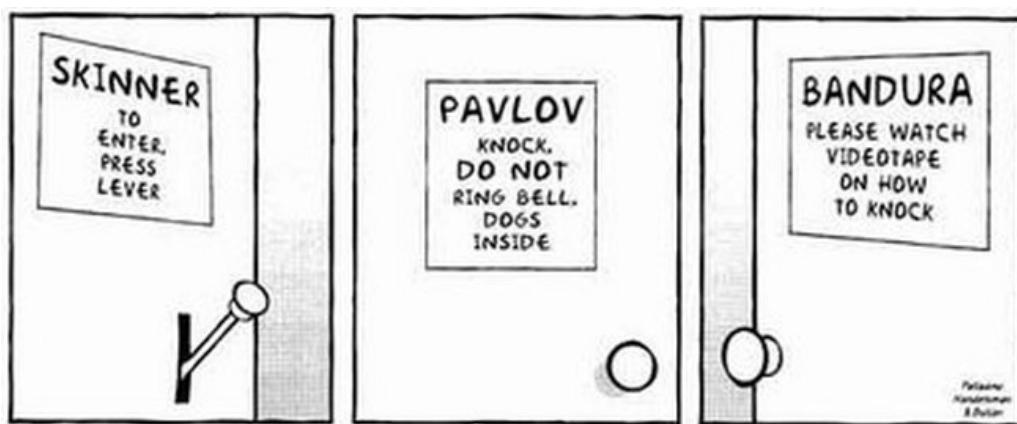


Psychology

Unit 3: Learning



Learning Unit Guide edited 2016

Essential Questions:

- How do individuals learn behavior through Classical Conditioning?
- How do individuals learn behavior through Operant Conditioning?
- How do individuals learn behavior through Social Learning?
- How do psychologists use learning theories to modify behavior?

<p><u>14-1</u> Learning Classical conditioning Stimulus Response</p> <p><u>14-2</u> Unconditioned stimulus Unconditioned response Conditioned stimulus Conditioned response</p> <p><u>14-3</u> Acquisition Extinction Spontaneous recovery</p> <p><u>14-5</u> Generalization Discrimination</p> <p><u>14-6</u> Behaviorism Taste aversions</p>	<p><u>15-1</u> operant conditioning</p> <p><u>15-2</u> Reinforcement Punishment</p> <p><u>15-3</u> positive reinforcement negative reinforcement</p> <p><u>15-4</u> positive punishment negative punishment</p> <p><u>15-5</u> shaping discrimination extinction</p> <p><u>16-1</u> observational learning model modeling vicarious learning mirror neurons</p>	<p><u>16-2</u> antisocial behaviors prosocial behaviors</p> <p>Names to Know: Pavlov Watson Thorndike Skinner Bandura</p>
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Classical Conditioning Practice

1. While George was having a cavity filled by his dentist, the drill hit a nerve that had not been dulled by anesthetic, a couple of times. Each time he cringed in pain. George now gets anxious each time he sees the dentist.

What is the:

Unconditioned stimulus: _____

Unconditioned response: _____

Conditioned stimulus: _____

Conditioned response: _____

2. Every time a psychology instructor enters the classroom, she goes straight to the board to write an outline on it. Unfortunately, she has long finger nails and each time she writes the outline, her nails screech on the board, making students cringe. After a few weeks of this, students cringe at the sight of the teacher entering the classroom.

What is the:

Unconditioned stimulus: _____

Unconditioned response: _____

Conditioned stimulus: _____

Conditioned response: _____

3. Fanny eats fried chicken that has e coli in it and ends up vomiting for hours that night. Luckily she recovers within a day, but now just the thought (or the sight or the smell) of fried chicken makes her nauseous.

What is the:

Unconditioned stimulus: _____

Unconditioned response: _____

Conditioned stimulus: _____

Conditioned response: _____

4. Charlie has been humiliated in the past for doing poorly on tests. When that has happened, he would get so upset he would shake. Now when presented with a test, he begins to shake.

What is the:

Unconditioned stimulus: _____

Unconditioned response: _____

Conditioned stimulus: _____

Conditioned response: _____

5. At a football game, every time the home team scores a touchdown, the person behind you blasts an air horn near your ears causing you to wince. Unfortunately for you, the home team scores frequently. As the end of the game nears, the home team scores a touchdown, and even though the inconsiderate fan behind you has left, you still wince.

What is the:

Unconditioned stimulus: _____

Unconditioned response: _____

Conditioned stimulus: _____

Conditioned response: _____

6. Fred has a fluffy down pillow with some of the down sticking out of the fabric. When he first tries out the pillow, a piece of down tickles his nose and he sneezes. He now sneezes every time he lays down on any kind of pillow.

What is the:

Unconditioned stimulus: _____

Unconditioned response: _____

Conditioned stimulus: _____

Conditioned response: _____

7. You ride a roller coaster and get sick afterward. Now, whenever you are near a roller coaster you feel queasy.

What is the:

Unconditioned stimulus: _____

Unconditioned response: _____

Conditioned stimulus: _____

Conditioned response: _____

YOUR TURN!

Come up with your own example of classical conditioning as you experience it in your everyday life.

Your example (description):

Unconditioned stimulus: _____

Unconditioned response: _____

Conditioned stimulus: _____

Conditioned response: _____

Name _____

SuperNanny – Part 1

After watching today's clip of SuperNanny, complete the chart below.

Andrew's negative behaviors	What would YOU do as Andrew's parent?

What do YOU think would be the overall MOST EFFECTIVE parenting technique to use with this child? Why?

What do YOU think would be the LEAST EFFECTIVE parenting technique to use with this child? Why?

Handout 15-1**Consequences and Their Effects**

Directions: Circle the situation that would be more likely to encourage someone to continue the behavior described.

1. A. Your parents offer you \$100 for each A you receive on your report card.
B. Your parents make you pay them \$100 for each time you don't make an A on your report card.

2. A. You receive a painful shock each time you watch more than 2 hours of television a night.
B. You earn an extra 10 minutes added to your curfew for watching less than 2 hours of TV a night.

3. A. Your parents ground you indefinitely for making a bad test grade in science.
B. Your parents ground you until you make a better grade on tests in science.

4. A mother puts her child in time-out for 10 minutes when her toddler whines for more cookies.
B. A mother gives her child cookies only he/she asks for cookies in a pleasant voice.

5. A. A pigeon stops getting shocked when he bobs his head three times in a row.
B. A pigeon gets shocked when he doesn't bob his head three times in a row.

6. A. A teen gets a ticket for speeding.
B. A teen gets a decrease in insurance premiums for not having speeding tickets over a 6-month period.

7. A. A child who throws a temper tantrum for candy at the grocery store gets candy to make her stop misbehaving in public.
B. A child is only given candy when she stops misbehaving in public.

OPERANT CONDITIONING FLOWCHART

_____ : To STRENGTHEN a behavior

_____ : To ADD

_____ : To SUBTRACT

Was the behavior **strengthened** or **weakened**?

STRENGTHENED

(How was it strengthened?)

WEAKENED

(How was it weakened?)

You received something
that you like.

(adding = +)

You avoided/terminated
something that you do not like

(subtracting = -)

You received something
that you do not like.

(adding = +)

Something that you like was
removed, subtracted, or
missed.

(subtracting = -)

Spanking

PART 1

Graphic #1:

Observation (What do you notice?)	Inference (What can you conclude?)

Graphic #2:

Observation (What do you notice?)	Inference (What can you conclude?)

Graphic #3:

Observation (What do you notice?)	Inference (What can you conclude?)

Free Write:

Write for 2 minutes about your thoughts and feelings about the 3 graphics shown to you.

PART 2

Read each statement in the table below. If you believe that a statement is true, place a check in the *Agree column*. If you believe the statement is false, place a check in the *Disagree column*. Make sure you are only marking in the BEFORE section. Be ready to explain your choices.

BEFORE

Agree Disagree

AFTER

Agree Disagree

		Children who are spanked perform worse in school.		
		If physical punishment is banned, children are less likely to be involved in crime.		
		Countries that ban physical punishment have fewer cases of child abuse.		
		Spanking can have positive long term effects.		
		Spanking causes aggression.		

PART 3

Read & “ODE” the two articles.

PART 4

Re-read each statement in the table above. If you now believe that a statement is true, place a check in the *Agree column*. If you now believe the statement is false, place a check in the *Disagree column*. Make sure you are only marking in the AFTER section. Be ready to explain your choices.

PART 5



Conclusion:

Pro-Spanking Studies May Have Global Effect

Thursday, January 7, 2010 11:11 AM

By: Theodore Kettle

A study entailing 2,600 interviews pertaining to corporal punishment, including the questioning of 179 teenagers about getting spanked and smacked by their parents, was conducted by Marjorie Gunnoe, professor of psychology at Calvin College in Grand Rapids, Michigan.

Gunnoe's findings, announced this week: "The claims made for not spanking children fail to hold up. They are not consistent with the data."

Those who were physically disciplined performed better than those who weren't in a whole series of categories, including school grades, an optimistic outlook on life, the willingness to perform volunteer work, and the ambition to attend college, Gunnoe found. And they performed no worse than those who weren't spanked in areas like early sexual activity, getting into fights, and becoming depressed. She found little difference between the sexes or races.

Another study published in the Akron Law Review last year examined criminal records and found that children raised where a legal ban on parental corporal punishment is in effect are much more likely to be involved in crime.

A key focus of the work of Jason M. Fuller of the University of Akron Law School was Sweden, which 30 years ago became the first nation to impose a complete ban on physical discipline and is in many respects "an ideal laboratory to study spanking bans," according to Fuller.

Since the spanking ban, child abuse rates in Sweden have exploded over 500 percent, according to police reports. Even just one year after the ban took effect, and after a massive government public education campaign, Fuller found that "not only were Swedish parents resorting to pushing, grabbing, and shoving more than U.S. parents, but they were also beating their children twice as often."

After a decade of the ban, "rates of physical child abuse in Sweden had risen to three times the U.S. rate" and "from 1979 to 1994, Swedish children under seven endured an almost six-fold increase in physical abuse," Fuller's analysis revealed.

"Enlightened" parenting also seems to have produced increased violence later. "Swedish teen violence skyrocketed in the early 1990s, when children that had grown up entirely under the spanking ban first became teenagers," Fuller noted. "Preadolescents and teenagers under fifteen started becoming even more violent toward their peers. By 1994, the number of youth criminal assaults had increased by six times the 1984 rate."

Since Sweden, dozens of countries have banned parental corporal punishment, like Germany, Italy, and in 2007 New Zealand, where using force to correct children entails full criminal penalties, and where a mother cannot even legally take her child's hand to bring him where he refuses to go.

Gunnoe's findings are being largely ignored by the U.S. media, but made a splash in British newspapers. It is not the first time her work has been bypassed by the press. Her 1997 work showing that customary spanking reduced aggression also went largely unreported.

Nor is she alone in her conclusions. Dr. Diana Baumrind of the University of California, Berkeley and her teams of professional researchers over a decade conducted what is considered the most extensive and methodologically thorough child development study yet done. They examined 164 families, tracking their children from age four to 14. Baumrind found that spanking can be helpful in certain contexts and discovered "no evidence for unique detrimental effects of normative physical punishment."

She also found that children who were never spanked tended to have behavioral problems, and were not more competent than their peers.

As in climate change, politicians all over the world seem out of touch with the most rigorous science regarding parental discipline. The newest research could constitute powerful ammunition to parents rights activists seeking to reverse the global trend of intrusive governments muscling themselves between the rod and the child.

The case against spanking

Physical discipline is slowly declining as some studies reveal lasting harms for children.

By Brendan L. Smith

April 2012, Vol 43, No. 4

A growing body of research has shown that spanking and other forms of physical discipline can pose serious risks to children, but many parents aren't hearing the message.

"It's a very controversial area even though the research is extremely telling and very clear and consistent about the negative effects on children," says Sandra Graham-Bermann, PhD, a psychology professor and principal investigator for the Child Violence and Trauma Laboratory at the University of Michigan. "People get frustrated and hit their kids. Maybe they don't see there are other options."

Many studies have shown that physical punishment — including spanking, hitting and other means of causing pain — can lead to increased aggression, antisocial behavior, physical injury and mental health problems for children. Americans' acceptance of physical punishment has declined since the 1960s, yet surveys show that two-thirds of Americans still approve of parents spanking their kids.

But spanking doesn't work, says Alan Kazdin, PhD, a Yale University psychology professor and director of the Yale Parenting Center and Child Conduct Clinic. "You cannot punish out these behaviors that you do not want," says Kazdin, who served as APA president in 2008. "There is no need for corporal punishment based on the research. We are not giving up an effective technique. We are saying this is a horrible thing that does not work."

Evidence of harm

Around the world, 30 countries have banned physical punishment of children in all settings, including the home. The legal bans typically have been used as public education tools, rather than attempts to criminalize behavior by parents who spank their children, says Elizabeth Gershoff, PhD, a leading researcher on physical punishment at the University of Texas at Austin.

"Physical punishment doesn't work to get kids to comply, so parents think they have to keep escalating it. That is why it is so dangerous," she says.

After reviewing decades of research, Gershoff wrote the Report on Physical Punishment in the United States: *What Research Tells Us About Its Effects on Children*, published in 2008 in conjunction with Phoenix Children's Hospital. The report recommends that parents and caregivers make every effort to avoid physical punishment and calls for the banning of physical discipline in all U.S. schools. The report has been endorsed by dozens of organizations, including the American Academy of Pediatrics, American Medical Association and Psychologists for Social Responsibility.

Research findings

Physical punishment can work momentarily to stop problematic behavior because children are afraid of being hit, but it doesn't work in the long term and can make children more aggressive, Graham-Bermann says.

A study published last year in *Child Abuse and Neglect* revealed an intergenerational cycle of violence in homes where physical punishment was used. Researchers interviewed parents and children age 3 to 7 from more than 100 families. Children who were physically punished were more likely to endorse hitting as a means of resolving their conflicts with peers and siblings. Parents who had experienced frequent physical punishment during their childhood were more likely to believe it was acceptable, and they frequently spanked their children. Their children, in turn, often believed spanking was an appropriate disciplinary method.

The negative effects of physical punishment may not become apparent for some time, Gershoff says. "A child doesn't get spanked and then run out and rob a store," she says. "There are indirect changes in how the child thinks about things and feels about things."

Brendan L. Smith is a writer in Washington, D.C.

Name _____

SuperNanny – Part 2

While you finish watching the SuperNanny episode you should look for examples to apply to the following terms:

Term	Application (example) in episode
Reinforcement (tell me which kind you are using)	
Reinforcement (tell me which kind you are using)	
Punishment	
Modeling	

What SuperNanny would say about your own original parenting techniques that you wrote down last class (what was good, what was bad and WHY)?

Modern Family's "Little Bo Bleep": What to Do When Toddlers Curse

From potty-training to potty mouth? Popular ABC show Modern Family sparks controversy with its episode featuring a swearing toddler. What can real parents do about toddlers and 4-letter words?

Sometimes toddlers will curse, as portrayed on a recently aired episode of ABC sitcom Modern Family. In the episode, 2 year-old Lily mortifies her family by dropping a series of well-placed "F-bombs." Although the offending words were bleeped out, and the actress playing Lily never actually says the F-word (she was directed to say the word "fudge"), the episode sparked some protest, including that from the Parents Television Council.

Parent to parent, I know all too well that this sort of thing *does* happen in real life.

From the Mouths of Babes...

I'll never forget when my own son, then also two, blurted out the F Word. My parents were over and having a wonderful time watching their only grandson play happily with the toy train set they had just delivered. Kevin picked up one of the trains, it slipped from his little hands, and out flew the profanity.

You should have seen it— my mom and dad's heads whipping around in unison from Kevin to me, glaring accusingly. I feebly tried to explain to my parents that we didn't use that kind of language around him (we didn't), and that he probably got it from his daycare, but they just shook their heads at me in disapproval.

To this day, I can't be sure where he picked up that word and how he knew the exact moment to let it rip. But I do know that I didn't make a big deal about it then, and he (thankfully) never dropped the F-bomb again.

Tips for When Toddlers Say Bad Words

So what should parents do if they find that their tots have picked up some "off-color" vocabulary?

1. Ignore the Word

"The best thing to do is just ignore the word," advises parenting expert Susie Walton. "At that age, they don't know what it is they're saying yet."

At around 24 months old, toddlers do *not* understand the meaning of swear words, but they *do* understand the reactions of the people around them *after* they've said the swear words. Do your best to stifle that laugh, or conversely, refrain from scolding! Don't encourage the bad language by acting like it's cute or like it's some cool party trick. And don't lecture or punish the child about it either. **Big reactions to words, positive or negative, will reinforce the use of that word.**

2. Teach Another Way to Express What They're Feeling

"It's a good idea to find another word or phrase to express what your toddler is feeling in that moment," offers Walton. "For instance if she uses a swear word when she's upset, don't acknowledge the swear word. You can say,

‘You’re mad!’ instead. That’s how she’s really feeling. Chances are she’ll repeat it, and she’ll start using expressions of feelings herself.”

Remember, toddlers may repeat swear words even when they’re not upset or angry since they don’t really know what they mean. Again, **ignore the swear word, and focus on teaching them how to express their present emotions.**

3. Watch Your Own Language

“**The most important thing parents can do to keep their kids from swearing is to not swear themselves,**” says Walton. “Just cut it from your vocabulary. Kids won’t repeat something they never hear.”

Kids are like little sponges. They absorb everything they’re exposed to, even when you’re not speaking directly to them. Ask yourselves the following questions to give yourself a better idea of what is being modeled to your child.

1. What comes out of your mouth when you stub your toe?
2. Do you watch movies or television with bad language when they’re around?
3. Can they overhear your “colorful” telephone conversations?
4. What kind of language do your partner, their older siblings, care givers, grandparents, aunties and uncles use when they’re around your child?

You won’t be able to filter everything your child hears, especially as they get older, but you can definitely make sure that swear words are not a regular thing in your household. Speak with all the “members of your village” so they know of your intention to keep the language around your child Rated G.

Kids really do say the darndest things sometimes. Make sure what they say is clean and curse-free by following these three steps.

CLASSICAL OR OPERANT?

You must decide if the following examples are classical or operant conditioning.

◊ If it is classical, you must identify the US, UR, CS and CR.

◊ If it is operant, you must identify the behavior, the consequence and name the type of consequence (positive reinforcement, negative reinforcement, or punishment).

1. You have a friend who keeps the temperature in her home so high that each occasion on which you visit her you find yourself perspiring. The last time you visited her, you noticed you began to perspire and become uncomfortable even before entering the house.

2. A high school student has an instructor who each class period selected names at random from the roll book to answer questions about the previous assignments. The first few times the student's name was called in this manner, he had completed the assignment and gave the correct responses. The instructor enthusiastically commended the student on each occasion. The student found himself studying the assignments for this class more frequently and with more eagerness than he did for other classes.

3. The mother of a child who slams the door every morning in his hurry to leave for school begins to flinch at her son's words "Bye Mom".

4. In an experiment, rats were trained to select triangles from a set of cards shown them with geometric figures on them. They were shown rectangles, squares, circles, and triangles. Every time they selected the triangle they were given a pellet of food.

5. A dog is conditioned to bark only when a red light comes on by giving it a piece of food when it barks at the presentation of the red light.

6. At the age of three you had a shocking experience when you pushed a two pronged fork into an electric wall socket. Your mother said that for two years after the incident you would only eat with a spoon. When anyone tried to hand you a fork, you became frightened and screamed.

7. To teach a hunting dog to retrieve birds without mangling them in its mouth, it is sent to retrieve a stuffed "bird" that is filled with pins. The dog soon learns that chewing the bird means pain but that carrying it gently means petting and food.
8. Castor oil has a taste and odor that is very unpleasant and that readily produces nausea. Orange juice was used to mask the flavor of the castor oil by mixing the two together. Many children, after having drunk this mixture several times, even on widely separated occasions, found that they began to develop a dislike for orange juice because they become uncomfortable and even nauseated by just pure orange juice.
9. Herman Munster stuck his finger in a light socket. He received a very large shock. He had never done this before. He did it again and again.