

- Behaviorism and Social Learning Theory
 - Behaviorist: A psychologist who emphasizes the importance of the environment in determining behavior
 - explains behavior in terms of processes of learning
 - Behaviorism & Social Learning
 - Classical Conditioning:
 - Stimulus response
 - The pairing of a neutral stimulus with a stimulus that elicits a particular response until the stimulus that was originally neutral elicits the same response
 - Example: Pavlov's Dogs
 - Dogs naturally salivate at the sight of food. Pavlov decided to pair the food with a bell. Eventually the dogs would salivate at just the sound of the bell.
 - Meat powder: unconditioned stimulus ("unlearned")
 - Salivation: unconditioned response
 - Bell: conditioned stimulus ("learned")
 - Stimulus generalization:
 - Kindra (18 mos.) visits the doctor. Every time she goes, she feels pain (shots). She associates this pain with the doctor, so every time she sees him, she cries.
 - Kindra may also exhibit this response with a number of other people who look similar to the doctor
 - Discrimination: Experience will teach her to differentiate between the doc and people of similar appearance
 - Extinction: Perhaps after many pain-free visits, Kindra will no longer cry in response to the situation.
 - Operant/Instrumental Conditioning
 - Reinforcements and punishments
 - Consequences control actions
 - Things that increase behavior:
 - Rewarding things (reinforcers) increase the chance behavior will continue
 - Positive: if behavior leads to something pleasant (ex- praise, attention, candy)
 - Negative: if behavior stops an unpleasant condition (ex- yelling, whining)
 - Things that decrease behavior:
 - Punishment: discourages behavior from occurring again
 - Imposing something unpleasant (ex- spanking)
 - Removing something pleasant (ex- new toy)
 - Not reinforcing a behavior can lead to extinction.
 - Social-Cognitive Approach/Social Learning Theory
 - Modeling
 - Observational/ vicarious
 - Much of child's learning comes from his/her actively imitating what is seen and what he/she hears other people say and do.
 - Value observed consequences: more likely to imitate
 - If consequences are bad: less likely to imitate

- Behavior Modification
 - Behaviorism and SLT has impacted guidance and management practices with children
 - Behavior modification combines conditioning and modeling to eliminate undesirable behaviors and raise desirable responses.
- Cognitive Theorists: Piaget & Vygotsky
 - Psychoanalytic theory stresses the importance of unconscious thought
 - Behavioral Theory stresses the importance of the environment - no thought
 - Cognitive Theorists emphasize children's conscious thought
 - Piaget
 - A child's way of thinking is qualitatively different from an adults
 - As children mature, their ways of knowing the world change.
 - Development involves the continuous alteration and reorganization of the way that people deal with and understand the environment
 - Development is defined by 4 principal factors:
 - Maturation: gradual unfolding of one's genetic plan for life
 - Experience: active interaction of the child with his or her environment
 - Social transmission: information and customs that are transmitted from parents or other people in the environment to the child
 - Process of equilibration: the balance a child seeks between what they know and what they are experiencing
 - When faced with info that calls for a new and different analysis or activity, children enter a state of disequilibrium → leads to learning → adaptation
 - We adapt in 2 ways:
 - Assimilation: new information is added to what we know
 - Ex- toddler puts a grape in its mouth and it squirts so they assume all other grape-shaped things do too
 - Accommodation: adjusting your knowledge to fit a new situation
 - Piaget suggested that children's cog dev occurs in a sequence of 4 *age-related* stages of cognitive development
 - Consist of distinct ways of thinking
 - Stages qualitatively different (not quantitative)
 - 4 stages in understanding the world
 - Sensorimotor (0-2): Infants "think" by acting on their world with their mouth, eyes, ears, hands, etc. They invent ways of solving sensorimotor problems, such as pulling a lever to hear the sound of a music box, finding hidden toys, and putting objects in and taking them out of containers.
 - Preoperational (2-7): Preschoolers use symbols to represent their earlier sensorimotor discoveries. Development of language and make-believe play takes place. Thinking lacks logic.
 - Concrete Operational (7-11): Reasoning becomes logical. They can organize objects into hierarchies of classes and subclasses. Yet, abstract thinking is not efficient or mature.
 - Formal Operations (11 ↑) Capacity for abstract, systematic thinking. Scientific thinkers.

- Vygotsky: Sociocultural Cognitive Theory
 - Like Piaget, believed that kids actively construct their knowledge
 - Interaction and culture ↑ important role in cognitive dev.
 - Emphasized how culture and social interaction guide cognitive development
 - The development of memory, attention, and reasoning involves learning to use the inventions of society
 - Ex- analog clock vs. digital clock
 - Knowledge is constructed
 - can best be advanced through interactions with who more advanced/skilled adults and peers
 - This is how the kids learn to use the tools that will help them adapt and be successful in the culture.