LEARNING OBJECTIVES

POSTED AS ESSENTIAL QUESTIONS

What are the basic assumptions underlying behavioral theories?

What are the implications of behavioral theories for classroom practice and learning?

How might behavioral theories be able to help us understand some students’ emotional responses to learning events?

In what ways might behavioral principles be used to manage behaviors or promote learning?

What are the strengths and limitations of behaviorist approaches?

Adapted from http://www.innovativelearning.com/educational_psychology/behaviorism/index.html
Module 5. Behavioral Theories

Behaviorists define learning as the relatively permanent change in behavior as a consequence of experience or practice, and the term “learning theory” is often associated with the behavioral view (Huit & Hummel, 2006).

During the first half of the twentieth century, the school of thought known as behaviorism rose to dominate psychology and sought to explain the learning process...

Behavioral psychology is a branch of psychology that focuses on observable behaviors...

[The behavioral theory of learning is] based upon the idea that all behaviors are acquired through conditioning... Conditioning, reinforcement and punishment are key concepts used by behaviorists.

This module covers the following topics:

- Pavlov’s Classical Conditioning Theory
- Thorndike’s S-R (Connectionism) Theory
- Skinner’s Operant Conditioning Theory

Introduction

- Behavior refers to everything that we do, both verbal and nonverbal
- Behavioralism is the view that behavior should be explained by observable experiences, not by mental processes"
- Behavioral refers to the learning approach
- Mental processes - thoughts, feelings, motives

To date, it is common practice to use “publicly observable and measurable behaviors” as a basic criterion for what constitutes “good” learning objectives for lesson plans. Thus, mental processes, being unobservable, are not appropriate descriptions of learning objectives. (See Writing Behavioral Objectives http://www.edpsycinteractive.org/topics/plan/behobj.html)

Behavioral views emphasize associative learning, i.e., learning that two events are connected, as the following sections would elucidate.
1.1 Classical Conditioning (Pavlov)

“Ivan Pavlov’s legacy to learning theory was his work on classical conditioning” (Cuny: Hunt; Windholz; in Schunk, 2012, p. 78).

PERTINENT READINGS

Introduction to Classical Conditioning
Principles of Classical Conditioning

CLASSICAL CONDITIONING VIDEOS

Video by Stella Bastone for Learning Innovations & Academic Development.
Original video of Pavlov’s experiment
http://www.youtube.com/watch?feature=endscreen&NR=1&v=FMJJpbRx_O8

Two types of stimuli and two types of responses in classical conditioning:

<table>
<thead>
<tr>
<th>Unconditioned Stimulus (UCS)</th>
<th>Unconditioned Response (UCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditioned Stimulus (CS)</td>
<td>Conditioned Response (CR)</td>
</tr>
</tbody>
</table>

Unconditioned Behaviors: Occur naturally (they’re built-in); no learning is required.

When a dog is fed it drools, therefore:
- Food is an unconditioned stimulus (UCS).
- Drooling is an unconditioned response (UCR).

Conditioned Behaviors: Those that result from a stimulus-response pairing that would only occur if learning had taken place.

When a bell is sounded...
- At first, it doesn’t have any significance to the dog, so for now it is a neutral stimulus (NS).
- With repeated pairings with the food (UCS), the bell becomes a conditioned stimulus (CS).

Classical conditioning:

When the bell alone produces the drool response...
- NS to CS - the neutral stimulus shifts into conditioned stimulus; the drooling is then called a conditioned response (CR).

A ringing bell was the conditioned stimulus that he used to get dogs to salivate without the presence of meat. The bell became a conditioned stimulus because Pavlov first paired ringing with meat (Slavin, 2006, p. 136).
Module 5: Behavioral Theories

PRINCIPLES OF CLASSICAL CONDITIONING (BASIC PROCESSES)

Classical (Respondent) Conditioning occurs when a formerly neutral stimulus becomes associated with a naturally occurring (unconditioned) stimulus to produce a response similar to an instinctive or reflexive response. Ivan Pavlov first observed the S-R relationship in dogs.

- **Generalization** - the tendency of a new stimulus similar to the original conditioned stimulus to produce a similar response. *Ex: Anna has not done well in Algebra; when she enters Geometry class for the first time, she generalizes the anxiety from Algebra, because of the similarity of the disciplines.*

- **Discrimination** – response is limited to specific stimuli. *Ex: Ben’s test anxiety is triggered only in History but not in Math.*

- **Extinction** - the conditioned response (CR) weakens in the absence of the unconditioned stimulus (UCS). *Ex: When Ana began to get better grades in Geometry, her anxiety gradually diminished.*

PERTINENT READING

Principles of Classical Conditioning

**Recommended Activity** (Optional):

**MY GLOSSARY ON BEHAVIORAL THEORIES**

As you progress through this module, it may be useful to create a glossary of terms. You may begin with this list of words:

- stimulus
- conditioned stimulus
- unconditioned stimulus
- conditioned response
- unconditioned response
- antecedent
- reflexive
- conditioned response
CONSERVED EMOTIONAL REACTIONS (CER)

Classical conditioning occurs when a formerly neutral stimulus becomes associated with a naturally occurring (unconditioned) stimulus to produce a response similar to an instinctive or reflexive response. Emotional reactions can also be conditioned in school.

CLASSROOM APPLICATION OF EMOTIONAL CONDITIONING

Principles of classical conditioning are relevant to some dysfunctional behaviors. Children entering kindergarten or first grade may possess fears related to the new experiences. At the beginning of the school year, primary teachers might develop procedures to desensitize some of the children’s fears. Visitation sessions give students the opportunity to meet their teacher and other students and to see their classroom and the seat with their name on it. On the first few days of school, the teacher might plan fun but relatively calm activities involving students getting to know their teacher, classmates, room, and school building. Students could tour the building, return to their room, and draw pictures. They might talk about what they saw. Students can be taken to offices to meet the principal, assistant principal, nurse, and counselor. They also could play name games in which they introduce themselves and then try to recall names of classmates.

These activities represent an informal desensitization procedure. For some children, cues associated with the school serve as stimuli eliciting anxiety. The fun activities elicit pleasurable feelings, which are incompatible with anxiety. Pairing fun activities with cues associated with school may cause the latter to become less anxiety producing.

Some education students may be anxious about teaching complete lessons to an entire class. Anxieties should be lessened when students spend time in classrooms and gradually assume more responsibility for instruction. Pairing classroom and teaching experiences with formal study can desensitize fears related to being responsible for children’s learning.

Some drama students have extreme problems with stage fright. Drama teachers may work with students to lessen these anxieties by practicing more on the actual stage and by opening up rehearsals to allow others to watch. Exposure to performing in front of others should help diminish some of the fears.

Schunk (2012), p. 83
Classical conditioning can be involved in both positive and negative experiences of children in the classroom. Among the things in the child’s schooling that produce pleasure because they have become classically conditioned are a favorite song and feelings that the classroom is a safe and fun place to be. For example, a song could be neutral for the child until he joins in with other classmates to sing it with accompanying positive feelings.

Children can develop fear of the classroom if they associate the classroom with criticism, so the criticism becomes a CS for fear. Classical conditioning also can be involved in test anxiety. For example, a child fails and is criticized, which produces anxiety; thereafter, she associates tests with anxiety, so they then can become a CS for anxiety.

Santrock (2011, pp. 220-221)

1.2 Connectionism (Thorndike: S-R theory)

Thorndike, inspired by Pavlov, viewed most behaviors as physical reflexive responses to environmental stimuli, thus the beginnings of the S-R (stimulus-response) theory. This view posits that some behaviors occur on account of environmental stimuli rather than conscious thoughts. Thorndike extended Pavlov’s theory by showing that stimuli that occurred after a behavior had an influence on future behaviors. He examined voluntary, rather than reflexive (involuntary) reactions and argued that connections are made between specific stimuli and specific voluntary behaviors. From this perspective, behavior is considered self-directed or voluntary rather than reflexive or involuntary (Slavin, 2006; Paul, 2012).

TRIAL-AND-ERROR LEARNING (“Selecting and Connecting”)

Thorndike believed that trial and error—selecting and connecting—accounts for most learning. Connections are mechanically formed through repetition, a process that does not necessarily invoke conscious awareness. Through trial and error, learning occurs by making mistakes until a correct solution is found in the absence of teaching, modeling, or guidance. Learning through trial-and-error is a gradual progression, via the repetition of successful trials and the abandonment of unsuccessful ones (Paul, 2012; Schunk, 2012; Slavin, ).
THORNDIKE’S THREE LAWS

Law of Readiness:

Behaviors that produce "satisfaction" occur due to readiness; behaviors that produce "annoyance" occur:

In other words, playing is fun when you feel that it is playtime! Less fun when you know you need to do other things. Annoying when you have time but are not allowed.


Law of Exercise:

“The more often behavior (followed by satisfaction) occurs, the more likely the behavior will reoccur. [Later abandoned as inaccurate.]” (Paul, 2012.)

The Law of Exercise has two parts:

- The Law of Use—a response to a stimulus strengthens their connection.
- The Law of Disuse—when a response is not made to a stimulus, the connection’s strength is weakened (forgotten). The longer the time interval before a response is made, the greater is the decline in the connection’s strength.

(Schunk, 2012, p. 74)

Law of Effect:

Actions closely followed by satisfaction become firmly attached to the situation and therefore, such actions or behaviors will more likely to reoccur in similar situations.

Conversely, if the subsequent change that follows a behavior is unsatisfying [punishing], the behavior response will less likely occur when the situation repeats.

[Thus,] the consequences of one’s present behavior strongly determine one’s future behavior in similar situations.

(Cherry, 2012; Schunk, 2012; Slavin , 2006; Paul, 2012)

[The] frequency of S-R and contiguity of S-R are important, but the consequences of a response are too. Paul, 2012

VIDEO: THORNDIKE’S LAW OF EFFECT

http://www.youtube.com/watch?v=Vk6H7Ukp6To

kitomarketing.com
1.3 B. F. Skinner’s Operant Conditioning

PERTINENT READING

*Introduction to Operant Conditioning*

Skinner pioneered the training techniques used by animal trainers for circus acts, amusement parks, tv/movies, etc., which capitalizes on the significant effect of reinforcement on behavior development. Operant conditioning focuses on voluntary responses that are influenced by consequences. Note that the responses in operant conditioning are voluntary, in contrast with the instinctive or reflexive responses in classical conditioning. The contingency principle is at the core of Skinner’s theory. For example, getting a food pellet is contingent on pressing a lever.

**BF SKINNER’S OPERANT CONDITIONING CHAMBER**

Watch this video for a quick historical overview of the development of behaviorism from Pavlov’s Classical Conditioning to Skinner’s Operant Conditioning, then focuses on the operant conditioning chamber experiment.

http://www.youtube.com/watch?feature=endscreen&v=SUwCgFSb6Nk&NR=1

*Antecedents* precede and trigger or induce behaviors that are then usually reinforced. They exist in the form of environmental stimuli, prompts and cues, and past experiences. Praise, high test scores, and good grades are consequences that increase behavior and are called *reinforcers*, whereas reprimands are consequences that decrease behavior and are called *punishers*. The schedule of reinforcers influences both the rate of initial learning and the persistence of the behavior.

- **positive reinforcement** -- something is added
- **negative reinforcement** -- something is subtracted, or removed.

**Respondent (Type S) vs. Operant (Type R) Behavior:**

- If an action is elicited (triggered) by a stimulus in the environment, it is *respondent* behavior. You are "responding" to the environment. These behaviors are controlled by stimuli.

- If you perform actions that are not triggered by the environment (e.g., exploring, testing, etc.), it is *operant* behavior. You are "operating" on/within your environment. These behaviors are controlled by consequences.
Module 5: Behavioral Theories

Instrumental vs. Operant Conditioning

- **Instrumental (Thorndike):** Determines the effect of reinforcement on behavior during discrete trials (e.g., puzzle-box/escape trials). Responses are instrumental in producing certain consequences (e.g., escape from puzzle-box). Unobservable theoretical concepts are sometimes used to explain learning (e.g., the mental connections between S-R are strengthened).

  Skinner considered instrumental conditioning as a situation requiring a response for reinforcement (like escaping a puzzle box for food). Here the environment constrains the opportunity to make the instrumental response.

- **Operant (Skinner):** Determines the effect of reinforcement on free behavior over time (e.g., lever pressing). Behaviors operate on the environment to produce consequences (e.g., put coins into candy machine). No unobservable variables (no need to hypothesize about mental events)!

  In operant conditioning, there are no constraints placed upon the subject regarding behaviors. Skinner created the operant chamber (“Skinner Box”) to study conditioning more conveniently.

PERTINENT READING

**Classical vs Operant Conditioning**

Operant Conditioning Principles
1. Behaviors that produce reinforcement tend to repeat.
2. A reinforcement is anything that serves to increase the frequency or likelihood of a behavior

**Conditioning a rat to press a lever**
- **Deprivation:** A means by which to “motivate” (Skinner would not approve of speculating about this term) an organism to produce operant behaviors by decreasing access to a reinforcer (food, water, etc.).
- **Magazine Training:** The device that delivers food is often called a magazine (it holds the “ammunition” for shaping the rat’s behavior).
- Every time the rat pushes the lever a pen marks a small piece of paper. This is the cumulative recording of the rat’s responses.
- **Shaping:** Reinforcing successive approximations toward a goal response (e.g., lever pressing).
- **Differential reinforcement:** Reward some responses, but not others (e.g., bar press or rearing, nothing else).
- **Successive approximation reinforcement:** Start with a common behavior, reinforce it, and when it is clearly learned, don’t reinforce again until slightly closer to goal behavior (etc.).
- **Extinction:** Elimination of the learned response by discontinuing reinforcement of that behavior.
- **Spontaneous Recovery:** Sudden return of a previously extinguished behavior following a delay.

Paul, S.T., 2012
Module 5: Behavioral Theories

COMPARING BASIC PROCESSES

Generalization, discrimination, and extinction are also the important dimensions of operant conditioning, just as they are in classical conditioning.

THINK

How do the basic processes of generalization, discrimination, and extinction in classical conditioning differ from the same processes in operant conditioning?

GENERAL EXAMPLES

Can you give your own examples for each of the following (listed here with simplified definitions for your convenience)?

Generalization - giving the same response to similar stimuli.
Discrimination means responding to certain stimuli but not others.
Extinction - a previously reinforced response is no longer reinforced and the response decreases.

(Santrock, 2011)

OPERANT CONDITIONING STRATEGIES TO MODIFY BEHAVIORS

Ullmann & Krasner (in Schunk, 2012) identified three issues that must be considered when planning for behavior modification:

1. Identify the maladaptive behavior/s that must be either increased or decreased.
2. Identify the environmental incidents that currently support the individual’s behaviors.
3. Identify the environmental features that can be altered to change the individual’s behavior.

OPTIONAL READING

<Specific strategies to modify behaviors.pdf>

Premack principle

Perhaps every child has had a taste of the Premack principle. Consider this concise definition by example and reflect on your own experiences as a child.

Principles behind:

- enjoyable activities can be used to reinforce participation in less enjoyable activities
- alternating more enjoyable activities with less enjoyable ones and making participation in the enjoyable activities depend on successful completion of the less enjoyable ones

(Slavin, 2006, p. 140)

The Premack principle can be a useful strategy to organize and get tasks done according to priority.
Increasing Behaviors through Reinforcement

Reinforcement is a term used in operant conditioning to refer to anything that increases the likelihood that a response will occur. Note that reinforcement is defined by the effect that it has on behavior - it increases or strengthens the behavior.

For example, reinforcement might involve presenting praise (the reinforcer) immediately after a child puts away her toys (the response). By reinforcing the desired behavior with praise, the girl will be more likely to perform the same actions again.

TYPES OF REINFORCEMENT

Reinforcement can include anything that strengthens or increases a behavior, including stimuli, events and situations. In a classroom setting, for example, types of reinforcement might include praise, getting out of unwanted work, token rewards, candy, extra playtime and fun activities.

There are two major categories of reinforcement:

- **Primary reinforcement**, sometimes referred to as unconditional reinforcement, occurs naturally and does not require learning in order to work ["innate” reinforcing properties]. Primary reinforcers often have an evolutionary basis in that they aid in the survival of the species. Examples of primary reinforcers include food, air, sleep, water and sex. Genetics and experience may also play a role in how reinforcing such things are. For example, while one person might find a certain type of food very rewarding, another person may not like that food at all.

- **Secondary reinforcement**, also known as conditioned reinforcement, involves stimuli that have become rewarding by being paired with another reinforcing stimulus. For example, when training a dog, praise and treats might be used as primary reinforcers. The sound of a clicker can be associated with the praise and treats until the sound of the clicker itself begins to work as a secondary reinforcer.

The ability of a stimulus to become a secondary reinforcer depends on:

- Strength of primary reinforcer it is paired with.
- Number of pairings of secondary/primary reinforcers.
- Contiguity of secondary/primary reinforcers.

In operant conditioning, there are two different types of reinforcement:

- **Positive reinforcement** involves the addition of something to increase [the likelihood or frequency of] a response, such as giving a bit of candy to a child after she cleans up her room.

- **Negative reinforcement** involves removing something in order to increase [the likelihood or frequency of] a response, such as canceling a quiz if students turn in all of their homework for the week. By removing the aversive stimulus (the quiz), the teacher hopes to increase the occurrence of the desired behavior (completing all homework).

**THE STRENGTH OF THE RESPONSE**

How and when reinforcement is delivered can affect the overall strength of a response. This strength is measured by the persistence, frequency, duration and accuracy of the response after reinforcement is halted.

In situations when the presentation of reinforcement is controlled, such as during training, the timing of when a reinforcer is presented can be manipulated. During the early stages of learning, continuous reinforcement is often used. This **schedule** involves reinforcing a response each and every time it occurs.

Once a behavior has been acquired, it is often a good idea to switch to a partial reinforcement schedule.

**OPTIONAL READINGS**

- What Is Positive Reinforcement?
- What Is Negative Reinforcement?
- What are Schedules of Reinforcement
- Dr. Paul’s Lecture Notes on Schedules of Reinforcement

**Chaining**

Chaining is a teaching method where sub-skills are reinforced in a sequence to enable the learner to perform more complex behaviors. For example, in teaching a child to tie shoes, each individual step, from tightening the laces to making the parts of the knot, would be taught and reinforced until the child can perform the complete task.

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Secondary reinforcers hold together the small behaviors or the “links in the chain of behaviors”, but the integrity of the entire chain rests on the strength of a primary reinforcer (Paul, 2012).

VIDEO: WORLD’S SMARTEST MOUSE!  
This video shows a mouse that has been trained using the chaining strategy.

Backward Chaining

Backward Chaining can have different definitions for different fields, but when teaching life skills to children with special needs, it refers to breaking down the steps of a task and teaching them in reverse order. This gives the child an experience of success and completion with every attempt. Instead of the child starting at the beginning and getting lost somewhere through, with the adult having to complete the task, the adult does all but the last step and lets the child complete the work. Then the adult fades back, doing less and less while the child does more and more, always ending with the child performing the final step.

Pertinent Reading

What Is Punishment?

Punishment is a term used in operant conditioning to refer to any change that occurs after a behavior that reduces the likelihood that that behavior will occur again in the future. While positive and negative reinforcement are used to increase behaviors, punishment is focused on reducing or eliminating unwanted behaviors. Punishment is often mistakenly confused with negative reinforcement. Remember, reinforcement always increases the chances that a behavior will occur and punishment always decreases the chances that a behavior will occur.

Optional readings:

What Is Positive Punishment?
What Is Negative Punishment?
Seven Reasons Punishments are BAD!

1. **Undesirable Emotional By-products**: Usually the goal is just to suppress unwanted behavior, but punishment can also generate fear which may generalize (child becomes fearful of parent even when behaving well).

2. **Not Instructive**: Punishment only indicates that a wrong behavior occurred. It rarely provides information about desired behavior.

3. **Justifies Use of Punishment Toward others**: Part of learning results from modeling others' behaviors. So observing punishment toward us results in a sense that it is an acceptable method to apply to others.

4. **Punishment Only Temporarily Suppresses Behavior**: It doesn’t cause behaviors to be forgotten; it only leads to suppression of a response until the punishing stimulus is removed.

5. **Leads to Aggression Toward Punisher and Others**: Punishment produces aggression which can be directed at (associated with) the punisher as well as other stimuli that are present.

6. **Punishment Only Replaces Undesirable Behaviors**: Spanking leads to crying/tantrums. Punishment of an undesired behavior may provoke a person to lash out at someone or something else.

7. **Leads to Avoidance**: It can teach one to avoid a situation, rather than deal effectively with it. E.g., poor (and/or dyslexic) readers may prefer to skip class or avoid practicing so they don’t feel bad for not being able to read. E.g., embarrassing a student for talking in class may make them less willing to participate in the future. E.g., bad experience with a dentist may make someone avoid getting their teeth checked/cleaned/fixed.

Two Reasons Why Punishers are Overused!

1. **Punisher is often rewarded for doing so**: We punish people who do things that that annoy us. Removing an annoyance becomes a negative reinforcer for the behavior we use to get rid of it.

2. **Primary punishers remain effective, but reinforcers satiate**: It’s challenging to find enough reinforcers in real life. So, punishers tend to be “easier” to use than reinforcers

Alternatives to Punishment!

- Remove opportunities to misbehave (can’t hit you if you aren’t within arm’s reach, etc.).
- Allow/force the behavior to satiate (noisy kids made to continue yelling longer than they want to; smoke a cigar).
- Wait until a person outgrows the undesired behavior.
- Reinforce incompatible behaviors (swimming vs. smoking).
- Ignore the behavior (withhold/prevent reinforcement).

If You MUST Use Punishment!

- Use the minimum amount of punishment necessary in order to suppress the behavior.
- Give the punishment as soon as possible after the undesirable behavior occurs.
- Preserve the punished person’s self-respect; don’t punish in front of others.
- Be consistent (avoid the partial reinforcement effect).
- Always try negative punishment before resorting to positive punishment.
1.4 Applications:

3-STEP GUIDELINE FOR BEHAVIOR MODIFICATION IN THE CLASSROOM

1. Decide what behaviors you want from students; reinforce these behaviors when they occur.
2. Tell students what behaviors you want; when they exhibit the behaviors and you reinforce them, tell them why.
3. Reinforce behaviors as soon as possible after it occurs.

BEHAVIORISM IN ACTION

http://www.innovativelearning.com/educational_psychology/behaviorism/behaviorism_activities.html
Open the link above and try to execute some of the activities in the list. Note down your observations.
- Did your efforts work?
- How do you explain the events using behaviorist principles?

DOING IT STEP-BY-STEP

http://www.innovativelearning.com/educational_psychology/behaviorism/webquest.html

BEHAVIORISM IN VIDEO: KELLY & SUSAN ADAMS CASE

http://video.google.com/videoplay?docid=3965424523438200573
What behaviorist principles were used in this classroom setting?

A Personal Project, anyone?

How would you like to give this a shot?

PERSONAL BEHAVIOR MODIFICATION PLAN

Targeting a specific behavior that you need to modify, use behavioral theories to outline a plan (series of steps) that will help you change that behavior.
> Monitor your own behavior and log events and developments.
> Assess your progress.
> Reward your success! 😊
1. Focus on what you want students to do, rather than on what you want them not to do. This will help you in using differential reinforcement. If you reinforce desirable behaviors that are incompatible with undesirable behaviors (for instance, being on-task, which is incompatible with being off-task), students will know what it is you want from them. In addition, tell students what they are doing right.

2. Remember that one size does not fit all when it comes to reinforcement. It is only reinforcement if the behavior increases. What is reinforcing to one student may be punishing to another. Extra recess may be highly valued by many children, but not by the child whose peers have rejected him/her. There are developmental differences in what students find to be reinforcing. What is reinforcing to first-graders is not likely to be reinforcing to middle school students. A very popular reinforcer among young children is lunch with the teacher. This is often used as punishment at the middle school level.

3. Teachers often inadvertently reinforce behavior we do not want to continue. As discussed above, this may be in the form of attention. For some students any attention (even negative) is better than no attention. However, we do it in other ways as well. We might inadvertently negatively reinforce a student’s disruptive behavior by sending him/her out of the classroom, and thereby removing what the student considers to be an aversive stimulus (some content area, a test, reading aloud...).

4. When using the Premack principle, we give students information about what they should find enjoyable. “If you finish your math problems, then you may use the computer.” This statement tells young children that using the computer is preferable to completing math problems. Is this a message you want to send?

5. Teachers are not the only sources of reinforcement and punishment in the classroom. Classmates often reinforce behavior that we are trying to extinguish. For instance, the class clown is reinforced by laughter from peers. As children develop peers have greater influence, thus reinforcement from peers may become more important than reinforcement from teachers.

6. Punishment is not punishment unless the behavior decreases. Just as reinforcement is not one-size-fits-all, neither is punishment. We see similar individual and developmental differences in what children see as punishing.

7. Taking away recess as punishment (response cost) is a bad idea. Children need unstructured time to engage in physical activity, play, and socialize (e.g., Pellegrini, 2005). Breaks such as recess can increase young children’s attention to academic tasks (Pellegrini, Huberty, & Jones, 1995; Pellegrini & Smith, 1998). Older children and adolescents benefit from recess in similar ways.

8. Given the problems associated with punishment, it should be a last resort. Try other ways of getting students to do what it is you want them to do before you resort to punishment.

Santrock, 2011, p. 233
Slavin, 2006, p.141
Module 5: Behavioral Theories

Guide for your e-Journal

For your e-journal entries, you may use the following as guides, but feel free to express other thoughts (and feelings) about learning as they have been stimulated by the topics in this chapter. Keep in mind that learning is very personal and your e-Journal should be reflective of those personal learning events.

REFLECT

- What are predominant practices in your home with respect to reinforcing behaviors and for modifying behaviors?
- How would you prefer behaviors regulated at home or in school?

Basic Readings

Cherry, K. In About.com

Behavioral Psychology Basics
http://psychology.about.com/od/behavioralpsychology/tp/behavioral-psychology-basics.htm

What Is Behaviorism?
http://psychology.about.com/od/behavioralpsychology/f/behaviorism.htm

Introduction to Classical Conditioning
http://psychology.about.com/od/behavioralpsychology/a/classcond.htm

Principles of Classical Conditioning
http://psychology.about.com/od/behavioralpsychology/a/classcondbasics.htm

The Little Albert Experiment
http://psychology.about.com/od/classicpsychologystudies/a/little-albert-experiment.htm

The Sad Tale of Little Albert: New Evidence Suggests Little Albert Was Neurologically Impaired
http://psychology.about.com/od/classicalconditioning/a/sad-tale-of-little-albert.htm

Introduction to Operant Conditioning
http://psychology.about.com/od/behavioralpsychology/a/introopcond.htm

Classical vs Operant Conditioning
http://psychology.about.com/od/behavioralpsychology/a/classical-vs-operant-conditioning.htm

What Is Reinforcement?
http://psychology.about.com/od/operantconditioning/f/reinforcement.htm

What Is Positive Reinforcement?
http://psychology.about.com/od/operantconditioning/f/positive-reinforcement.htm

What Is Negative Reinforcement
http://psychology.about.com/od/operantconditioning/f/negative-reinforcement.htm

What Is Punishment? (Is Punishment Effective?)
http://psychology.about.com/od/operantconditioning/f/punishment.htm

What Is Positive Punishment?
http://psychology.about.com/od/operantconditioning/f/positive-punishment.htm

What Is Negative Punishment?
http://psychology.about.com/od/operantconditioning/f/negative-punishment.htm

Schedules of Reinforcement
http://psychology.about.com/od/behavioralpsychology/a/schedules.htm

Classical and Operant Conditioning Study Guide
http://psychology.about.com/od/behavioralpsychology/a/conditioning-study-guide.htm
Other Resources


More Web Destinations for the Knowledge Hungry

Skinner: a personal and theoretical background in powerpoint
www.webster.edu/~woolflm/personalityskinner.ppt#297,29,slide%2029
The link automatically downloads a powerpoint file that highlights Skinner’s biographical background and theoretical work.

Brief overview about Skinner and his theory. (Links to videos are no longer accessible.)

Behaviorist Learning Theory
http://www.innovativelearning.com/teaching/behaviorism.html
Psychological-philosophical perspectives on Watson’s and Skinner’s behaviorist theories.

Behaviorism
http://www.iep.utm.edu/behavior/
Internet Encyclopedia of Philosophy provides a historical overview and brief descriptions of behaviorists and behaviorist theories.

Classical (Respondent) Conditioning
http://chiron.valdosta.edu/whuitt/col/behsys/classcnd.html
This web page provides an explanation of classical conditioning with effective visuals.

http://www.edpsycinteractive.org/topics/behavior/classcnd.html

Operant (Instrumental) Conditioning
http://chiron.valdosta.edu/whuitt/col/behsys/operant.html
This site present a summary of operant conditional with graphics, including definitions of a variety of schedules of reinforcement.

Principles For Using Behavior Modification (by Huitt, 1994)
http://chiron.valdosta.edu/whuitt/col/behsys/behmod.html
This web page discusses the principles for using behavior modification for developing and strengthening new behaviors, maintaining and establishing behaviors, stopping inappropriate behaviors and modifying emotional behavior.

Index of /IT/Learning/Behaviourism
http://www.pgce.soton.ac.uk/IT/Learning/Behaviourism/

Writing Behavioral Objectives
http://www.edpsycinteractive.org/topics/plan/behobj.html
Media clips for Audio-Visual Learners

BF Skinner’s Operant Conditioning Chamber.  
http://www.youtube.com/watch?feature=endscreen&v=SUwCgFSb6Nk&NR=1  
This video provides a quick historical overview of the development of behaviorism from Pavlov’s Classical Conditioning to Skinner’s Operant Conditioning, then focuses on the operant conditioning chamber experiment.

Skinner and "Skinner’s Box".  http://www.youtube.com/watch?v=mm5FGrQEyBY

Kelly & Susan Adams Case  
http://video.google.com/videoplay?docid=3965424523438200573  
A video example of using behaviorism in the classroom.

Derren Brown’s demonstration of superstitious behavior in humans  
Part 1 http://www.youtube.com/watch?v=IDi2NIJsA4nI  
Part 2 http://www.youtube.com/watch?v=KX18zivi6QM&feature=related  

Thorndike’s Law of Effect  
http://www.youtube.com/watch?v=Vk6H7Ukp6To

World’s Smartest Mouse!  
http://www.youtube.com/watch?v=txq_BogA1NM

Video by Stella Bastone for Learning Innovations & Academic Development.  
http://www.youtube.com/watch?v=cP5iCleK-PM&feature=related

Original video of Pavlov’s experiment.  
http://www.youtube.com/watch?v=hhqumfpxuzI

Sbocco Studios’ Animation of Pavlov’s Classical Conditioning.  
http://www.youtube.com/watch?feature=endscreen&NR=1&v=FMJHpRx_O8