

Personality

Learning Approaches



What We Will Cover in This Section

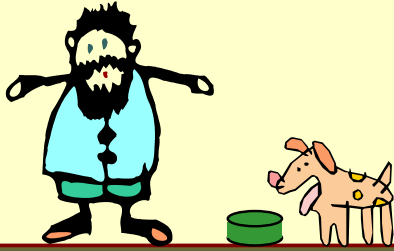
- Overview
- Pavlov
- Skinner
- Miller and Dollard
- Bandura



Overview

- **Radical shift from internal processes.**
- **Behavior influenced by external events.**
- **Idiographic.**

Pavlov: Classical Conditioning

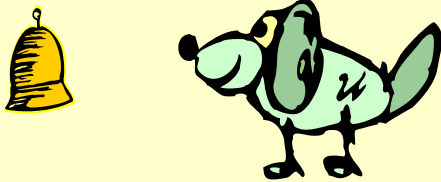


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Natural Behavior



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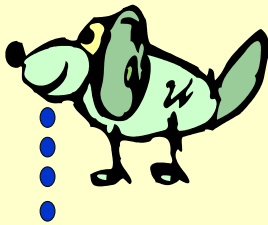
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Natural Behavior

Unconditioned Stimulus



Unconditioned Response



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Acquisition Phase

Conditioned Stimulus

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Unconditioned Stimulus

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Later

Conditioned Stimulus

+

Unconditioned Stimulus

Conditioned Response

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Extinction

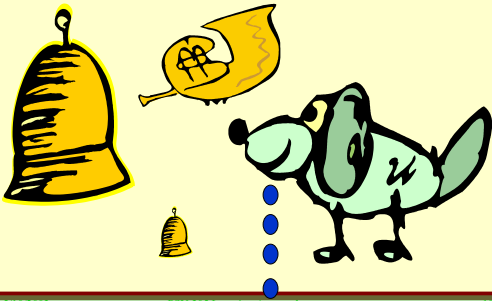
Extinction

Period during which the CS::UCS relationship is weakened.

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Stimulus Generalization



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Key Characteristics

- **Learned behavior (Conditioned Response) is involuntary.**
- **During learning the triggering stimulus (Unconditioned Stimulus) occurs before the learned behavior.**

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B.F. Skinner and Operant Conditioning

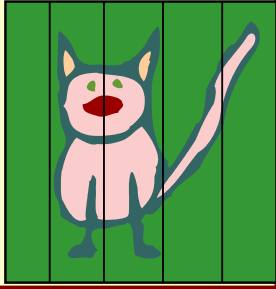
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Thorndike: Law of Effect

Any behavior that is followed by reinforcement is strengthened.



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Overview

- Grew out of reaction to 'hidden events' in psychoanalysis.
- We cannot see what goes on inside the 'black box'.
- Empirically based.
- Focused on individual learning (idiographic).
- All behavior is acquired through experience.

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Key Characteristics

- Focused on voluntary behavior.
- Believed that behavior is controlled by its consequences.
 - Get good things.



- Minimize bad things.



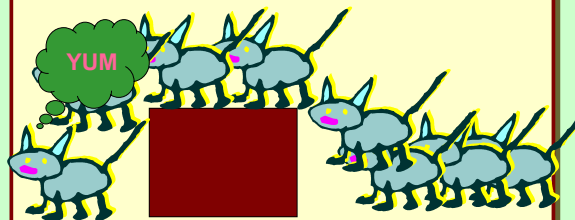
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Positive Reinforcement

Behavior that gets something you want.



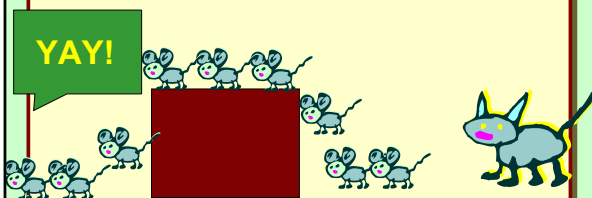
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Negative Reinforcement

Behavior that removes something you don't want.



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Punishment

- **Removal of something liked or presentation of something disliked.**
 - Generally leads to suppression of behavior.
 - Does NOT lead to forgetting (extinction).
 - Examples.
 - Speeding tickets.
 - Time outs.

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Other Elements

- **Discriminative Stimulus.**
 - An environmental event that lets the person know that a response is appropriate.
- **Stimulus Discrimination.**
 - Responding to one stimulus and not responding to a similar, inappropriate stimulus.

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Learning Complex Behavior

- **Shaping**
 - Learning a complex behavior by reinforcing closer and closer approximations to the desired behavior.
- **Chaining**
 - Linking small behavioral steps to achieve the desired behavior.

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Types of Reinforcers

- **Primary Reinforcer**
 - Reinforcers that are related to basic survival.
 - Food
 - Water
 - Sex
- **Secondary Reinforcer**
 - Reinforcers that get their value through association with a primary reinforcer.
 - Money
 - Grades

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Reinforcement Schedules

- **Continuous**
 - Every appropriate response is reinforced.
- **Variable**
 - **Ratio schedules.**
 - After every X responses.
 - **Interval**
 - After every X minutes.

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Issues and Contributions

- | | |
|---|--|
| <ul style="list-style-type: none">• Issues.<ul style="list-style-type: none">– What energizes behavior?– What organizes responses?– Cognitive activities?– Affective responses? | <ul style="list-style-type: none">• Contributions.<ul style="list-style-type: none">– Scientifically rigorous.– Applied value. |
|---|--|

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Dollard and Miller

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Overview

- **Attempted to integrate psychodynamic ideas with behaviorism.**
- **Looked at the individual and the group.**
- **Attempted to establish a clear research base.**

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Elements: Drive Theory

- **Drive.**
 - Some internal or external stimulus that compels us to action... whose elimination or reduction is reinforcing.
- **Cue.**
 - Stimulus that lets us know the appropriate direction for drive reducing behavior.
- **Response.**
 - Internal or external behavior that has the intention to reduce a drive.
 - The responses that are effective are learned.

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Drive Theory, Continued

- **Dominant Response.**
 - The response that has been most effective in reducing the drive.

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Conflict, Part 1

- **Approach – Approach**
Person has two positive, mutually exclusive goals.
- **Avoidance – Avoidance**
Person has to choose between two mutually exclusive negative behaviors.

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Conflict, Part 2

- **Approach – Avoidance.**
A goal or activity has both positive and negative aspects.
- **Double Approach – Avoidance.**
Person has two goals and each has both positive and negative aspects.

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Frustration- Aggression Hypothesis

1. Person is pursuing some goal.
2. Attainment of this goal is blocked (Frustration).
3. This frustration leads to stifling the satisfaction of the drive.
4. This frustration leads to aggression.

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Displacement: Does it Exist?

Miller (1948)

- Two rats in cage shocked till they started fighting (aggression).
- Turning off the shock was reinforcing.
- Then a plastic doll was put into the cage and rats were shocked.
- Rats aggressed against each other.
- When rat alone in the cage was shocked, it aggressed against the plastic doll (Displaced Aggression).

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Displacement Conclusions

1. If we cannot aggress toward the desired stimulus, we will respond against the most similar stimulus.
2. If a desired response against an original stimulus is prevented by conflict, we will displace toward a less similar stimulus.
3. When there are strong avoidance tendencies to an original stimulus we will displace against a dissimilar object.

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Critical Training Situations

- **Feeding Situation.**
- **Cleanliness Training.**
 - Learn a sense of approval and disapproval.
- **Early sex training.**
- **Anger-anxiety conflicts.**
 - How to deal with frustration.
 - Appropriate displacement.

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Issues and Contributions

- **Issues.**
 - Do humans behave like animals?
 - Somewhat simplistic.
 - Incomplete synthesis with psychoanalysis.
- **Contributions.**
 - Broad application of the empirical approach.
 - Synthesis of learning and psychoanalysis.
 - Clear description of therapy.

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Albert Bandura and Walter Mischel

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Overview: Mischel

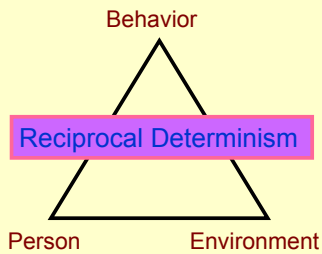
- **Observed that there is a weak correlation between personality test scores and actual behavior.**
- **Human behavior is not consistent.**
- **Consistency Paradox**
 - People assume that behavior is consistent across situations when the data show that it is not. Why?
- **Conclusion: Current theories overemphasize P and deemphasize E.**

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Fundamental Model



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Cognitive Social::Person Variables

1. How do we see things (Encoding).

- What do we look at (Attention)?
- How do we evaluate what we see (Evaluation)?

2. What do we think will happen (Expectancy)?

- Behavior-Outcome Expectancy
- Stimulus-Outcome Expectancy
- Self Expectancy
- Self-Efficacy

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Cognitive Social::Person Variables

3. Is it worth it to behave this way?

- Subjective evaluation.

4. Do I get rewarded?

- Extrinsic rewards
- Intrinsic rewards.

5. Can I do it? (Competency)

- Skill
- Ability

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Observational Learning: Bandura

- **We learn by watching models.**
 - How attractive?
 - How powerful?
- **Vicarious Reinforcement.**
Comes from seeing the positive consequences for the model.
- **Vicarious Punishment.**
Comes from seeing the negative consequences for the model.

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Bobo the Clown Studies

1. See model attack an inflated clown.
2. Consequences for model
 - a. See model praised.
 - b. See model punished.
 - c. See no action.
3. When offered rewards...
All three groups reacted the way the model did!
4. Conclusion.
 - a. The behavior was learned (vicariously).
 - b. The consequences of the behavior controlled it.

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Key Elements to Social Learning

1. Have to pay attention to the model.
2. Have to remember
 - What what the model did.
 - What happened to the model.
3. Have to be able to reproduce what the model did.
4. Have to have the motivation to do what the model did.

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Self- Efficacy

A person's beliefs about what he or she is capable of doing.

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Moral Conduct & Self-Exonerating Mechanisms

1. Moral justification.

Immoral behavior becomes a means to reach a (morally) higher goal.

2. Euphemistic labeling.

Labeling an immoral act something else.

3. Advantageous comparison.

Comparing an immoral act with something worse.

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Self-Exonerating Mechanisms, Cont.

4. Displacement of responsibility.

I did it because I was ordered to do it.

5. Diffusion or responsibility.

Either performing some socially desirable act, or failing to do some act because the group behaved that way.

6. Disregard/distortion of consequences.

Ignoring or distorting the harm that may be caused.

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Self-Exonerating Mechanisms

7. Dehumanization.

Classifying people as being less than human so that humane principles of behavior do not apply to them.

8. Attribution of blame.

It was the victim's fault.

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Delay of Gratification

- Children given choice between a small immediate reward or a larger reward to get later.
- Conditions.
 1. Both rewards were visible.
 2. Neither reward was visible.
 3. Only the immediate reward was visible.
 4. Only the larger, delayed, reward was visible.



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Delay of Gratification, Continued

- Expected: Seeing the rewards would increase the ability to delay gratification.
- Found:
 - Children waited longer when no rewards were visible.
 - Seeing the rewards caused children to think about them and this decreased the delay.
 - Children waited the longest used self-distracting strategies.

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Delay of Gratification, Continued

- Follow-up studies with the study participants found that as adolescents they
 - Less likely to be sidetracked by setbacks.
 - Cope well with problems.
 - Less likely to be impulsive.
 - More able to postpone a gratification.
- This ability to delay gratification can be learned by watching models.

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Dysfunctional Expectancies

- Psychological problems that arise from having erroneous or faulty expectations:
 - Behavior::Outcome expectations.
 - Stimulus::Outcome expectations.
 - Self-expectancy expectations.
- For many of these problems, watching a model is the most effective therapy.

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Issues and Contributions

- **Issues.**
 - Behavior is more consistent than
 - Assumption that mental events do not contribute to behavior.
 - Ignores the unconscious.
 - Works with independent elements but is not unified.
- **Contributions.**
 - Emphasis on research.
 - Strong applied value.

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