

# Behaviorism and social learning theories



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Behaviorism: Personality-doesn't include traits, unconscious conflicts, psychodynamic processes, conscious experiences or anything else that cannot be directly observed

-generally based on behaviorists-value objectivity and tighter theoretical reasoning

-theoretically opposed to humanists

-focus on how a person's behavior is a direct result of the environment

ON BEHAVIORISM AND SOCIAL LEARNING THEORIES SPECIFICALLY FOR

YOU FOR ONLY \$13.90/PAGE Order Now philosophical roots: empiricism-idea

that all knowledge comes from experience

-opposing view: rationalism

-assumes tabula rasa at birth philosophical roots: associationism-any two things become mentally associated as one if they are repeatedly experienced close together in time

-often occurs as cause-and-effect relationship

ex) thunder and lightning

how babies learn-reaching out and getting what you want philosophical roots:

hedonism-motivation= seek pleasure, avoid pain

-leads to social philosophy of utilitarianism types of learning: habituation-simplest way behavior changes as a result of experience

-happens even in single-celled animals and neurons

-variation can prevent habituation

-consequences possibly dangerous

> can occur after violent video games= more aggressive, less empathetic

> or can occur after positive changes= habituated to winning \$ and become used to having lots of \$ types of learning: classical conditioning-affects

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emotions, feelings and physiological responses

-Pavlov

-learned helplessness types of learning: operant conditioning-The Law of

Effect: Edward Thorndike

-animal learns to operate in its world in a way as to change it to their advantage; learning stems from experience

-reinforcement: good outcome/result that occurs when animal or person performs a certain behavior makes behavior more likely

-punishment: makes behavior less likely Punishment-aversive consequence that follows an act in order to stop it and prevent its repetition

5 important principles

1) availability of alternatives

2) behavioral and situational specificity

3) timing and consistency

4) conditioning secondary punishing stimuli

5) avoiding mixed messages Social Learning Theory-three theories in response to behaviorism's shortcomings

> Dollard and Miller

> Rotter

> Bandura

-acknowledged role of motivation, thought and cognition

-more aware of aspects important to humans

-sensitive to social dimension of learning

-does not treat organism as passive SLT: Dollard and Miller-habit hierarchy (behavior most likely to perform at top, least at bottom)

-effect of rewards, punishments, and learning is to rearrange habit hierarchy

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-deviated from classic behaviorism

-personality= individual's history of learning

-motivations-led by drives (primary and secondary)

> no behavioral change w/o reducing a drive

D&M's Drive Reduction Theory drive-> need-> behavior-> satisfaction-> reinforcement

D&M's Frustration-Aggression Hypothesis-anger or frustration is natural or biological when person is blocked from a goal

-more important the goal-> greater the frustration-> greater the aggressive impulse

-preferred target is source of frustration but not always a good idea (shades of Freud's displacement idea)

D&M's Approach-Avoidance Conflict

Five key assumptions:

1. Increase in drive strength will

increase tendency to approach

or avoid a goal

2. Where there are two

competing responses, strong

one will win out

3. Tendency to approach a

positive goal increases the

closer one gets to the goal

4. Tendency to avoid a negative goal increases the closer one

gets to the goal

5. Tendency 4 stronger than tendency 3

SLT: Rotter-expectancy (for a behavior)-individual's belief (or subjective probability) about how likely a behavior will attain a goal

- > specific expectancy
- > generalized expectancy (locus of control)
- expectancy value theory-behavioral decisions determined not just by presence or size of reinforcements but also by BELIEFS about likely results of behavior
- SLT: Bandura-efficacy expectations: beliefs + interpretation of reality matters more than reality itself
- perceived probability that you can do something is key
- focus on self-efficacy (as opposed to Rotter's belief about reinforcement)
- > belief about the self
- > belief in capability of doing
- > likely to affect our motivation and performance
- research evidence: study regarding leg strength (told they were against an injured person resulted in higher self-efficacy and better performance than others who were told they were against an athlete)
- Bandura's Observational Learning-Bobo Doll Study (kids imitating actions of adult beating bobo doll)
- implications: starts early
- Bandura's Reciprocal Determinism analysis of how people shape environments:
- humans aren't passive-you can choose the environments that influence you
- social situations because you are there
- self-system develops that has its own effects on behavior, independent of environment
- contributions and limitations of SLT-objective research
- draws attention to influence of environment on behavior
- created useful talk and tech for behavioral change
- BUT underestimates individual differences