The Behavioral Perspective:

Behavioral psychology focuses on learned behaviors. It was founded on the work of psychologists such as Edward Thorndike and John B. Watson.2 Behaviorism dominated psychology in the early twentieth century but began to lose its hold during the 1950s.

Behaviorism differs from other perspectives because it focuses solely on observable behaviors rather than on emphasizing internal states.

Today, the behavioral perspective is still concerned with how behaviors are learned and reinforced. Behavioral principles are often applied in mental health settings, where therapists and counselors use these techniques to explain and treat a variety of illnesses.

Behaviourist Approach (AO1)

MUST

Name and outline:

1. Classical Conditioning
2. Operant Conditioning
3. Social Learning Theory

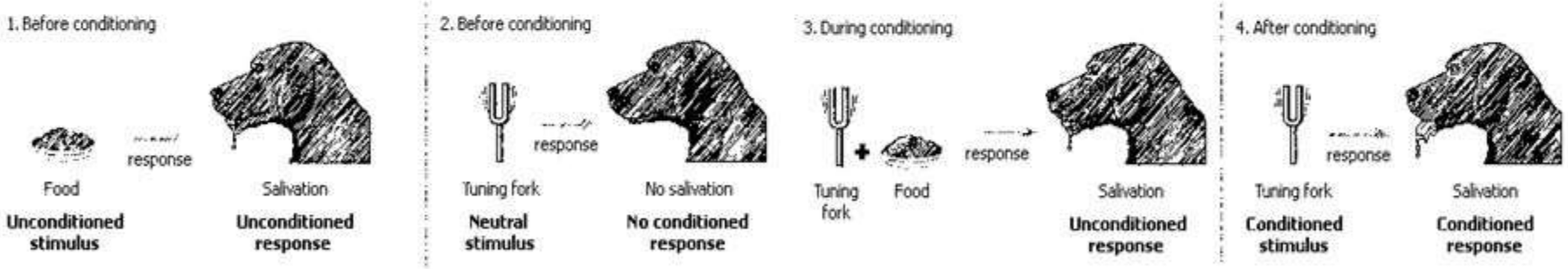
CLASSICAL CONDITIONING: is about the association between a stimulus and a response (Pavlov, 1927)

OPERANT CONDITIONING: is when we learn to behave in certain ways due to positive and negative reinforcement (Skinner, 1974)

SOCIAL LEARNING THEORY: behaviour is shaped by observing and imitating the behaviour of others (Bandura, 1973)

Behavioral Perspective

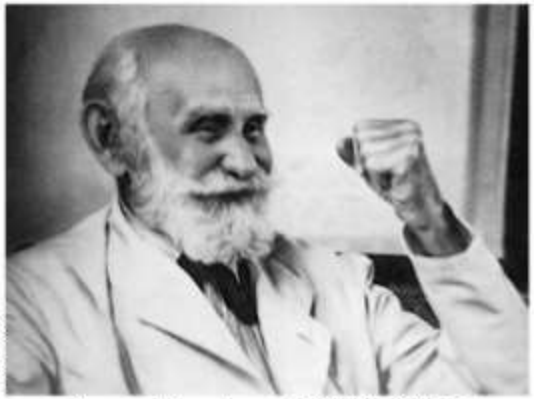
- **Important Behaviorists to remember:**
  - **Ivan Pavlov** (1849 – 1936)
  - Nobel Prize winner 1904, physiology of digestion
  - Using a tuning fork (bell) and meat powder, Pavlov was able to **condition** dogs to salivate at a sound – a **Conditioned Response**.



http://www.massey.ac.nz/~wwpapajl/evolution/assign2/TM/Pavlov2.html

Classical Conditioning

Ideas of classical conditioning originate from old philosophical theories. However, it was the Russian physiologist Ivan Pavlov who elucidated classical conditioning. His work provided a basis for later behaviorists like John Watson and B. F. Skinner.

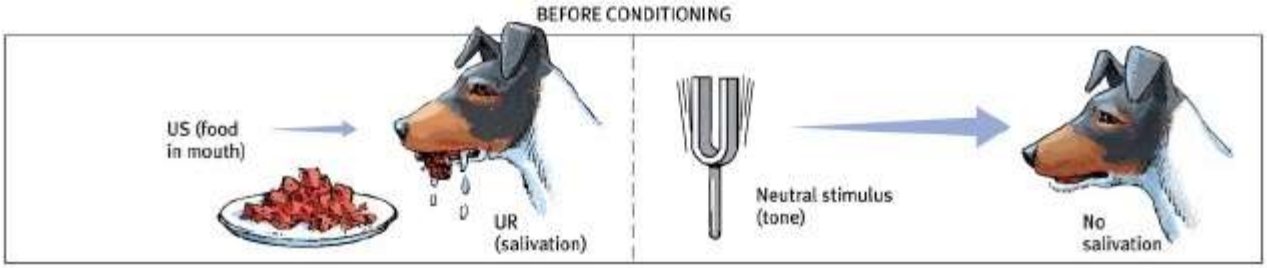


Sovfoto

Ivan Pavlov (1849-1936)

Pavlov's Experiments

Before conditioning, food (Unconditioned Stimulus, US) produces salivation (Unconditioned Response, UR). However, the tone (neutral stimulus) does not.

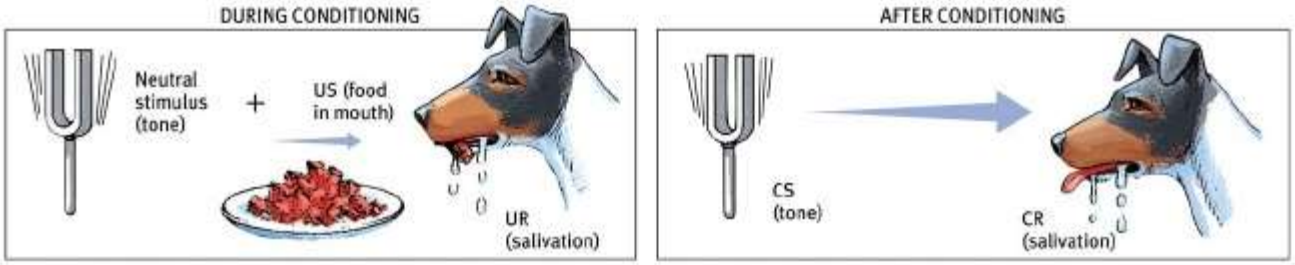


An unconditioned stimulus (US) produces an unconditioned response (UR).

A neutral stimulus produces no salivation response.

Pavlov's Experiments

During conditioning, the neutral stimulus (tone) and the US (food) are paired, resulting in salivation (UR). After conditioning, the neutral stimulus (now Conditioned Stimulus, CS) elicits salivation (now Conditioned Response, CR)



The unconditioned stimulus is repeatedly presented just after the neutral stimulus. The unconditioned stimulus continues to produce an unconditioned response.

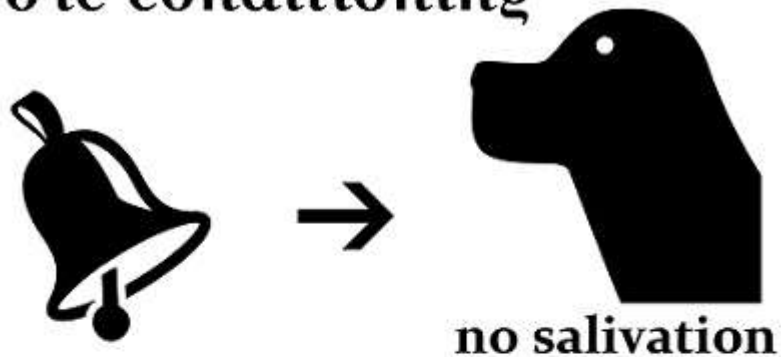
The neutral stimulus alone now produces a conditioned response (CR), thereby becoming a conditioned stimulus (CS).

Before conditioning

unconditioned stimulus

salivation
unconditioned response

Before conditioning



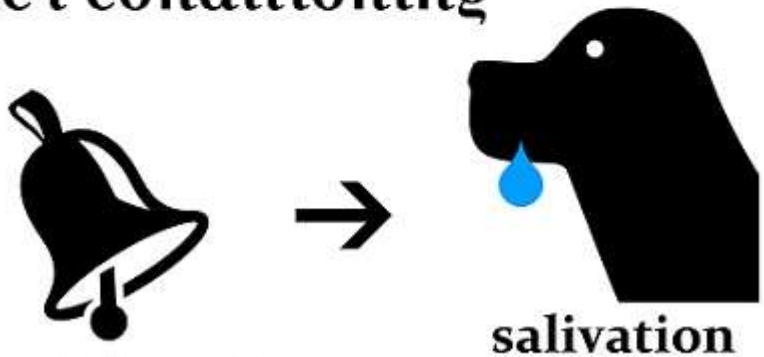
neutral stimulus

no salivation
no conditioned response

During conditioning

salivation
unconditioned response

After conditioning



conditioned stimulus

salivation
conditioned response

Classical Conditioning Terms

Unconditioned Stimulus– A stimulus that naturally elicits a specific response

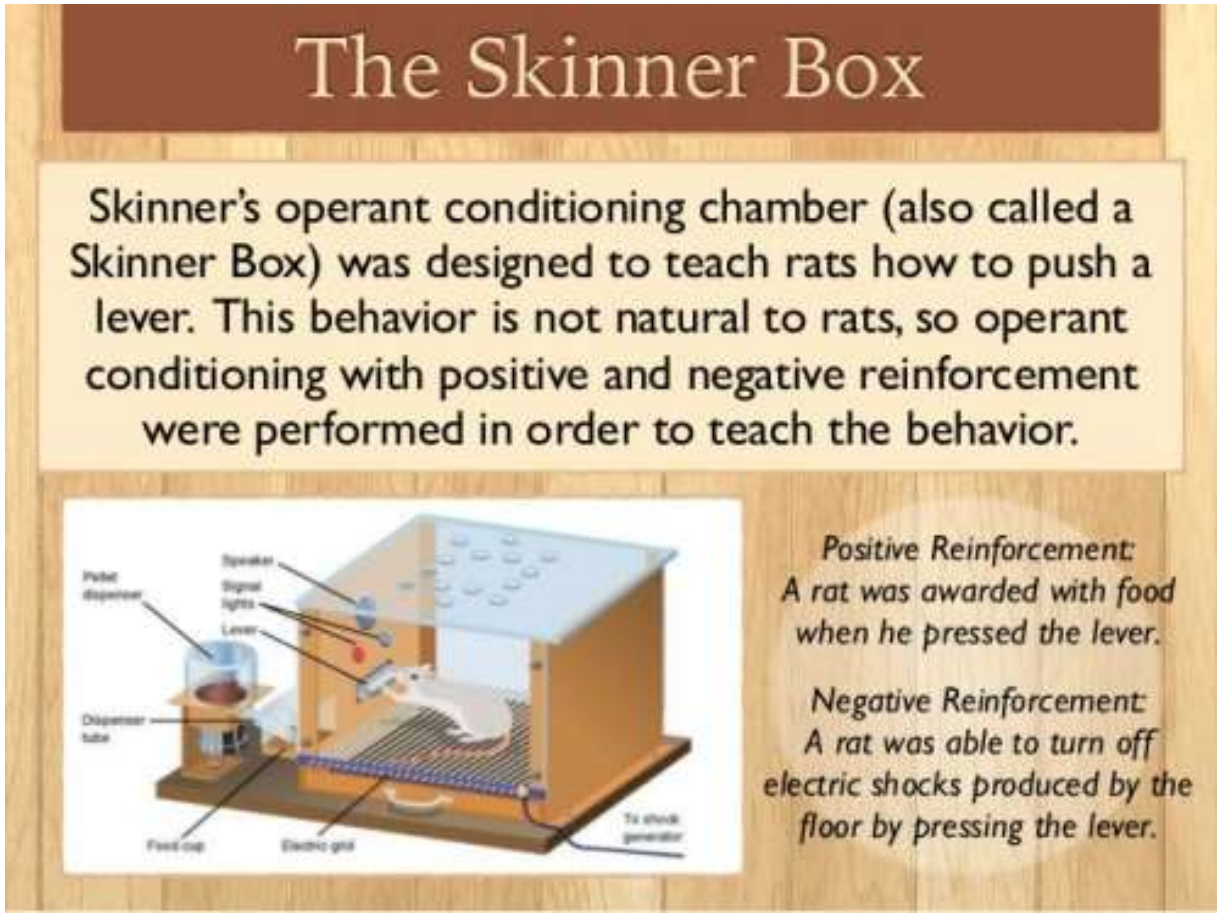
Unconditioned Response– A response that naturally follows a specific stimulus

Conditioned Stimulus— A stimulus that elicits a response it naturally has no connection to

Conditioned Response– A response to a stimulus that does not occur naturally

B.F. Skinner - Operant Conditioning:

Operant conditioning was coined by behaviorist B.F.Skinner which is why you may occasionally hear it referred to as Skinnerian conditioning.Skinner (1948) studied operant conditioning by conducting experiments using animals which he placed in a '*Skinner Box*' which was similar to Thorndike's puzzle box.



The theory of B.F. Skinner is based upon the idea that learning is a function of change in overt behavior. Changes in behavior are the result of an individual's response to events (stimuli) that occur in the environment. A response produces a consequence such as defining a word, hitting a ball, or solving a math problem.

Operant conditioning (sometimes referred to as instrumental conditioning) is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an association is made between a behavior and a consequence for that behavior.Besides that, operant conditioning can be described as a process that 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.Skinner used the term operant to refer to any "active behavior that operates upon the environment to generate consequences" (1953).

Skinner identified three types of responses or operant that can follow behavior;

- ❖ Neutral operant: Responses from the environment that neither increase nor decrease the probability of a behavior being repeated.

- ❖ Reinforcers: Responses from the environment that increase the probability of a behavior being repeated. Reinforcers can be either positive or negative.

- ❖ Punishers: Responses from the environment that decrease the likelihood of a behavior being repeated. Punishment weakens behavior.

Components of Operant Conditioning

Reinforcement is any event that strengthens or increases the behavior it follows. There are two kinds of reinforcers:

1. **Positive reinforces** are favorable events or outcomes that are presented after the behavior. In situations that reflect positive reinforcement, a response or behavior is strengthened by the addition of something, such as praise or a direct reward.
2. **Negative reinforces** involve the removal of an unfavorable events or outcomes after the display of a behavior. In these situations, a response is strengthened by the removal of something considered unpleasant.

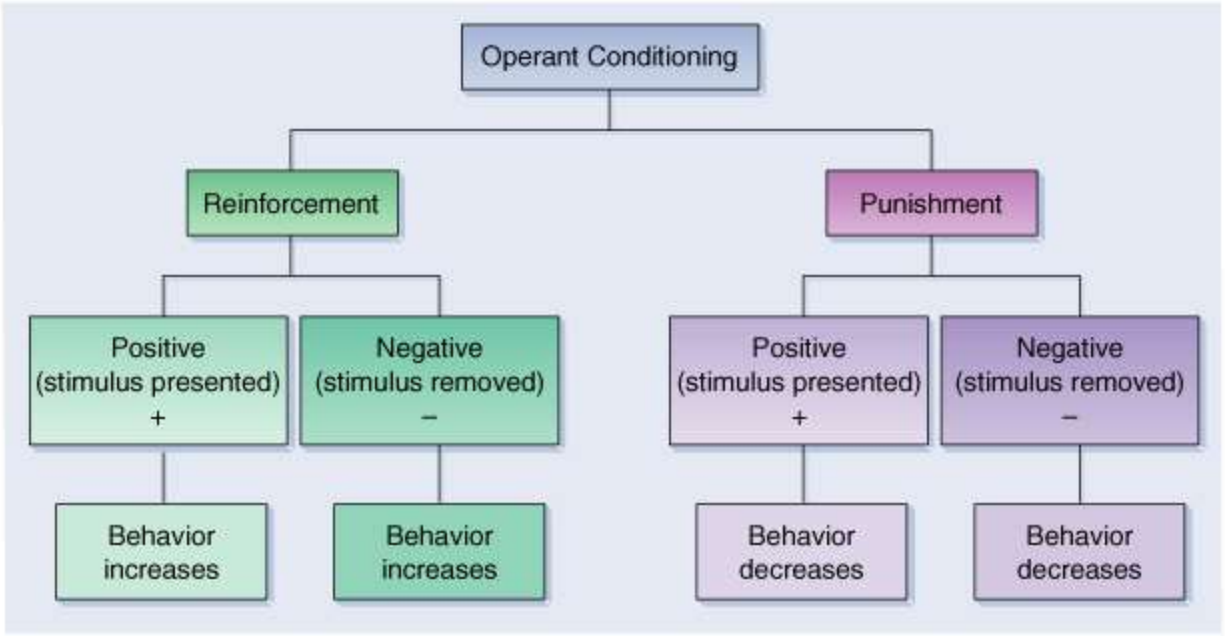
* In both of these cases of reinforcement, the behavior **increases.**

Punishment

Punishment is the presentation of an adverse event or outcome that causes a decrease in the behavior it follows. There are two kinds of punishment:

1. Positive punishment, sometimes referred to as punishment by application, presents an unfavorable event or outcome in order to weaken the response it follows.
2. Negative punishment, also known as punishment by removal, occurs when a favorable event or outcome is removed after a behavior occurs.

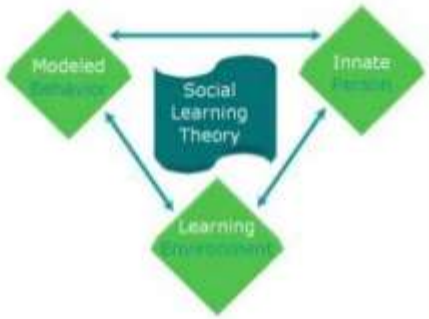
*In both of these cases of punishment, the behavior decreases.



Social Learning Theory by Albert Bandura:

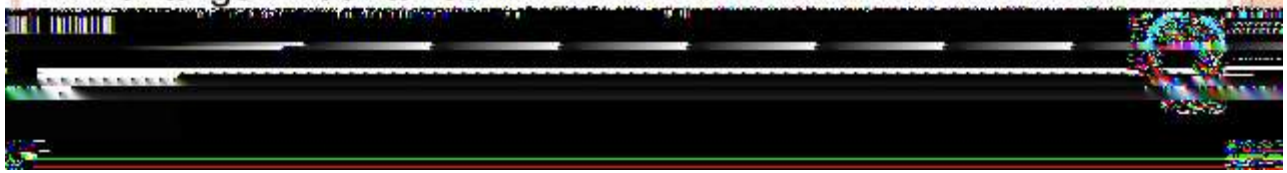
INTRODUCTION

- Social learning theory emphasizes on the importance of observing and modelling the behaviours, attitudes and emotional reactions of others.
- Social learning theory focuses on the learning that occurs within a **social context**.
- He stressed the importance of observational learning, imitation and modeling.



BASIC SOCIAL LEARNING CONCEPTS

- Observational Learning - People can learn through observation
- Intrinsic Reinforcement – Mental states are important for learning
- The Modeling Process – Learning does not lead to a change in behaviour.



OBSERVATIONAL LEARNING

- A live model: Involves an actual individual demonstrating or acting out a behavior.
- A verbal instructional model: Involves descriptions and explanations of a behavior.
- A symbolic model: Which involves real or fictional characters displaying behaviors in books, films, television programs, or online media.

INTRINSIC REINFORCEMENT

- Intrinsic reinforcement is a form of internal reward, such as pride, satisfaction and a sense of accomplishment

THE MODELING PROCESS

- Not all observed behaviors are effectively learned. Factors involving both the model and the learner can play a role in whether social learning is successful.

- The following steps are involved in the observational learning and modeling process:
  - **Attention**
  - **Retention**
  - **Motor reproduction**
  - **Motivation**

ATTENTION

RETENTION

REPRODUCTION

MOTIVATION

Bandura's Four Step Modeling Process

Step	Process
1. Attention	In order to learn, you need to be paying attention. Anything that detracts your attention is going to have a negative effect on observational learning. If the model is interesting or there is a novel aspect to the situation, you are far more likely to dedicate your full attention to learning.
2. Retention	Remembering what you paid attention to. This includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, motor rehearsal.
3. Reproduction	Once you have paid attention to the model and retained the information, it is time to actually perform the behavior you observed. Further practice of the learned behavior leads to improvement and skill advancement.
4. Motivation	Finally, in order for observational learning to be successful, you have to be motivated to imitate the behavior that has been modeled. Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing other experiences with some type of reinforcement or punishment.

Social-Learning Theory

Bandura's Theory of Observational Learning

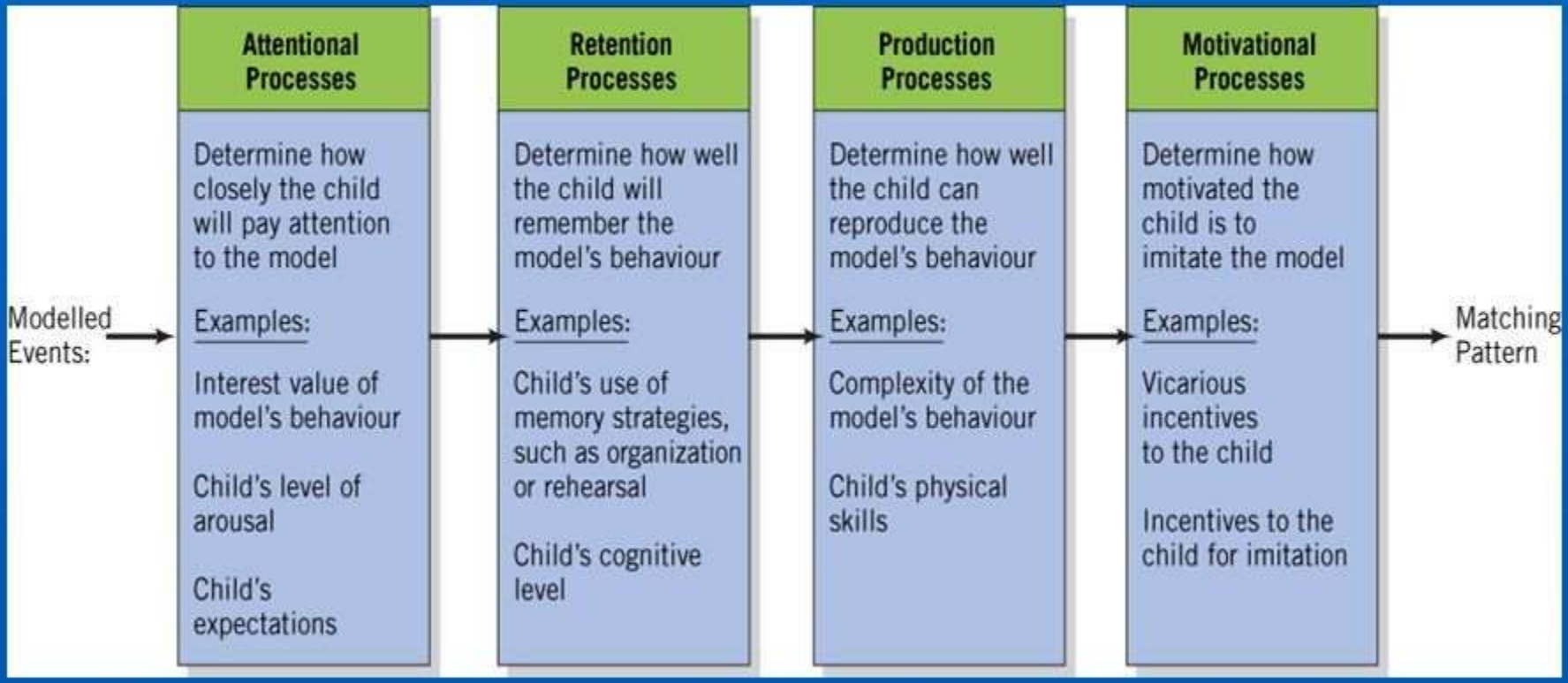


Figure 1.2 Bandura's model of observational learning. Adapted from Albert Bandura, *Social Learning Theory*, © 1977, p. 23. Reprinted by permission of Prentice-Hall, Inc., Upper Saddle River, New Jersey.

PRINCIPLES OF SOCIAL LEARNING THEORY

- People can **learn by observing** the behaviour of others and the outcomes of those behaviors.
- Learning can occur **without a change** in behavior.
- Cognition plays a **role** in learning.

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