

CLASSICAL CONDITIONING

- I. IVAN PAVLOV (1844-1936)
- II. DEFINITIONS & EXAMPLES
 - A. UNCONDITIONED STIMULUS (US)
 - B. UNCONDITIONED RESPONSE (UR)
 - C. CONDITIONED STIMULUS (CS)
 - D. CONDITIONED RESPONSE (CR)
- III. STIMULUS GENERALIZATION
 - A. DEFINED
 - B. PAVLOV
 - C. WATSON & RAYNER -- LITTLE ALBERT
- IV. EXTINCTION
 - A. DEFINED
 - B. STIMULUS GENERALIZATION--JONES --LITTLE PETER
 - C. SPONTANEOUS RECOVERY
- V. APPLICATION
 - A. PHOBIAS & SYSTEMATIC DESENSITIZATION (COUNTERCONDITIONING)
 - B. TASTE AVERSION (BIOLOGICAL CONSTRAINTS)
 - C. DRUG TOLERANCE

OPERANT CONDITIONING

- I. EDWARD LEE THORNDIKE (1874-1949)
- II. PRINCIPLES
 - A. TRIAL AND ERROR LEARNING
 - B. LAW OF EFFECT
 - C. BEHAVIOR HAS CONSEQUENCES
- III. REINFORCERS
 - A. POSITIVE
 - B. NEGATIVE
- IV. PUNISHERS
 - A. POSITIVE
 - B. NEGATIVE
- V. SCHEDULES OF REINFORCEMENT
 - A. DEFINED -- FR, VR, FI, VI
 - B. EFFECTS ON BEHAVIOR
 - 1. MAINTAINING BEHAVIOR
 - 2. RESISTANCE TO EXTINCTION
- VI. PRIMARY AND SECONDARY REINFORCERS
- VI. APPLICATIONS--BEHAVIOR MODIFICATION & BIOFEEDBACK

DEVELOPMENT

- I. Prenatal
 - A. Germinal period (uterine implantation): 0-2 weeks (zygote)
 - B. Embryonic period: 2-8 weeks (embryo)
 - C. Fetal period: 8th week to birth (fetus)
- II. Physical Development after Birth
 - A. Comparison of body systems
 - B. Critical periods:
 - 1. Biological example –teratogens-thalidomide
 - 2. Behavioral example-- imprinting
 - C. Attachment –caregiver & infant –
 - 1. measure reactions Strange Situation test
 - 2. “Ideal” --secure correlated with sociability, problem solving, flexibility.
 - 3. Factors influencing attachment
 - a. Harry Harlow
 - b. (Bio.) Physical Needs vs. (Psycho-Social)Contact Comfort
- III. Cognitive Development
 - A. Important concepts:
 - 1. Schema
 - 2. Assimilation
 - 3. Accommodation
 - 4. equilibrium
 - B. Stages of Development (approximate ages)
 - 1. sensorimotor 0-2 yr
 - a. Activities & perceptions
 - b. Form schema
 - c. Object permanence-events can exist when not present
 - 2. preoperational 2-7 yr–language
 - a. Animism
 - b. Realism
 - c. Egocentrism
 - d. Thinking is rigid & irreversible

3. concrete operational 7-11 yr
 - a. Thinking becomes more flexible
 - b. Focus on more than one dimension
 - c. Solve Real & Concrete Problems
 - d. Learns Conservation Principles – certain physical constant regardless of changes in outward appearance
4. formal operational 11+
 - a. Abstract thinking
 - b. Deductive Reasoning
 - c. Most advanced mode of thinking (if developed & maintained)

C. Problems

1. ages vary more than he noted and not as discrete as described
2. often underestimated ability (task specific)
3. not all seem to reach formal operations

D. Other approaches--Information Processing --Examine age Effects of

1. Memory and memory strategies
2. Perceptual process, e.g., parts versus whole
3. Attention span and ability to focus attention

IV. Moral Development --example of Kohlberg's Stage theory

A. Focused on explanations of moral dilemmas.

B. Stages (3 each with 2 substage)

1. Preconventional (authority, rewards and punishments)
2. Conventional (reference to others--social concerns)
3. Postconventional (higher laws than those of society, human rights and ethics rather than consequences to self and others)