.

Trust vs Mistrust

Infants depend on caregivers, usually parents, for basic needs such as food. Infants learn to trust others based upon how well caregivers meet their needs.

- Trust: When caregivers respond promptly to an infant's cries, the baby can learn to rely on others. As caregivers fill an infant's needs, the baby can develop a sense of trust and security.
- Mistrust: If caregivers neglect an infant's needs, or if care is sporadic, an infant may grow insecure. They may learn they cannot rely on others and thus feel unsafe.



Autonomy vs Shame & Doubt

Young children begin exploring the world around them. They learn more about their environment and their place within it. They also develop basic skills such as toilet training.

- **Autonomy:** In this stage, caregivers often serve as a safe base from which to explore the world. When caregivers encourage independence, children will feel secure enough to take risks.
- **Shame:** Children whose caregivers discourage them may develop feelings of shame. If caregivers foster excessive dependence, the child may learn to doubt their own abilities.

Initiative vs Guilt

Preschoolers are increasingly focused on doing things themselves and establishing their own goals.

- **Initiative:** When caregivers nurture these tendencies, children learn how to make decisions and plan for the future. They can grow into adults who are able to follow their ambitions.
- **Guilt:** If children are criticized for being assertive, they may feel guilt for pursuing their desires. Controlling caregivers may teach children to follow another's lead rather than starting their own plans.



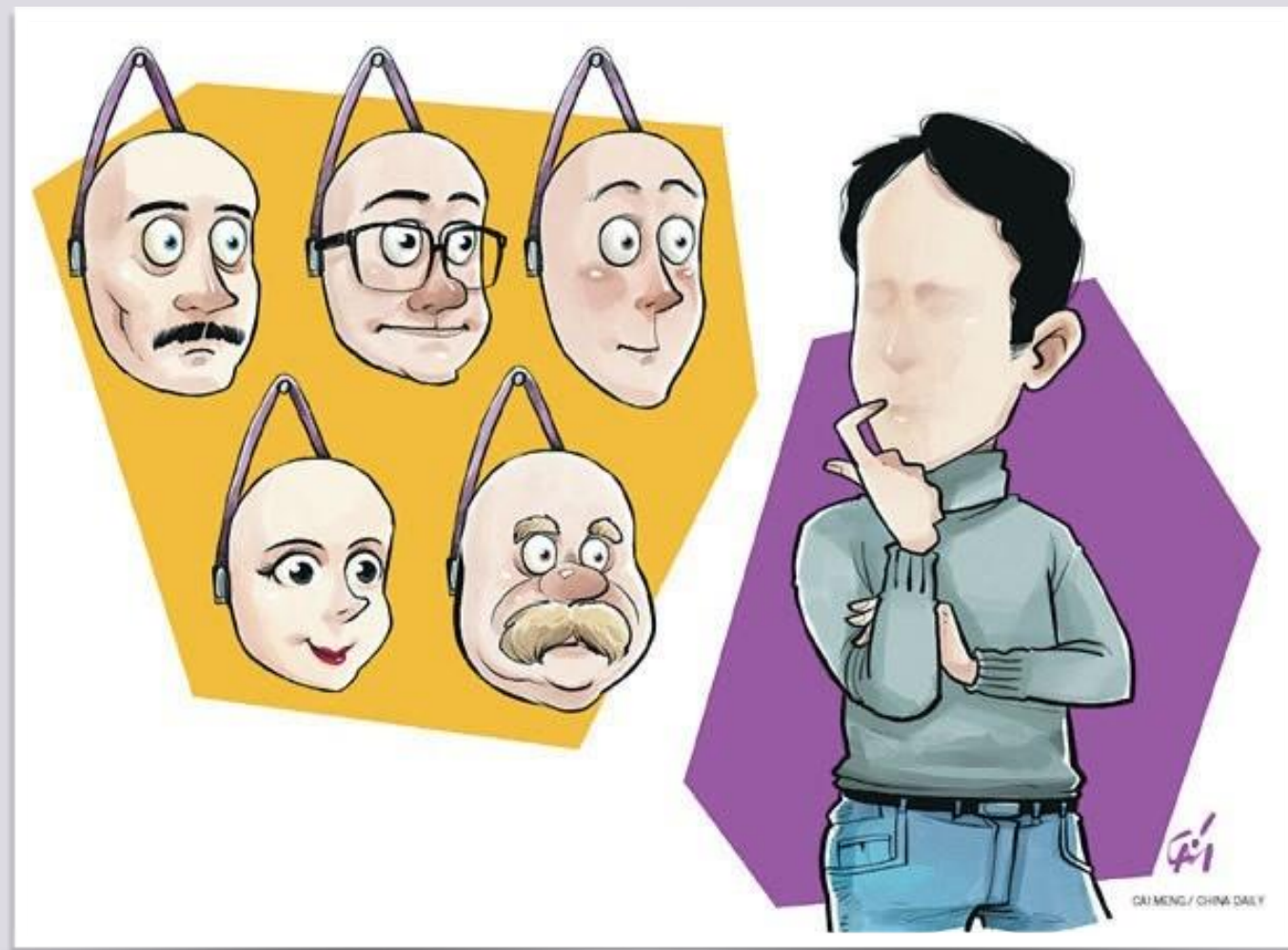


Early School Years: Industry vs. Inferiority

As children grow in independence, they become increasingly aware of themselves as individuals. They begin to compare themselves with others.

- ***Industry:*** Children who are accomplished compared to their peers can develop self-confidence and pride. Praise for their achievements can boost their self-esteem.
- ***Inferiority:*** Children who do not achieve certain milestones may doubt their abilities or self-worth. When children are constantly criticized, they may develop feelings of inferiority.

Identity vs Role Confusion



The famed term “identity crisis” comes from this period of development. During this stage, adolescents’ main goal is to answer the question “Who am I?” They may try different personas to determine which roles fit them best.

- **Identity:** To succeed in this stage, adolescents need to establish a coherent sense of self. They will need to determine their priorities in life (family, academic success, etc.). Then they will need to set goals for their adult selves based on those values.
- **Role confusion:** Some adolescents may have a weak sense of self. They may struggle to break away from the person their parents or peers expect them to be. Without a consistent identity they may grow confused about what they truly want for the future.

Intimacy vs Isolation

Young Adults

Is the period during which many people get married or develop significant [relationships](#). It has been defined as anywhere from 20-24 years to 20-40 years.

- **Intimacy:** Relationships can be a key source of affection and [intimacy](#) in adulthood. Many find emotional benefits from having a committed, lifelong bond.
- **Isolation:** According to Erikson, people who do not develop relationships may become socially [isolated](#). They may develop long-term feelings of [loneliness](#).



The later life stages

Stage 7: Middle Adulthood: Generativity vs. Stagnation

The focus of this stage is to contribute to society and the next generation. Adults in this stage are often at the height of their careers. Many people are raising children.

- **Generativity:** People may offer guidance to the next generation through parenting or mentorship. They may also offer lead the way by leaving a legacy. Contributing to society's future can give people a sense of community and purpose.
- **Stagnation:** Some people may feel as if they have no impact on society. If people do not find their work

meaningful, they may feel restless or isolated. Some may feel they have “peaked” and that their lives will only get worse in the future.

Stage 8: Late Adulthood: Ego Integrity vs. Despair

During this phase, older adults reflect on the life they have lived.

- **Ego Integrity:** Those who feel fulfilled by their lives can face death and aging proudly.
- **Despair:** People who have disappointments or regrets may fall into despair.

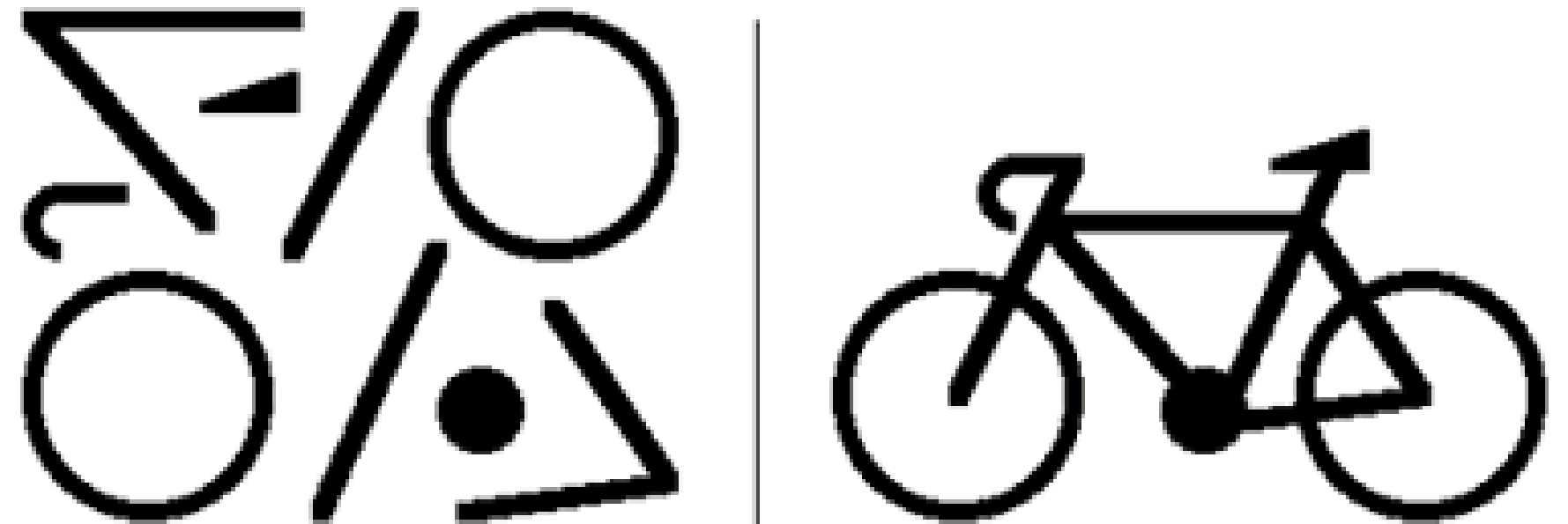
Problems with Erikson's Theory

- **Focused too much on childhood, neglecting the development that occurs in adulthood.**
- **He admitted a person's identity could change in adulthood after the adolescent stage.**
- **Erikson agreed with Freud that personality differences between genders are rooted in biology**
- **He didn't rely on data —but speculation**

Gestalt

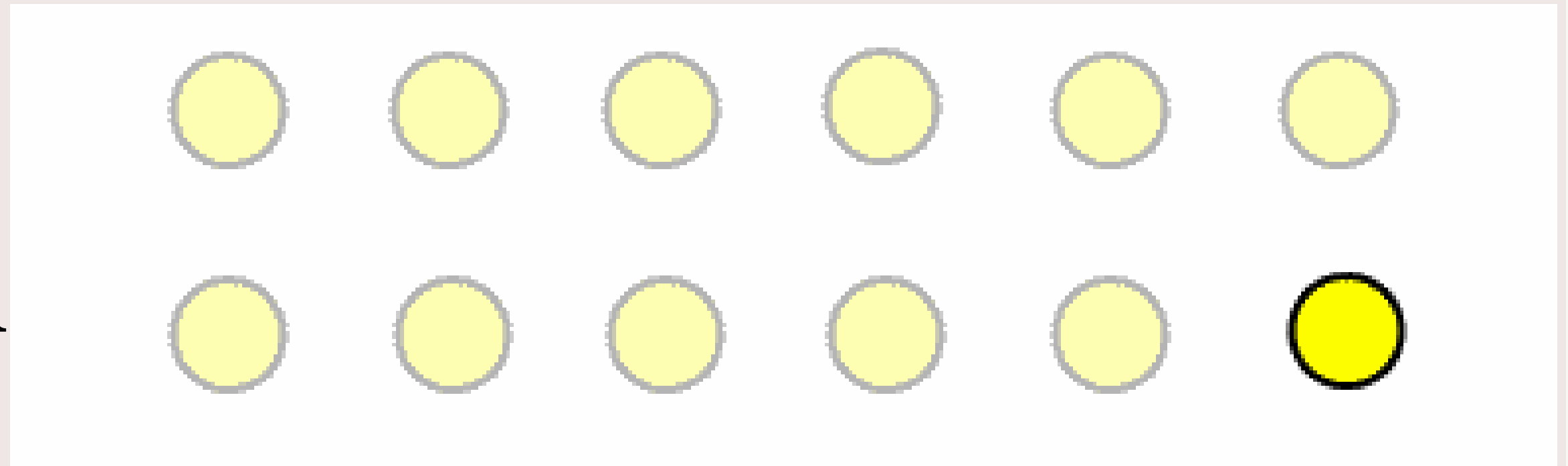
Perls, Wertheimer, & Koffka

The unified whole is different from the sum of the parts.



The Phi Phenomenon

involves perceiving a series of still images in rapid succession in order to create the illusion of movement.



our minds tend to perceive objects as part of a greater whole and as elements of more complex systems.



PROXIMITY

When objects placed together, the eye perceives them as a group.



SIMILARITY

When objects look similar to one another, the eye perceives them as a group or pattern.



CONTINUANCE

The eye is compelled to move from one object through another.



CLOSURE

When an object is incomplete or not completely enclosed.



FIGURE & GROUND

When the eye differentiates an object from its surrounding area.

Koffka

Learning

Sensomotoric Learning

Most of early learning is what he referred to as, “sensorimotor learning,” which is a type of learning which occurs after a consequence. For example, a child who touches a hot stove will learn not to touch it again

Ideational learning

The highest type of learning is ideational learning, which makes use of language. It is an important time in children’s development is when they understand that objects have names



Fritz Perls

father of gestalt therapy

- **the extension of awareness, when all current senses and behaviors merge influencing the interconnection of the individual and his surroundings.**
- **'concentration therapy', aiming at synthesis, calling for a natural holistic approach to body and mind, and a fresh face-to-face encounter between therapist and patient.**
- **goal is to restore the self-awareness which is lost when a psychological disorder becomes evident.**

A Humanistic Perspective

Rogers & Maslow



Maslow's

Hierarchy of Needs

People have a number of needs, and as these needs are met they are able to go on to pursue other needs.

The needs at the base of his hierarchy are more basic in nature, gradually moving up into more social, emotional and self-actualizing needs

Self-actualization plays a critical role it is "the full use and exploitation of talents, capacities, potentialities, etc."

People are constantly in the process of striving to reach their full potential and can move up & down on the hierarchy



Maslow, A. Motivation and Personality. New York: Harper; 1954.

Carl Rogers

All people possess an inherent need to grow and achieve their potential.

The Self

The formation of a healthy self-concept was an ongoing process shaped by a person's life experiences. People with a stable sense of self tend to have greater confidence and cope more effectively with life's challenges.

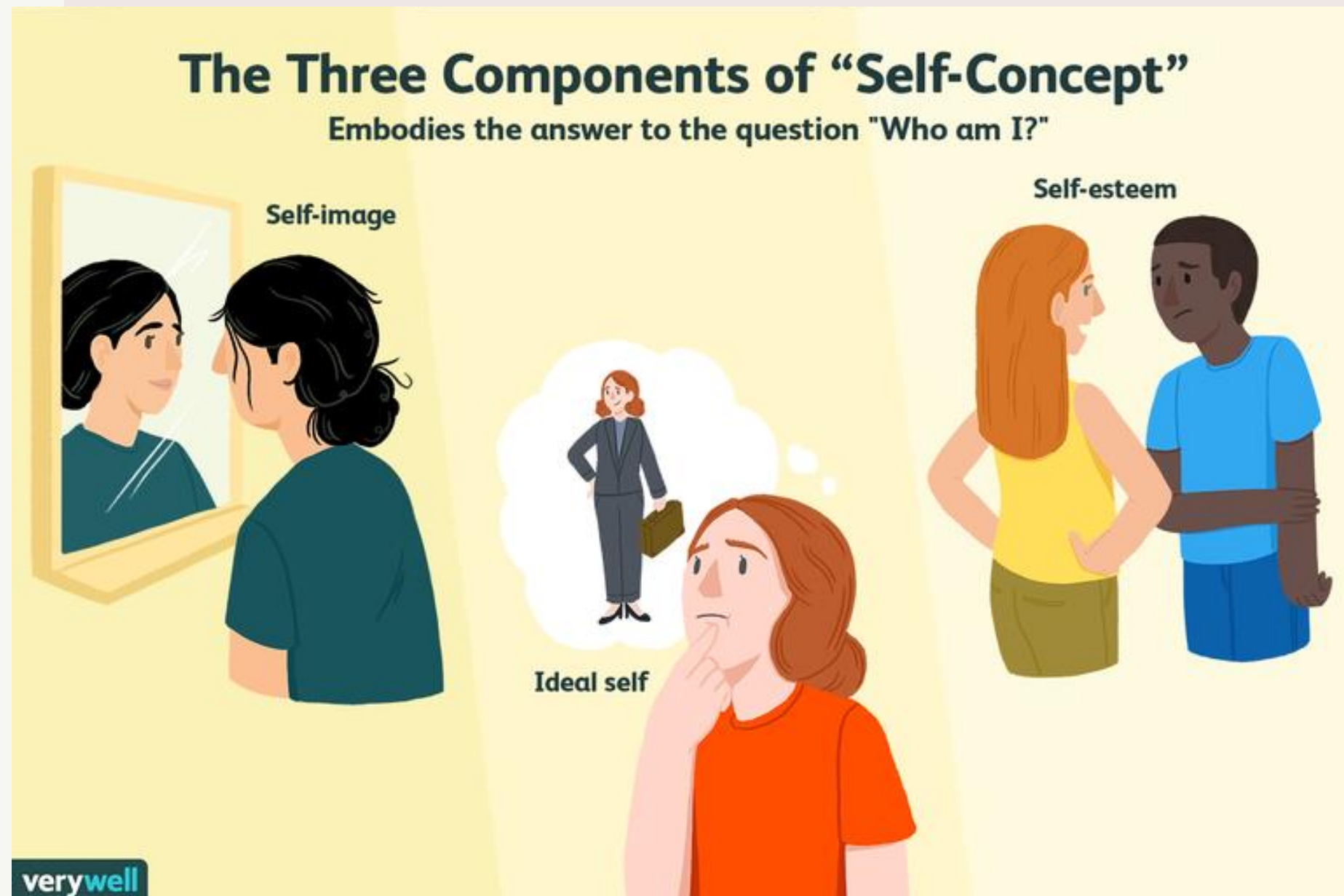
Congruence

People tend to have a concept of their “ideal self.” The problem is that our image of who we think we should be does not always match up with our perceptions of who we are today.

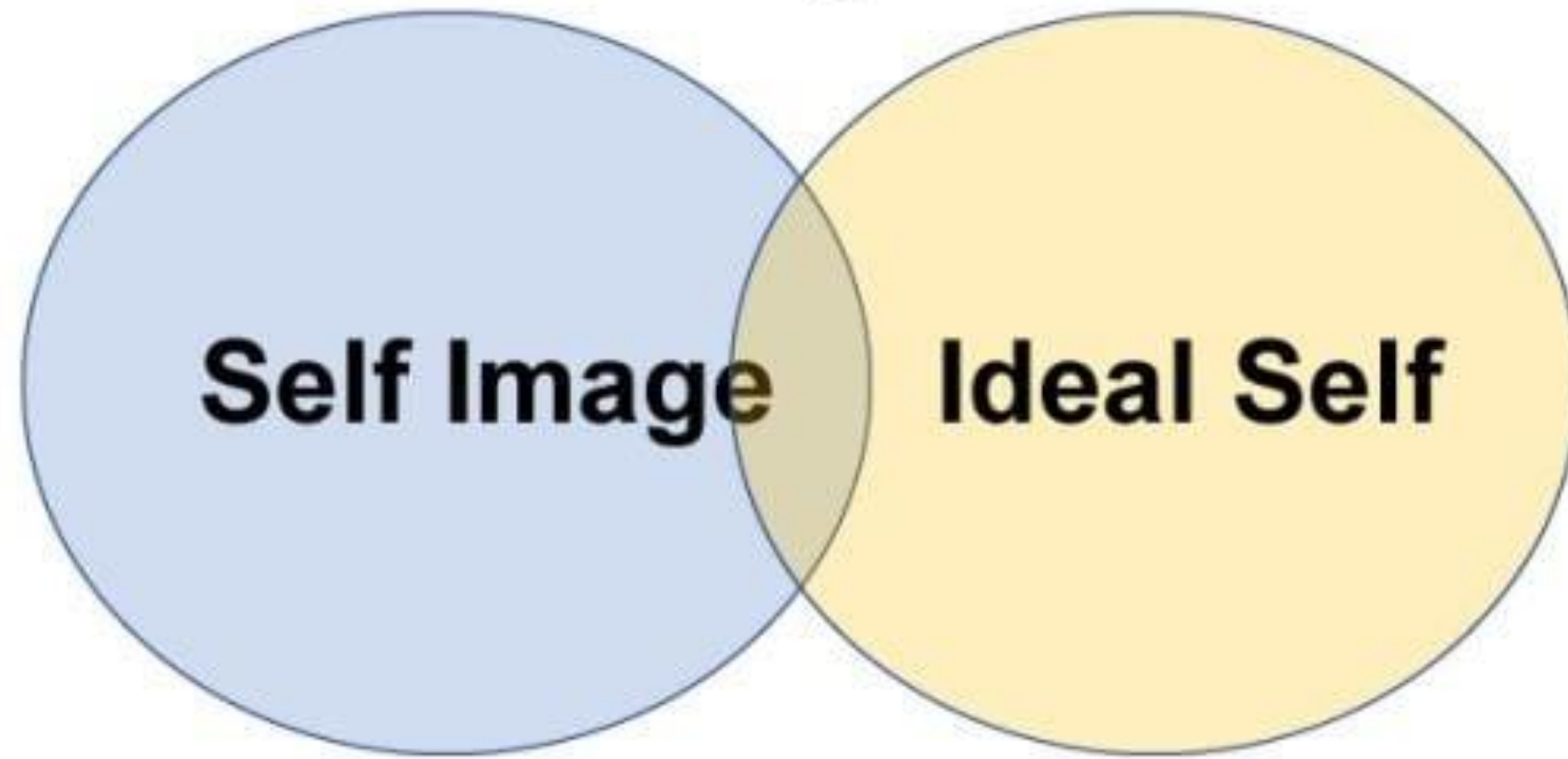
The Fully-Functioning Person

A **fully-functioning person** is one who is completely congruent and living in the moment.

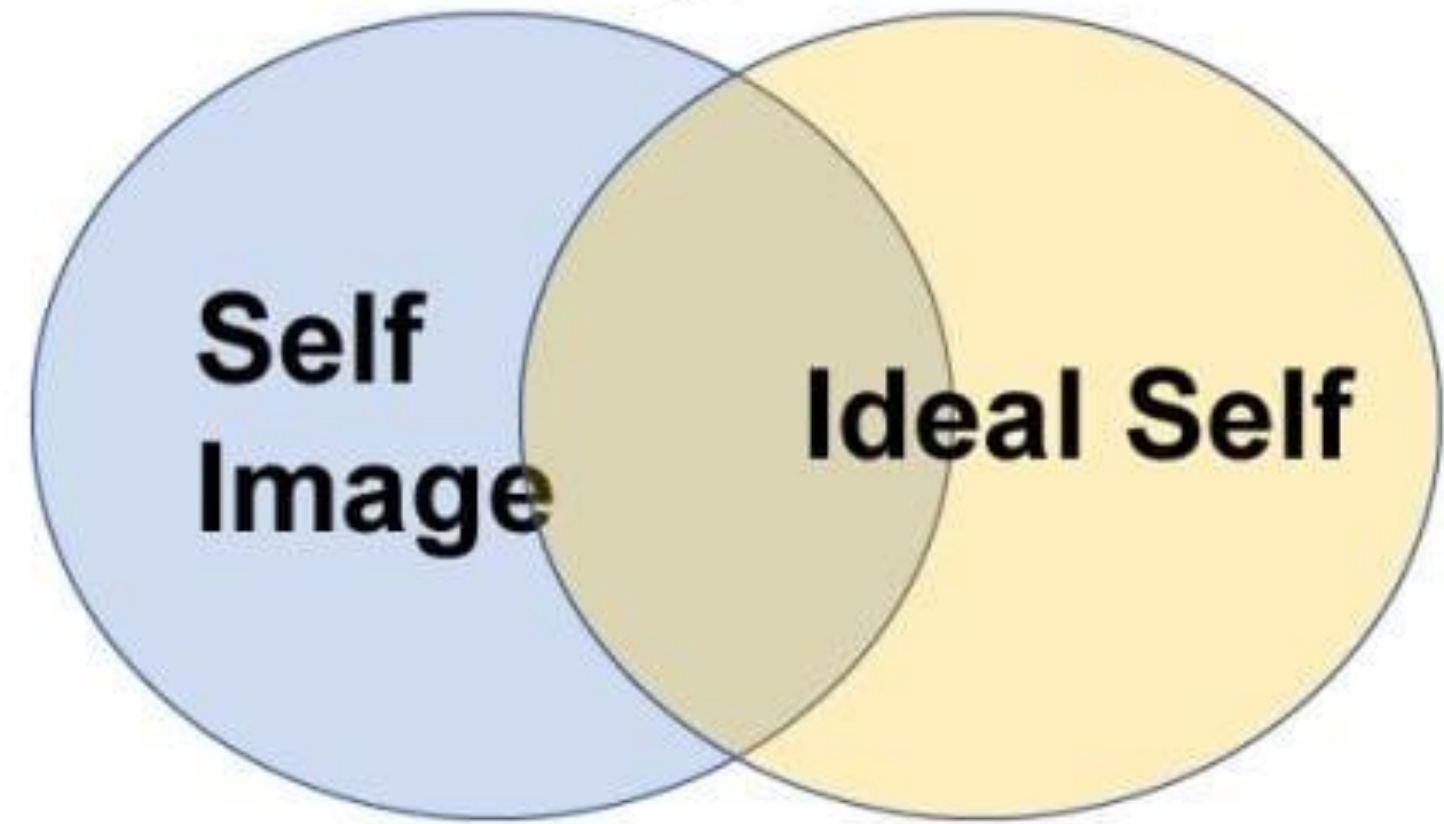
- Openness to experience
- A flexible self-concept
- Unconditional regard for the self
- The ability to live in harmony with others.



Incongruence



Congruence



Positive Psychology

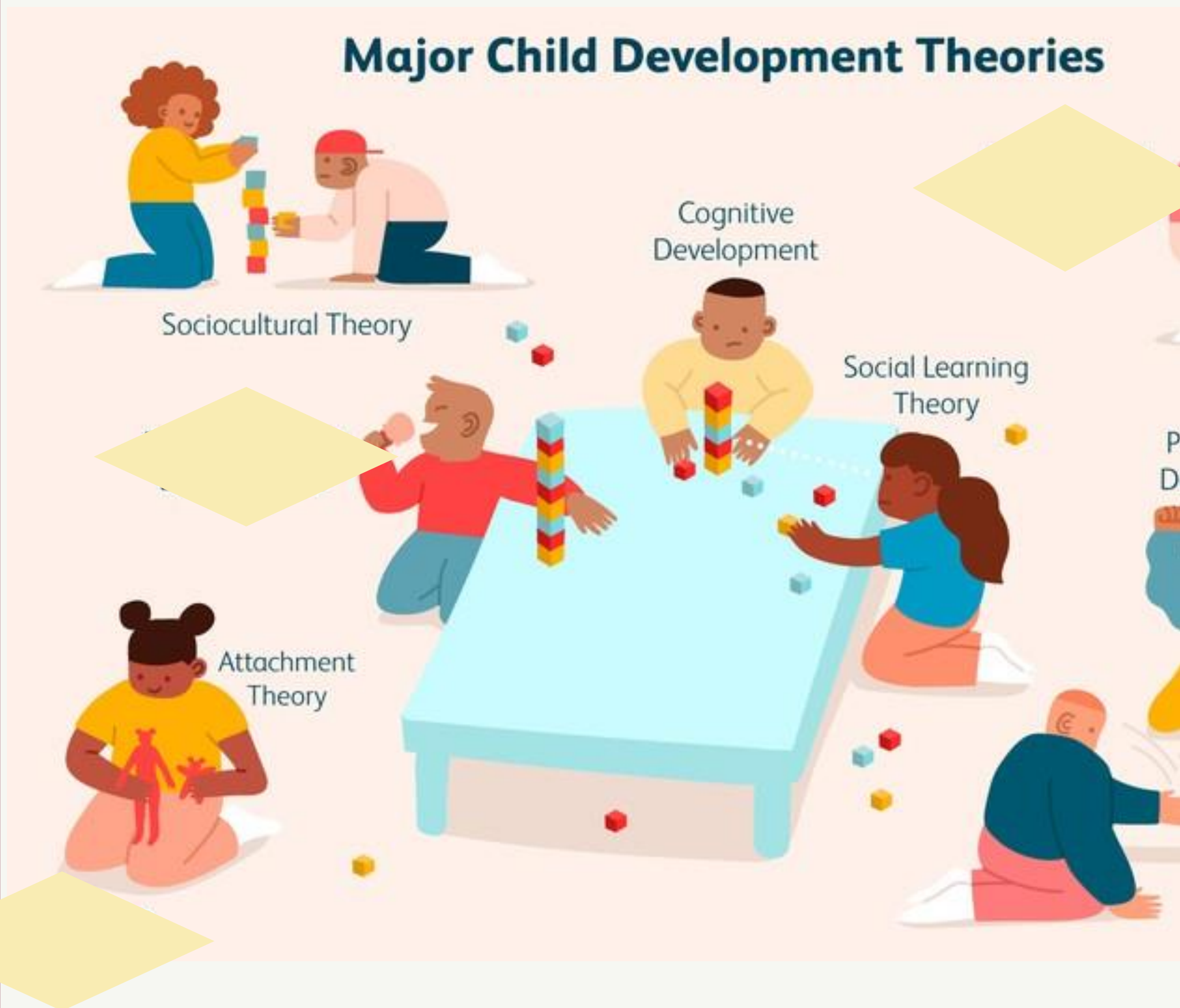
A variety of techniques that encourage people to identify and further develop their own positive emotions, experiences, and character traits. It developed as a way to advance well-being and optimal functioning in healthy people!!

Three levels

1. The subjective level includes the study of positive experiences such as joy, well-being, satisfaction, contentment, happiness, optimism and flow. This level is about feeling good, rather than doing good or being a good person.
2. Aims to identify the constituents of the 'good life' and the personal qualities that are necessary for being a 'good person', through studying human strengths and virtues, future-mindedness, capacity for love, courage, perseverance, forgiveness, originality, wisdom, interpersonal skills and giftedness.
3. The group or community level, the emphasis is on civic virtues, social responsibilities, nurturance, altruism, civility, tolerance, work ethics, positive institutions and other factors that contribute to the development of citizenship and communities.

Social Cognitive Development

Piaget, Bandura, Kohlberg, Vygotsky...



Jean Piaget

Cognitive Functional Invariants—goal is to achieve a state of equilibrium between the assimilation and accommodation processes is what helps create a sense of stability between the individual and his or her environment.

- Adaptation involves accommodation and assimilation

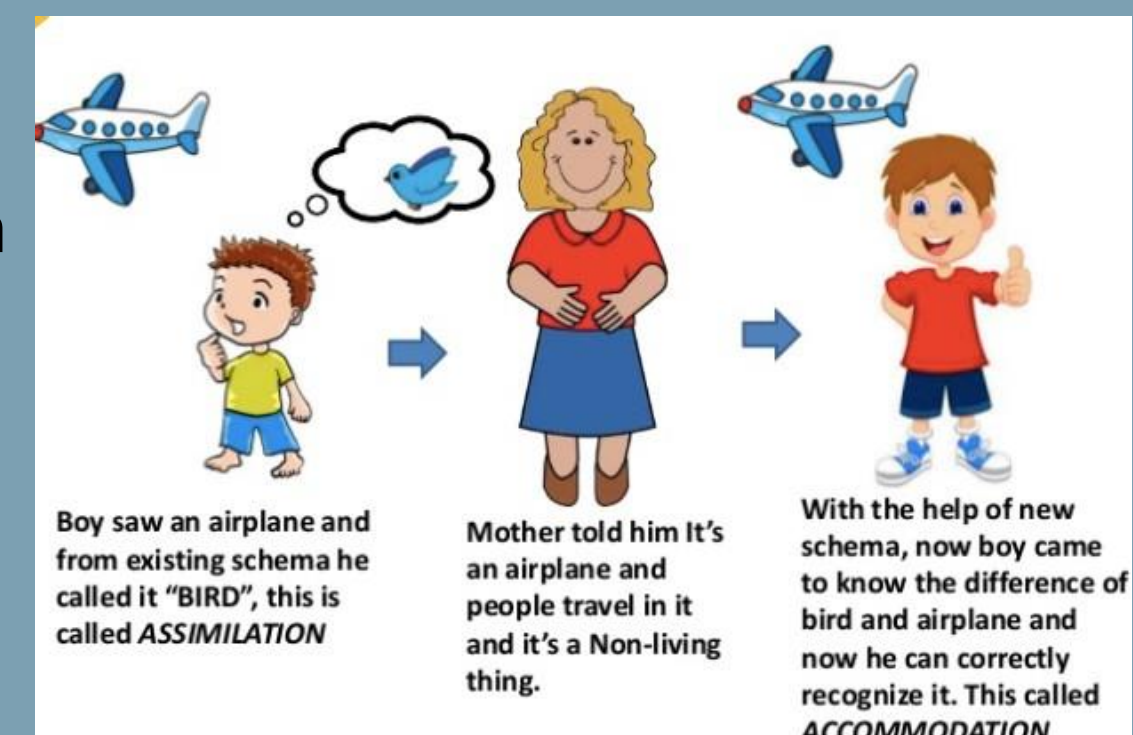
Assimilation: Incorporating new information into one's existing knowledge

Examples of how assimilation works include:

- A college student learning how to use a new computer program
- A child sees a new type of dog that he's never seen before and he immediately points to the animal and says, "Dog!"
- A chef learning a new cooking technique
- A computer programmer learning a new programming language

Accommodation: Adapting one's existing knowledge to new information

- This continues throughout adulthood



Jean Piaget

Theory of Cognitive Development

Organization involves complex usage Children actively construct their understanding of the world.

Four stages of Cognitive Development

1. *Sensorimotor*—infantile physicality
0-2yrs..utilize skills and abilities such as looking, sucking, grasping, and listening to learn more about the environment. (**Object permanence**)
2. *Preoperational*—initial symbols and language
2-7yrs ..begin to engage in symbolic play and learn to manipulate symbols (**Symbolic thought**)

3. *Concrete operational*—reasoning about physical objects 7-11 yrs ..children at this age have difficulty using deductive logic, which involves using a general principle to determine the outcome of a specific event. For example, a child might learn that $A=B$, and $B=C$, but might still struggle to understand that $A=C$ (**Logical thought**)

4. *Formal operational*—abstract thinking 11+ ... use logic to come up with creative solutions to problems. Skills such as logical thought, deductive reasoning, and systematic planning (**Scientific reasoning**)

Sensorimotor Stage of Cognitive Development

Children gain knowledge through their senses and motor movements

Primary Circular Reactions (1-4 months)

begin to repeat pleasurable actions



Tertiary Circular Reactions (12-18 months)



Secondary Circular Reactions (4-8 months)

intentionally repeat actions to trigger a response



Preoperational Stage of Cognitive Development

(2 to 7 years)



Children in this stage begin to think symbolically

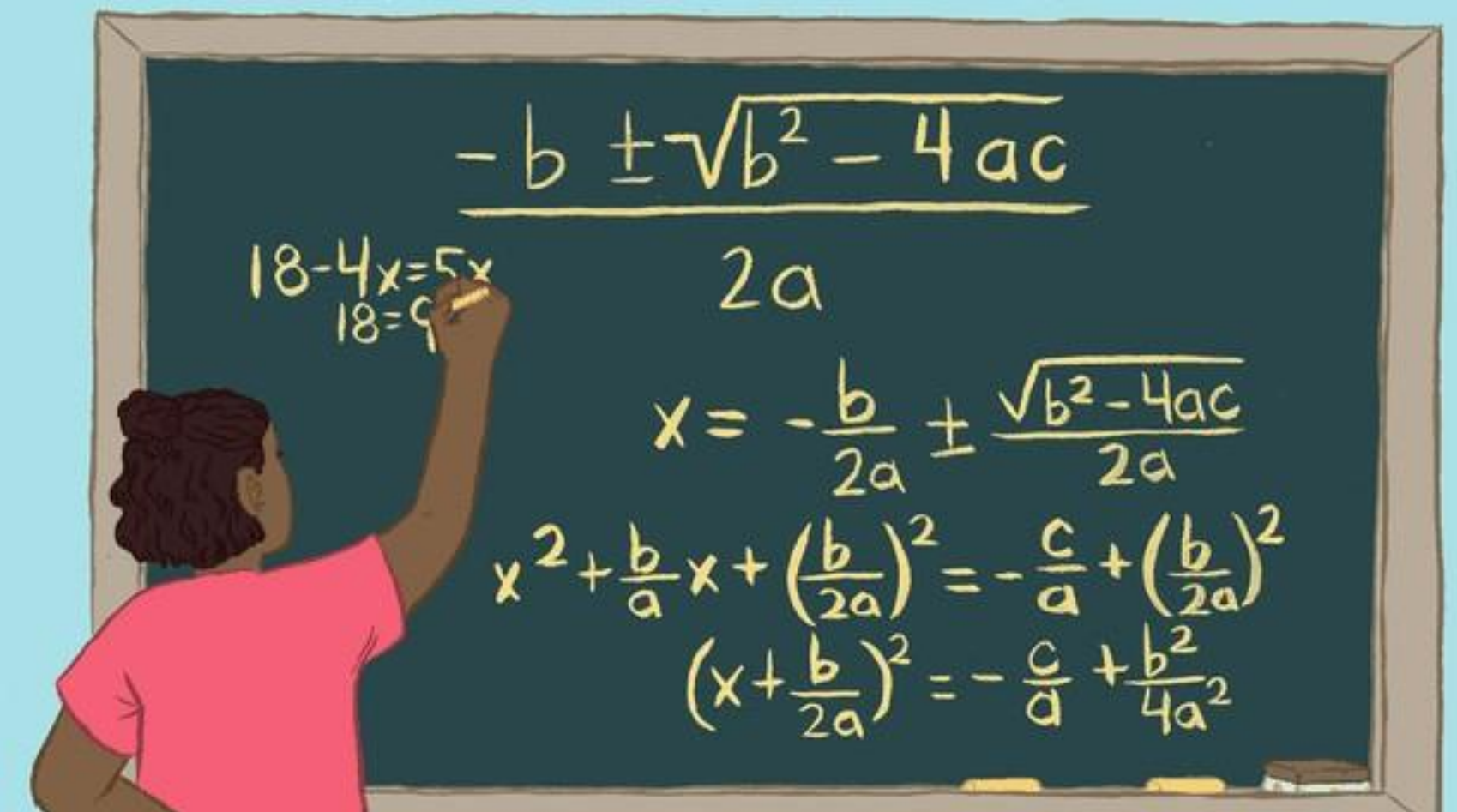
Age 7 to 11

Children begin to understand logical reasoning



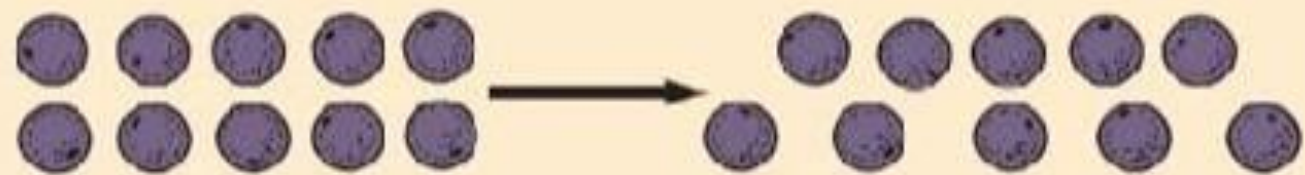
Age 12 Through Adulthood

Children begin to think abstractly and can form hypothetical ideas.





Piaget's Stages of Cognitive Development



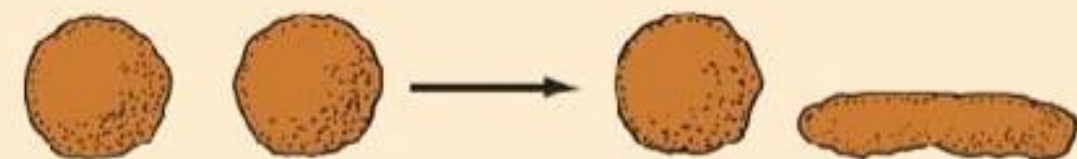
Number: Child sees two rows of beads and agrees that each row has the same number.

One row of beads is increased in length.

Child recognizes that each row still contains the same number of beads (average age, 5-7).

amount to drink.

of water are of unequal height.



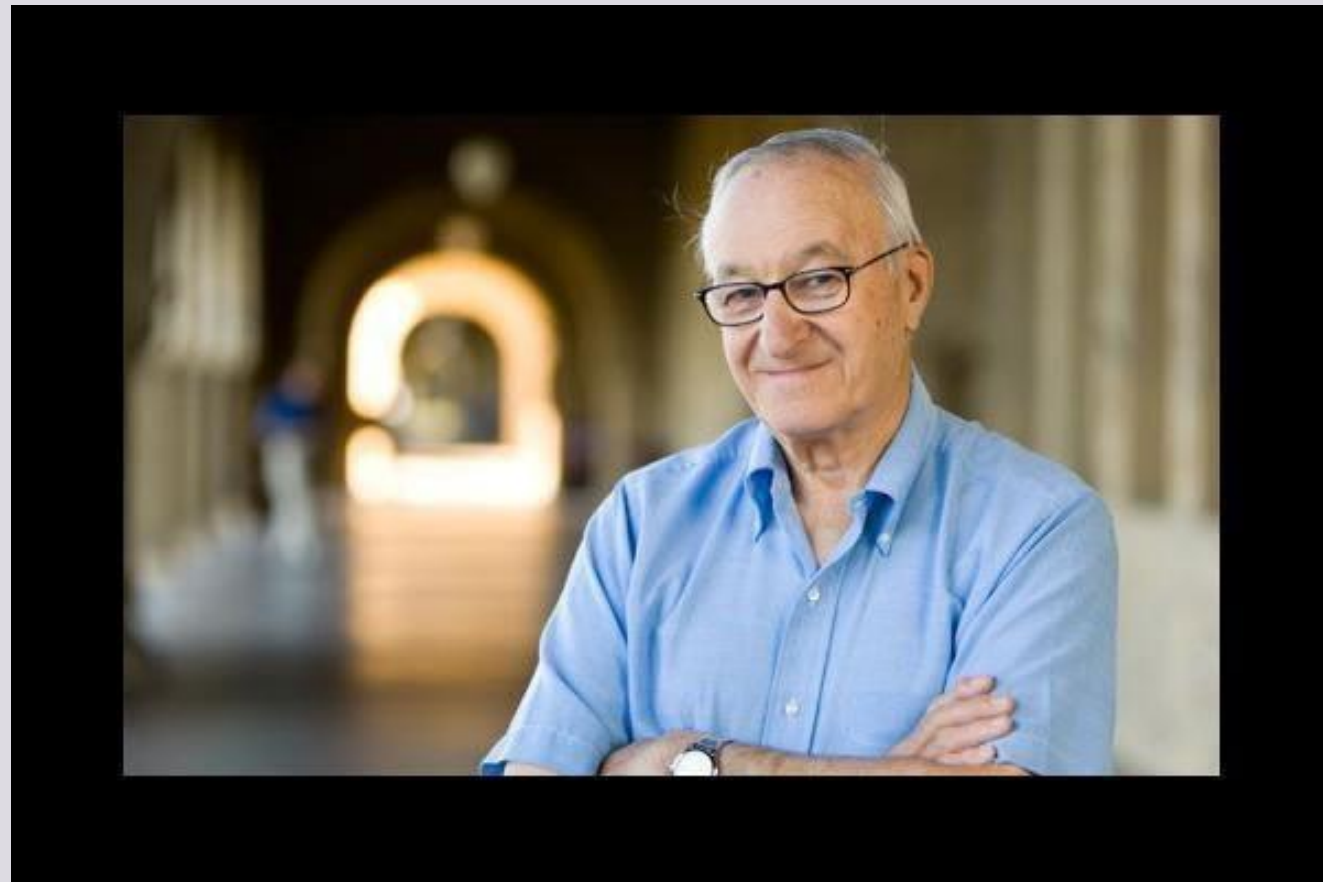
Mass (continuous substance):

Two identical balls of playdough are presented. The child agrees that they have equal amounts of dough.

One ball is rolled into the shape of a sausage.

Conserving child recognizes each object contains the same amount of dough (average age 6-7).

Bandura



Social Learning Theory

Modeling

Perceived Self Efficacy

Social Learning Theory

Bandura (1977) believes that humans are active information processors and think about the relationship between their behavior and its consequences.

1. Observational learning –the child is more likely to attend to and imitate those people it perceives as similar to itself. (also gender specific)....Just observing someone else's actions is not always enough to lead to learning.
2. People around the child will respond to the behavior it imitates with either reinforcement or punishment.
3. The child will also take into account of what happens to other people when deciding whether or not to copy someone's actions. So learning something does not always lead to change in behavior!!

modeling



Three kinds of models: live, verbal, and symbolic.

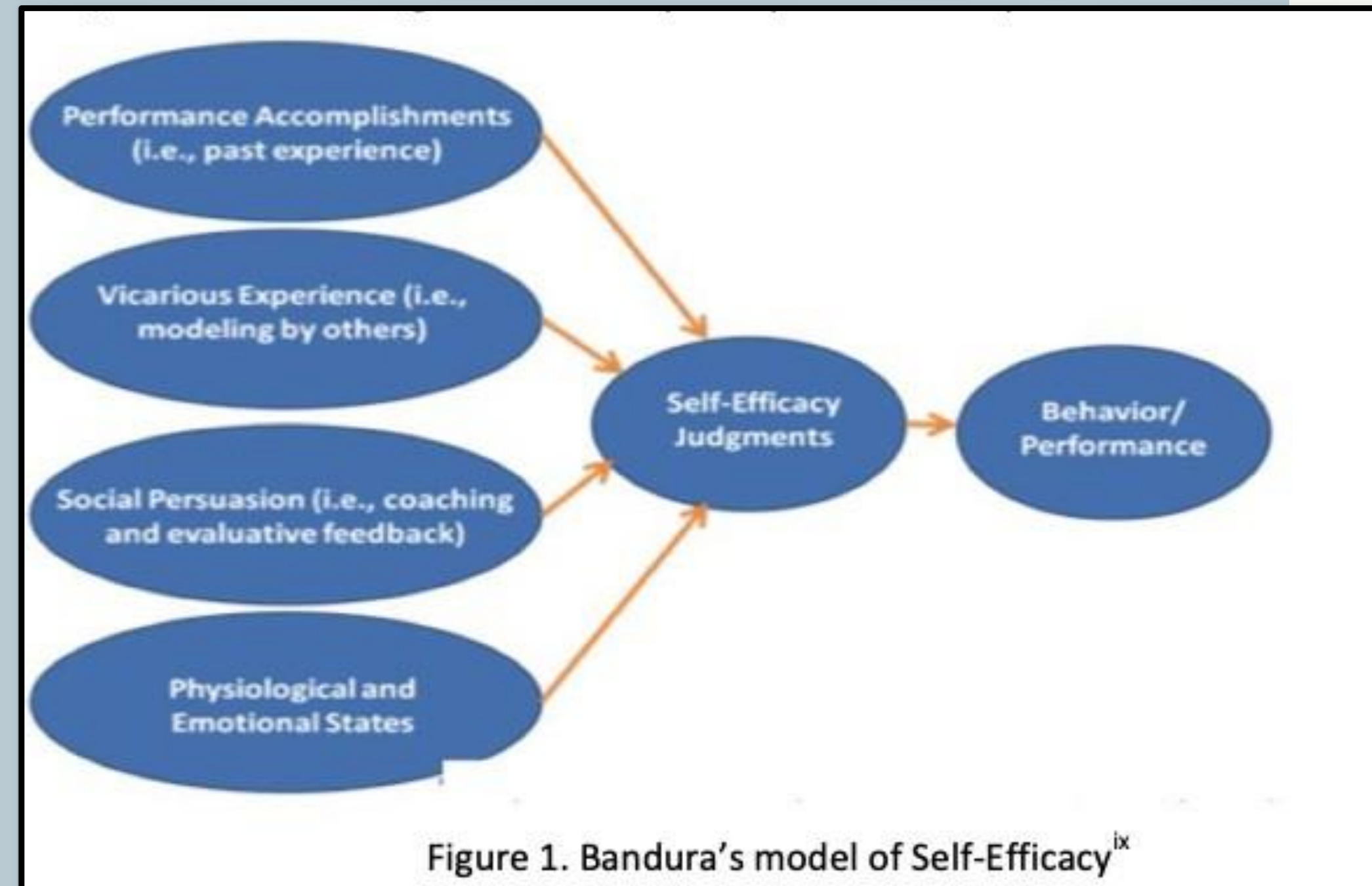
- A live model demonstrates a behavior in person
- A verbal instructional model explains or describes the behavior,
- A symbolic model can be fictional characters or real people who demonstrate behaviors in books, movies, television shows

Perceived Self Efficacy

Reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment

High self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and environment and allows students to become advocates for their own needs and supports.

Decades of research show that self-efficacy is a valid predictor of students' motivation and learning.



Kohlberg

Moral Development

Is a stage theory, it has 6 stages at 3 different levels.... and everyone goes through the stages sequentially without skipping any stage.

However, movement through these stages are not natural, that is people do not automatically move from one stage to the next as they mature. In stage development, movement occurs when a person notices inadequacies in his or her present way of coping with a given moral dilemma.

According to stage theory, people cannot understand moral reasoning more than one stage ahead of their own. For example, a person in Stage 1 can understand Stage 2 reasoning but nothing beyond that.



Level 1 Pre-conventional Morality

typically ages 0-9

Stage 1 - Obedience and Punishment

Especially common in young children, but adults are capable of expressing this type of reasoning.

Children see rules as fixed and absolute. Obeys rules in order to avoid punishment

Determines a sense of right and wrong by what is punished and what is not punished

Obeys superior authority and allows that authority to make the rules, especially if that authority has the power to inflict pain

Is responsive to rules that will affect his/her physical well-being

Stage 2 – Naively egotistical

At this stage of moral development, children account for individual points of view and judge actions based on how they serve individual needs. Reciprocity is possible, but only if it serves one's own interests.

Is motivated by vengeance or “an eye for an eye” philosophy

Is self-absorbed while assuming that he/she is generous

Believes in equal sharing in that everyone gets the same, regardless of need Believes that the end justifies the means

Will do a favor only to get a favor

Expects to be rewarded for every non-selfish deed he/she does

Level 2 Conventional Morality (ages 10-15)

Stage 3 - "good boy-good girl" orientation

This stage of moral development is focused on living up to social expectations and roles. There is an emphasis on conformity, being "nice," and consideration of how choices influence relationships.

- Finds peer approval very important
- Feels that intentions are as important as deeds and expects others to accept intentions or promises in place of deeds
- Begins to put himself/herself in another's shoes and think from another perspective

Stage 4 – Law and Social Order

At this stage of moral development, people begin to consider society as a whole when making judgments. The focus is on maintaining law and order by following the rules, doing one's duty, and respecting authority. ...about 80% of the population that does not progress past stage 4

- Is a duty doer who believes in rigid rules that should not be changed
- Respects authority and obeys it without question
 - Supports the rights of the majority without concern for those in the minority

Level 3: Post-conventional Morality

16 +

Stage 5 - Legalistic Social Contract

At this stage, people begin to account for the differing values, opinions, and beliefs of other people. Rules of law are important for maintaining a society, but members of the society should agree upon these standards.

- Is motivated by the belief in the greatest amount of good for the greatest number of people
- Believes in consensus (everyone agrees), rather than in majority rule
- Respects the rights of the minority especially the rights of the individual
- Believes that change in the law is possible but only through the system

Stage 6 – Universal ethical Principles

Kohlberg's final level of moral reasoning is based upon universal ethical principles and abstract reasoning. At this stage, people follow these internalized principles of justice, even if they conflict with laws and rules.

- Believes that there are high moral principles than those represented by social rules and customs
- Is willing to accept the consequences for disobedience of the social rule he/she has rejected
- Believes that the dignity of humanity is sacred and that all humans have value

Problems

with Kohlberg

Does moral reasoning necessarily lead to moral behavior? Kohlberg's theory is concerned with moral thinking, but there is a big difference between knowing what we *ought* to do versus our actual actions

Kohlberg's theory of moral development overemphasizes the concept as justice when making moral choices. Other factors such as compassion, caring, and other interpersonal feelings may play an important part in moral reasoning.

Does it overemphasize Western philosophy?



Vygotsky



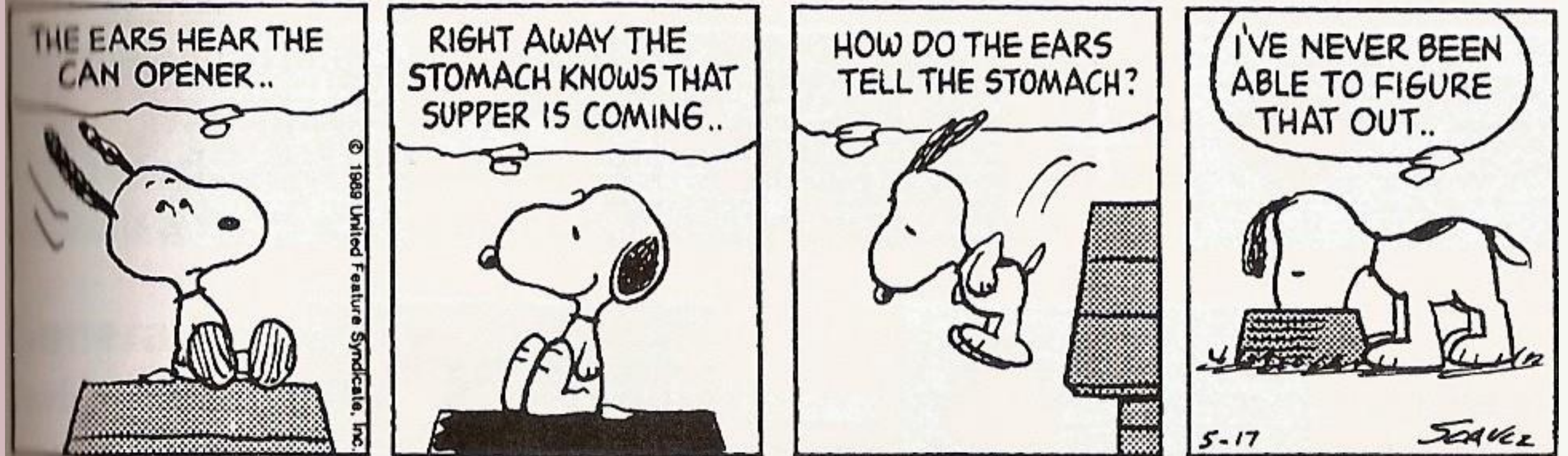
- Cognitive Development Theory postulates that social interaction is fundamental to cognitive development.
- Tools of Intellectual Adaptation
- Born with elementary mental functions (attention, memory)
 - Culture transforms these into higher mental functions
- Culture specific tools allow the use of the basic functions more adaptively



Scaffolding refers to the temporary support given to a child by a More Knowledgeable Other that enables the child to perform a task until such time that the child can perform this task independently.

Behaviorism

PEANUTS



Pavlov, Skinner, Watson & Dr Phil



Behavior

All behavior caused by external stimuli

All behavior can be explained without the need to consider internal mental states or consciousness

The learner is essentially passive, responding to environmental stimuli

Behavior is shaped through reinforcement



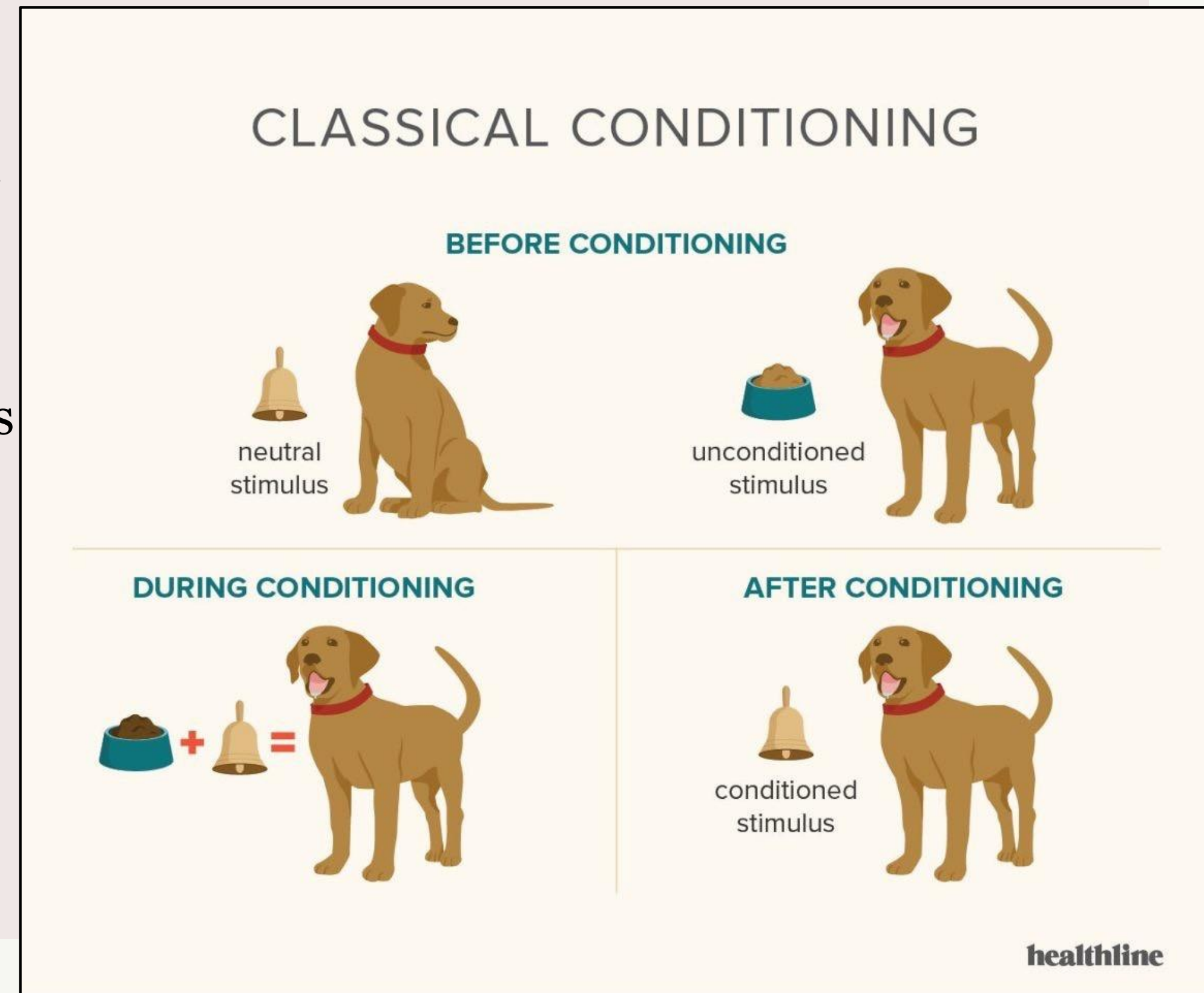
Classic Conditioning

pairing a stimulus with a conditioned response...Watson, Pavlov...

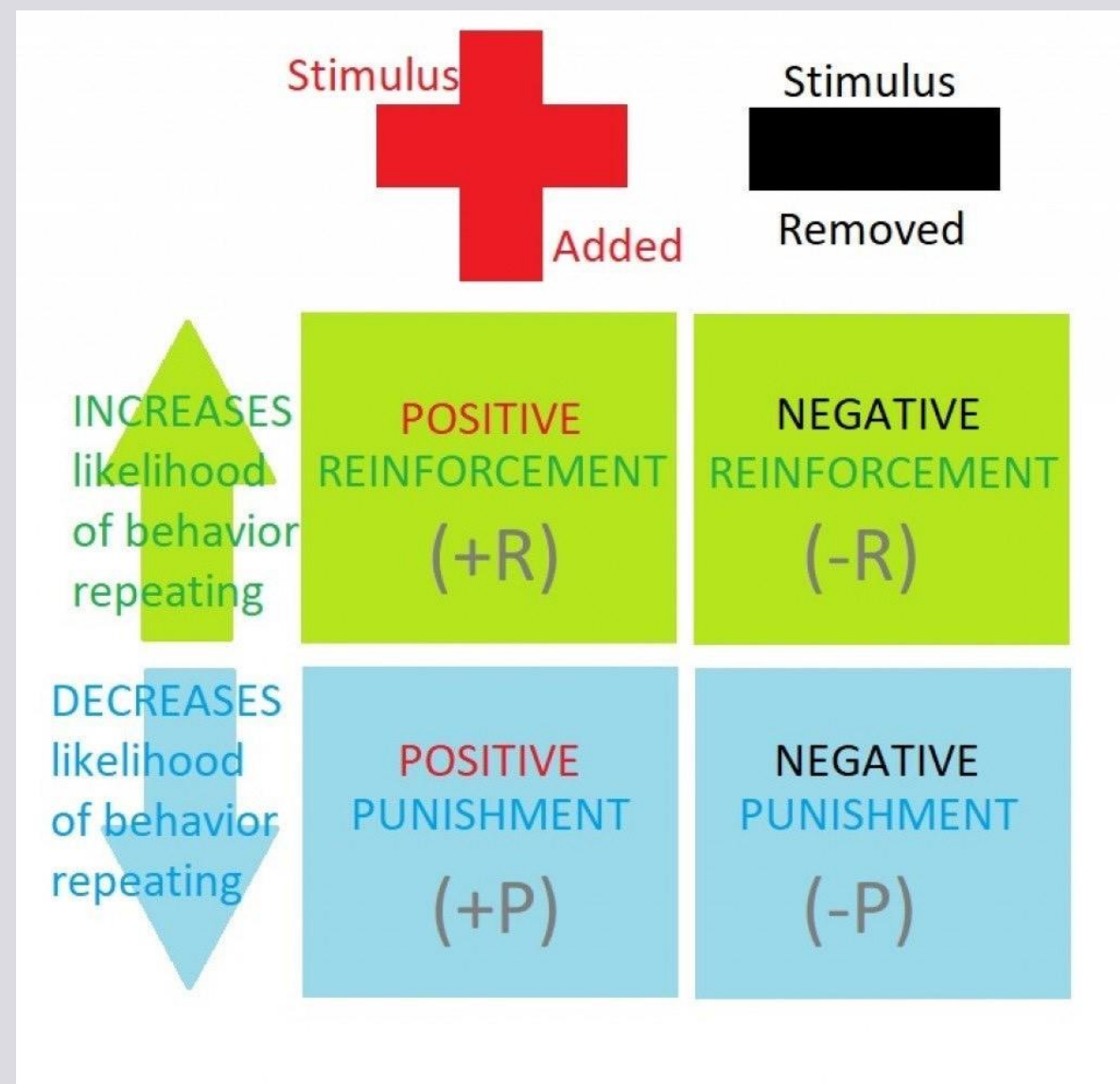
Food is an unconditioned stimulus and salivation is an unconditioned response. (i.e., a stimulus-response connection that required no learning). Used a metronome as his neutral stimulus. By itself the metronome did not elicit a response from the dogs.

Conditioning procedure, clicking metronome was introduced just before he gave food to his dogs. After a number of repeats (trials) of this procedure he presented the metronome on its own.

As you might expect, the sound of the clicking metronome on its own now caused an increase in salivation.



Reinforcement



Both positive reinforcement and negative reinforcement increase the probability that the antecedent behavior will happen again

Punishment* (both positive and negative) decreases the likelihood that the antecedent behavior will happen again.

Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus.

*The problem with punishment —it stops the behavior immediately but does not replace it long term (ie spanking/fine/prison...)

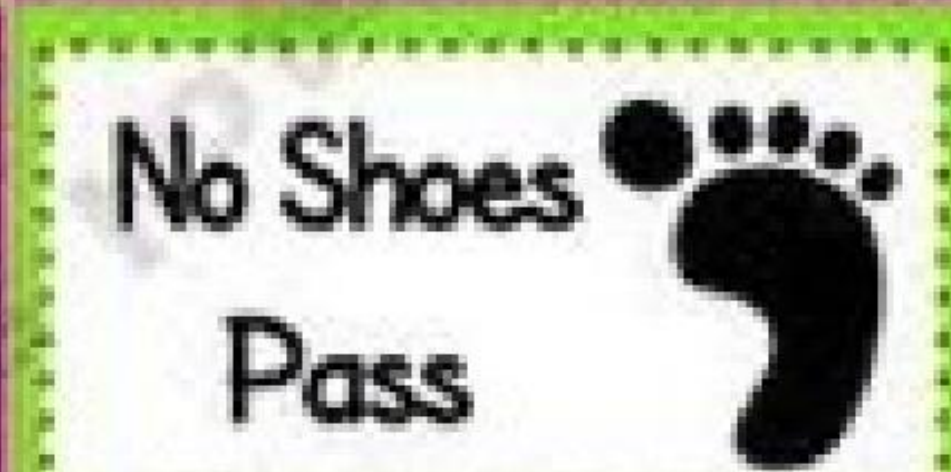
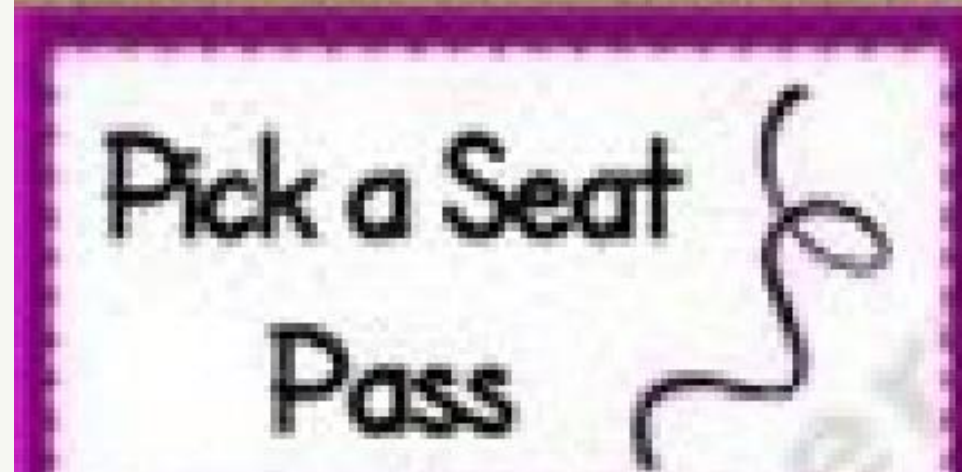
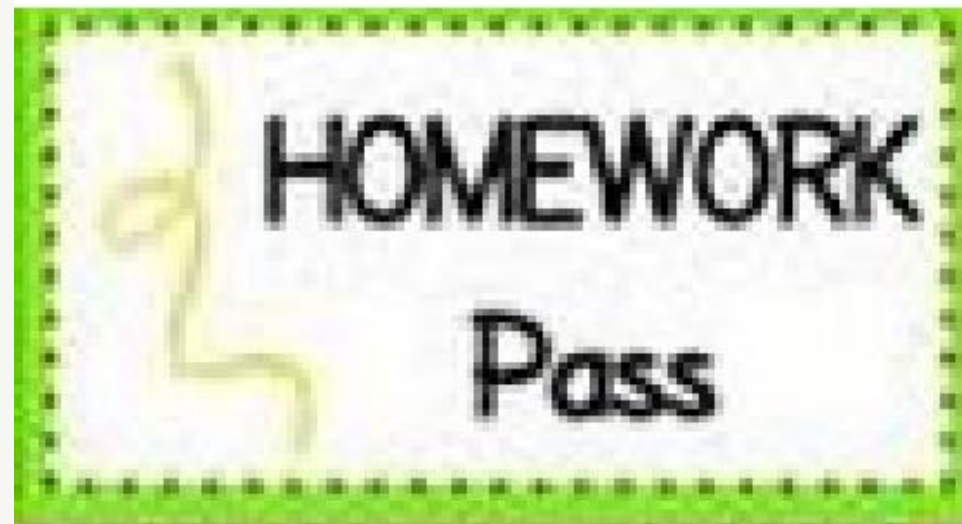
Which does each of these show???



Behavior ends an undesirable event or state.



Taking aspirin relieves headaches and makes it more likely that aspirin will be taken in the future.



Operant Conditioning

Skinner used the term operant to refer to any "active behavior that operates upon the environment to generate consequences."

- **Respondent behaviors** are those that occur automatically and reflexively, such as pulling your hand back from a hot stove or jerking your leg when the doctor taps on your knee. You don't have to learn these behaviors, they simply occur automatically and involuntarily.
- **Operant behaviors**, on the other hand, are those under our conscious control. Some may occur spontaneously and others purposely, but it is the consequences of these actions that then influence whether or not they occur again in the future. Our actions on the environment and the consequences of that action make up an important part of the learning process.

Operant conditioning attempts to modify behavior through the use of positive and negative reinforcement. Through operant conditioning, an individual makes an association between a particular behavior and a consequence

- Example 1: Parents rewarding a child's excellent grades with candy or some other prize.
- Example 2: A schoolteacher awards points to those students who are the most calm and well-behaved.

Students eventually realize that when they voluntarily become quieter and better behaved, that they earn more points.

- Example 3: A form of reinforcement (such as food) is given to an animal every time the animal (for example, a hungry lion) presses a lever

focus is on the external, observable causes of behavior (rather than try to unpack the internal thoughts and motivations)

Reinforcement Schedules

1. **Continuous reinforcement** involves delivering a reinforcement every time a response occurs. Learning tends to occur relatively quickly, yet the response rate is quite low. **Extinction** also occurs very quickly once reinforcement is halted.
2. **Fixed-ratio schedules** are a type of partial reinforcement. Responses are reinforced only after a **specific number of responses** have occurred. This typically leads to a fairly steady response rate.
3. **Fixed-interval schedules** are another form of partial reinforcement. Reinforcement occurs only after **a certain interval** of time has elapsed. Response rates remain fairly steady and start to increase as the reinforcement time draws near, but slow immediately after the reinforcement has been delivered.
4. **Variable-ratio schedules** are also a type of partial reinforcement that involve reinforcing behavior after **a varied number** of responses. This leads to both a high response rate and slow extinction rates.
5. **Variable-interval schedules** are the final form of partial reinforcement Skinner described. This schedule involves delivering reinforcement after a variable amount of time has elapsed. This also tends to lead to a fast response rate and slow extinction rate.

Examples & how it influences behavior

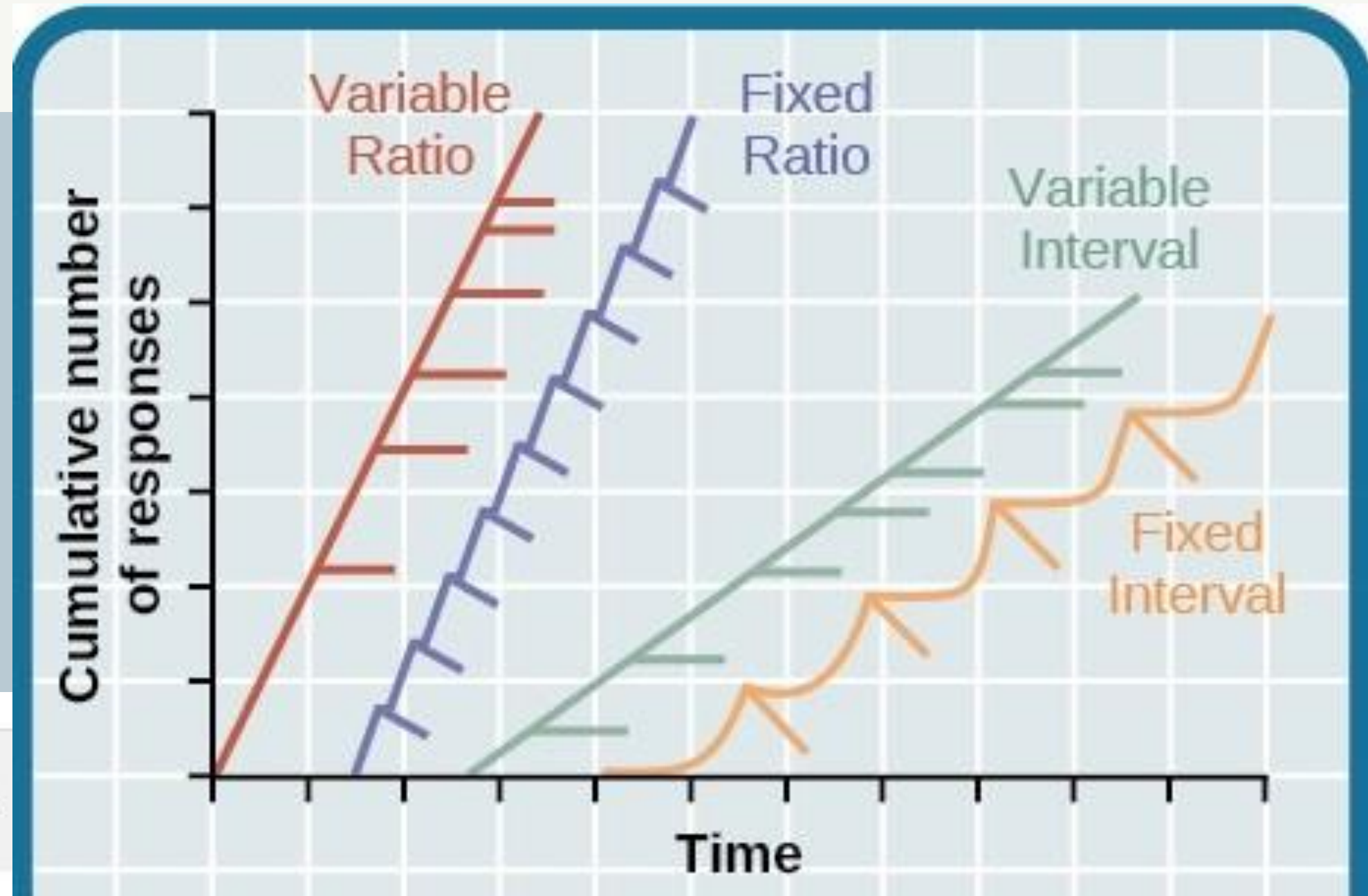
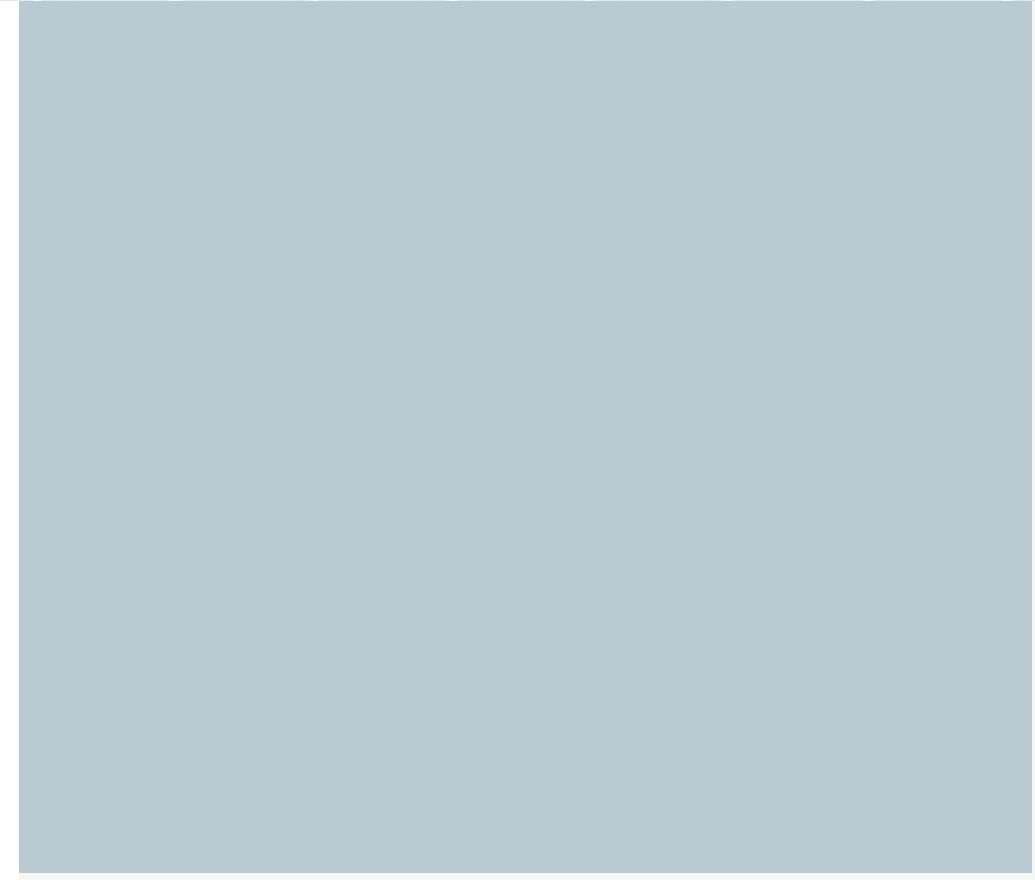


TABLE 1. REIN...

Reinforcement Schedule	Description	Example
Fixed interval	Reinforcement is delivered at predictable time intervals (e.g., after 5, 10, 15, and 20 minutes).	Hospital patient uses patient-controlled, doctor-timed pain relief
Variable interval	Reinforcement is delivered at unpredictable time intervals (e.g., after 5, 7, 10, and 20 minutes).	Checking Facebook
Fixed ratio	Reinforcement is delivered after a predictable number of responses (e.g., after 2, 4, 6, and 8 responses).	Piecework—factory worker getting paid for every x number of items manufactured
Variable ratio	Reinforcement is delivered after an unpredictable number of responses (e.g., after 1, 4, 5, and 9 responses).	Gambling



So which changes behavior fastest?

What about long term?

Some Negative Impacts on Development

- Screen time
- Lying to children
- Acting as a friend not a parent
- Lack of Structure
- Physical punishment (data shows that it has no positive outcomes for children)
- Poor modeling

Group 1



Time playing video games: 2 hours each day

More playful and sociable



Group 2



Time playing video games: 6 hours each day

More aggressive and antisocial



Thanks