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## Key players and Their Theories

- **Pavlov**— Classical conditioning (Respondent learning)
  1. Unconditioned stimulus (UNC) → Unconditioned response (UCR)
  2. Conditioned stimulus (CS) (associated with UNC) linked to UCR
  3. CS linked to CR
- Concepts of Reinforcement and Extinction
- **Watson**—Behaviorism
  - S → R
  - Law of Frequency
  - Law of Recency (length between S & R)

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## Key players and Their Theories

- **Skinner**— Operant Conditioning (controlling behaviors by what follows)
  - Reinforcement/Punishment
    - Reinforcers (Positive—added; Negative—withdrawn),
    - Punishers (aversive stimuli added—positive punishment, or positive reinforcers withdrawn—negative punishment)
  - Schedule (Fixed, variable)
    - Dress nice (s) → Attention (r)
    - Dress nice (s) → Attention (r) → Compliments (reinforcing stimulus)
    - Reflection in Mirror (Discrim Stim)(reminder to dress nice) → Attention (r) → Compliments (RS)
    - Punishment— "What not to wear" show
- **Bijou & Baer**—Stimulus function (which stimuli—physical, chemical, organismic, social) noticed for response and what is ignored)

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### Sears

- o Assumptions:
  1. Behavior result of tension-reduction (biological)
  2. Behavior function of interactions (dyadic)
  3. Drives present at birth persist
  4. Behavior is both cause and effect of later behavior
  5. Quality of behavior (in terms of reinforcement value) is determined by experience and learning
- o Three phases:
  1. Rudimentary (birth-16 months)
  2. Secondary behavioral (16-months - 5 years)
  3. Secondary motivational (5+ years)

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### Bandura

- o Creating internal working models and vicarious learning
- o Imitation and modeling
- o Reciprocal determinism—development is bi-directional
- o Self-efficacy (belief in one's capabilities)
- o Reinforcement
- o Attention, motor reproduction, motivation, retention = social learning

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Jean Piaget and Lev Vygotsky



- Development precedes learning
- Stage Model of Cognitive Assimilation & Accommodation

- Learning precedes development
- Zone of Proximal Development

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