

Key players and Their Theories

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

Key players and Their Theories

- Skinner- Operant Conditioning (controlling behaviors by what follows)
 - Reinforcement/Punishment

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 # Reinforcers (Positive—added; Negative—withdrawn),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 positive reinforcers withdrawn—negative punishment)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)

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 # Reflection in Mirror (Discrim Stim)(reminder to dress nice) → Attention (r)

 # Compliments (RS)

 # Punishment—What not to wear 'show

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 | Punishment |
- O Bijou & Baer-Stimulus function (which stimuliphysical, chemical, organismic, social) noticed for response and what is ignored)



Sears

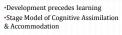
- Assumptions:
- 1. Behavior result of tension-reduction (bioliogical)
- 2. Behavior function of interactions (dyadic)
- 3. Drives present at birth persist
- 4. Behavior is both cause and effect of later behavior
- Quality of behavior (in terms of reinforcement value) is determined by experience and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

Bandura

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

Jean Piaget and Lev Vygotsky







•Learning precedes development •Zone of Proximal Development