

## Chapter 2 Summary

### Types of Theories

#### *Determinism*

- Behaviour is determined by past history – relationships or the consequences of these relationships
- E.g. someone is a risk taker because there has been past history that their risk taking behaviour has been rewarded with attention

#### *Behaviourism*

- Sees the environment as central in shaping behaviour

#### *Mediationism*

- Similar to reductionism
- Says that a behaviour/concept is mediated by something else
- E.g. depression is the mediator of excessive sleep and lack of drive

#### *Essentialism*

- Views characteristics of a group as unchangeable (ethnicity, gender age...)

#### *Explanative*

- Physiological reasons that a person has a pathology (symptom/disorder)
- E.g. depression is explained as low serotonin levels

#### *Descriptive*

- Describe the contexts under which certain behaviours are more likely to occur
- E.g. depressive symptoms are more likely to occur when there is no social support

#### *Reductionism*

- Reduction of complex things into simplified elements
- Taking the complexity behind why adolescents are risk-takers and reducing it down to the fact that their site of higher order functioning (PFC) is not full developed

#### *Causal*

- Tries to understand exactly what causes we observe
- E.g. lack of brain development causes risk taking

#### *Contextual*

- Tries to understand the context under which behaviours arise
- E.g. risk-taking behaviour is more likely to occur in situations where an adolescent is unsupervised

## Major Theorists

### *Freud*

- Psychoanalysis (deterministic theory)
- Events from early childhood determine adult behaviour
- Postulated that human behaviour is driven by unconscious processes – sex and aggression

### *Skinner*

- Radical Behaviourism
- Determinism – behaviour is determined by antecedents (environment) and consequences
- Looked to the environment to see how language developed
- Behaviours have consequences on the environment and future behaviour and so on...
- Learned superstition in birds
- Instrumental/operant conditioning – behaviour can be controlled with the use of rewards (reinforcers)

### *Seligman*

- Learned helplessness and depression follow failed attempts at overcoming adversity
- Performed the dogs with electric shock experiments – one dog had the power to switch off the shock for both dogs
- Learned optimism (positive psychology) – challenge negative conditions from a state of passivity to control

### *Piaget*

- Studied cognition and language development
- Reductionist
- Genetic epistemology – intellect develops in stages
- Accommodation = adapting one's current understanding to incorporate new information
- Assimilation = interpreting a new experience in terms of present schemas
- Sensorimotor (0-2)
  - Learn to co-ordinate sensory and motor experiences
  - Develop object permanence
- Pre-operational (2-7)
  - Don't understand conservation of volume, number and mass
  - Egocentric – doesn't understand that others have differing opinions
- Concrete Operational (8-11)
  - Can perform all conservation tasks
  - Learn to logically reason – if A is larger than B and B is larger than C then A must be larger than C
- Formal operational (11+)
  - Dealing with the abstract
  - "is my dog (which is larger than an elephant), larger than a horse?" the answer is yes because a an elephant is larger than a horse however a child not in this stage will not be

able to comprehend a situation, hypothetical or not, where a dog is larger than an elephant let alone a horse

*Vygotsky*

- Sociocultural theorist
- Environment influences behaviour, mainly social interactions with others
- Cognitive development occurs due to social interactions rather than through internal changes
- Zone of Proximal Development (ZPD)
  - Difference between what a child can do alone and what they can do with the help of others
- Development occurs because of interactions with others which causes them to reach other zones
- Lower limit of ZPD = acting alone
- Upper limit of ZPD = acting with the support of others

*Erikson*

Stage theory of development that extends into adulthood

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Life Conflict	Age
Trust Vs. Mistrust <ul style="list-style-type: none"> <li>• Develop a basic sense of trust in the world</li> </ul>	1
Autonomy Vs. Shame and Doubt <ul style="list-style-type: none"> <li>• Develop independence</li> </ul>	1-3
Initiative Vs. Guilt <ul style="list-style-type: none"> <li>• Begin to initiate tasks themselves without being told to do so – packing lunch and waking up at the right time for example</li> </ul>	3-5
Industry Vs. Inferiority <ul style="list-style-type: none"> <li>• Able to execute tasks</li> <li>• Getting things done – failure of this can give unrealistic ideas of what they can or cannot do later in life</li> </ul>	6- puberty
Identity Vs. Identity Confusion <ul style="list-style-type: none"> <li>• Developing a sense of identity and where you sit in the world</li> </ul>	10-20
Intimacy Vs. Isolation <ul style="list-style-type: none"> <li>• Developing relationships and a family/support network</li> </ul>	20-40
Generativity Vs. Stagnation <ul style="list-style-type: none"> <li>• Continuing to be productive and do things of worth</li> </ul>	40-60
Integrity Vs. Despair <ul style="list-style-type: none"> <li>• Having a feeling that you integrated well in your life and do not have feelings of regret</li> </ul>	60+

### *Other Points*

- Carl Rogers = client centred therapy

### *Classical Conditioning*

- Process by which a neutral stimulus (bell) is paired with an unconditioned stimulus (food)
- The unconditioned stimulus induces an unconditioned response (salivation)
- Eventually the neutral stimulus becomes a conditioned stimulus (bell) so that exposure to this conditioned stimulus will bring about the same effect as the unconditioned response of the conditioned stimulus

### *Operant Conditioning*

- Rewards/deterrents follow a specific behaviour
- Eventually the behaviour is associated with the deterrent/behaviour and the behaviour is done more frequently or abstained