LEARNING THEORIES

APPLICATION IN PSYCHIATRY

BY

Dr. KARRI RAMA REDDY

MBBS, MD, PhD, MBA, MCA, MTech, LLM, LLM, LLM, LLM, LLM, MEd, MJ, MA, MA, MS, MLISc, MSW, DFE, DCE, DFM, CCY, YIC, FIPS, MAPA, FIASP

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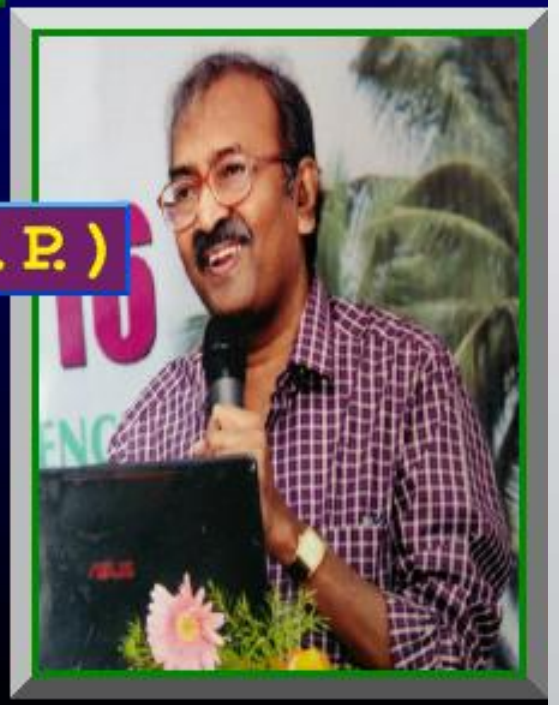

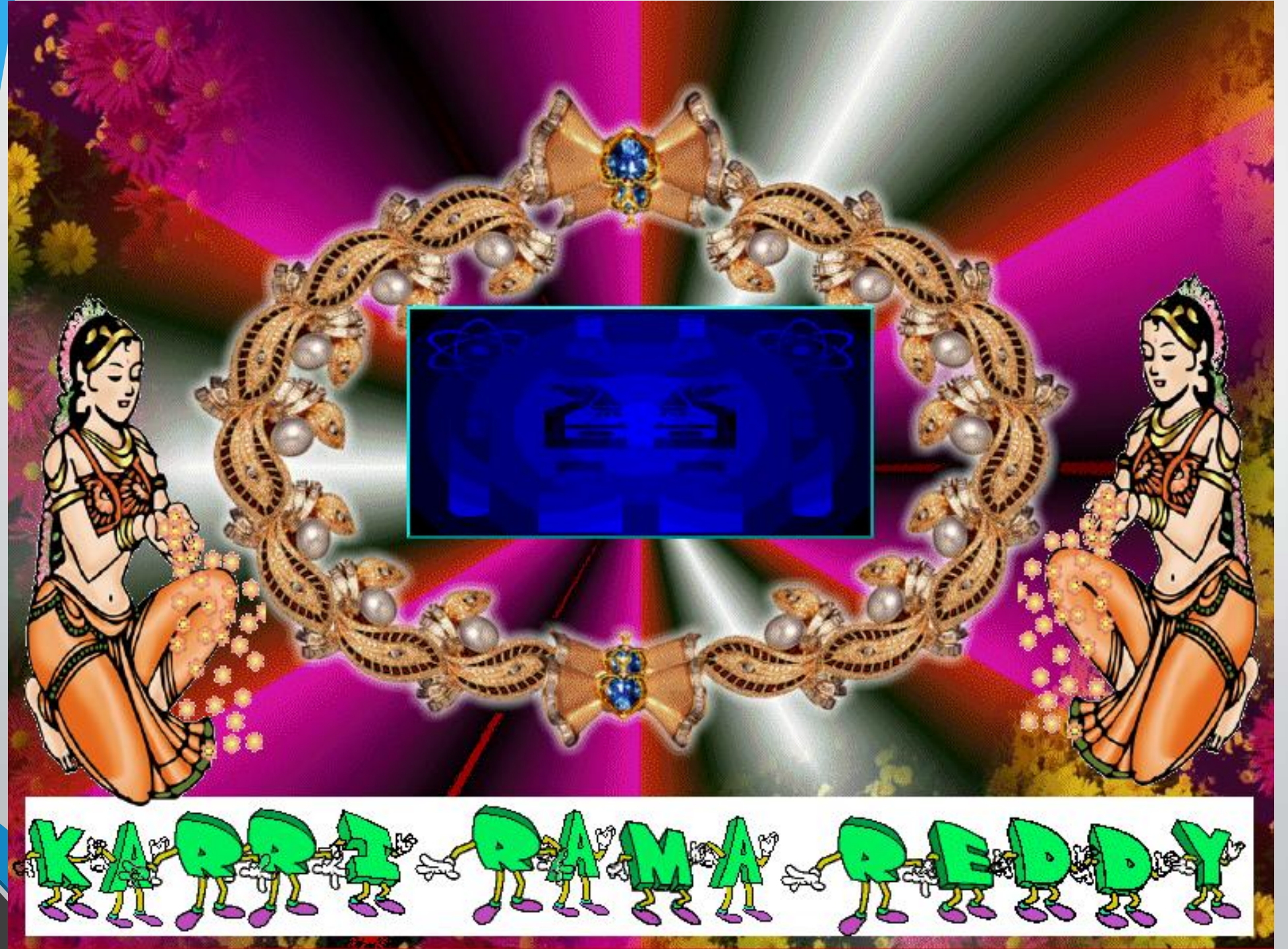
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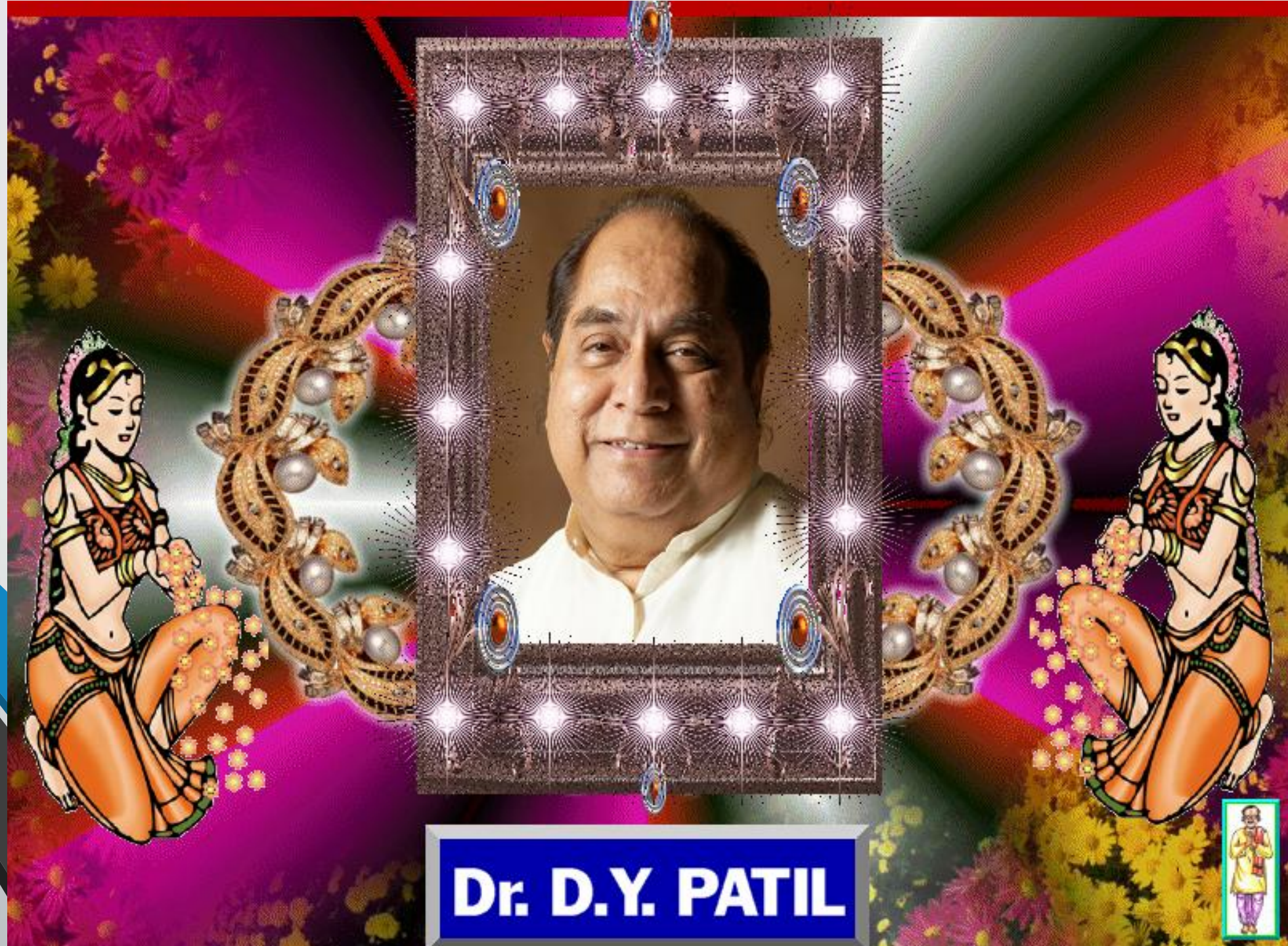

Dr. D.Y. PATIL

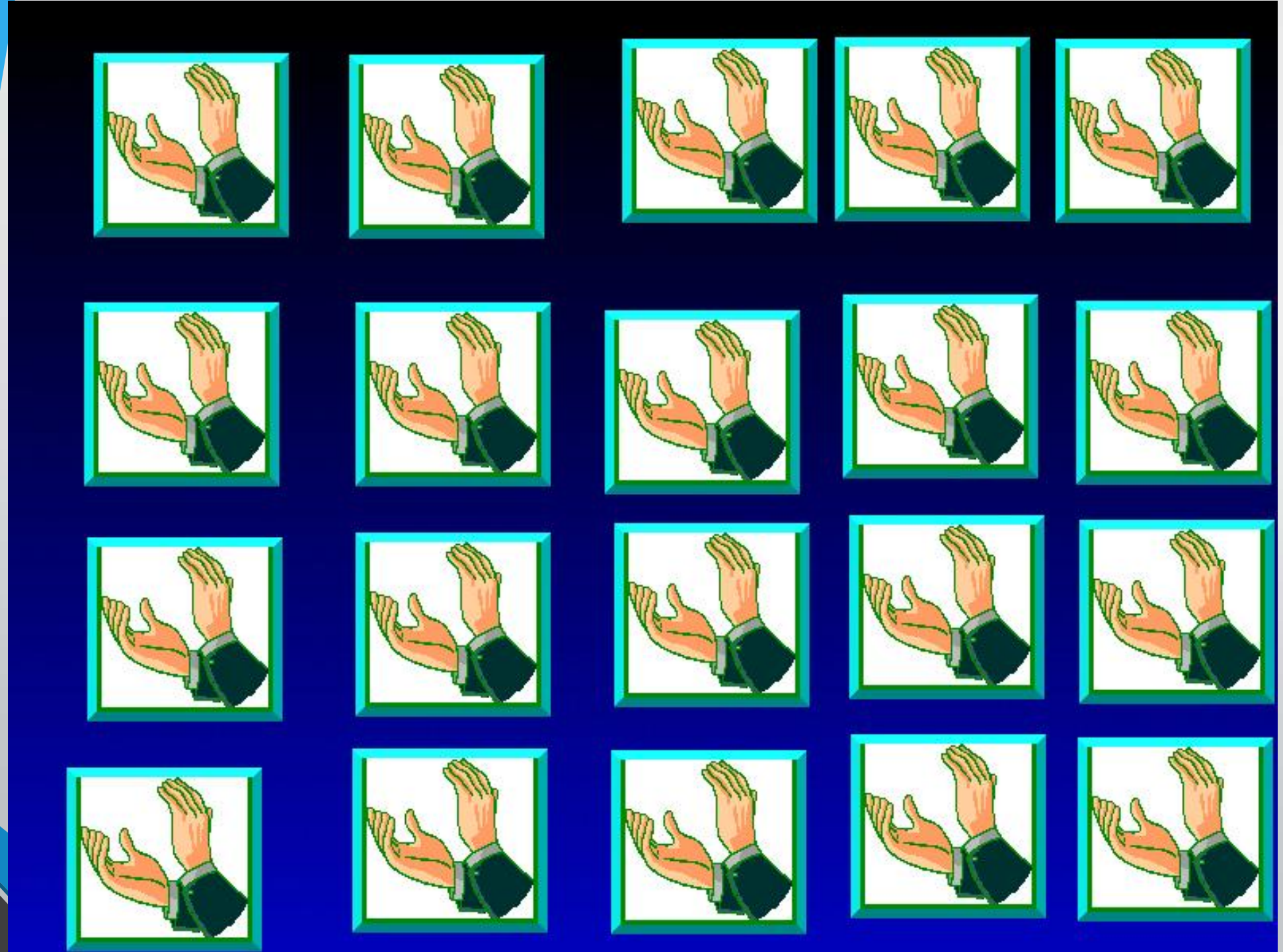

Dr. NILESH SHAH

Dr. RASHMIN CHOLERA

Dr. SANJIV KALE

PSYCHIATRIC FRATERNITY

BUDDING PSYCHIATRISTS



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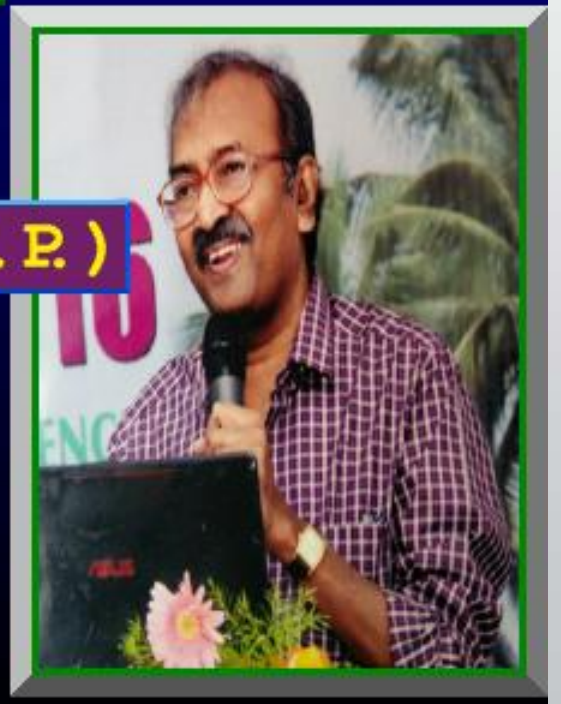
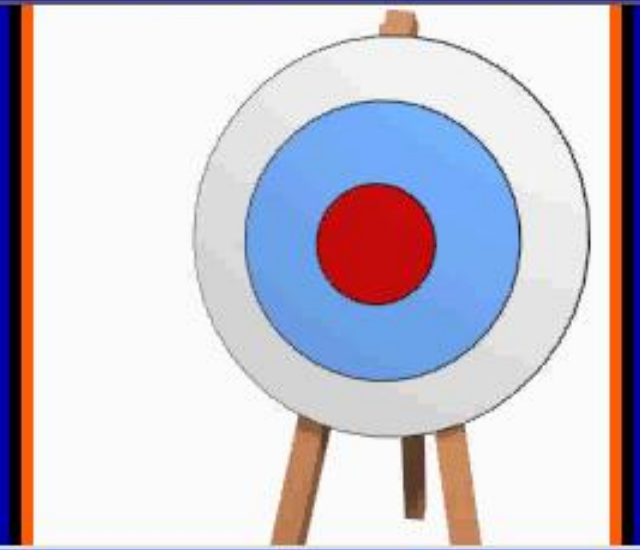


MENU CARD

OBJECTIVE

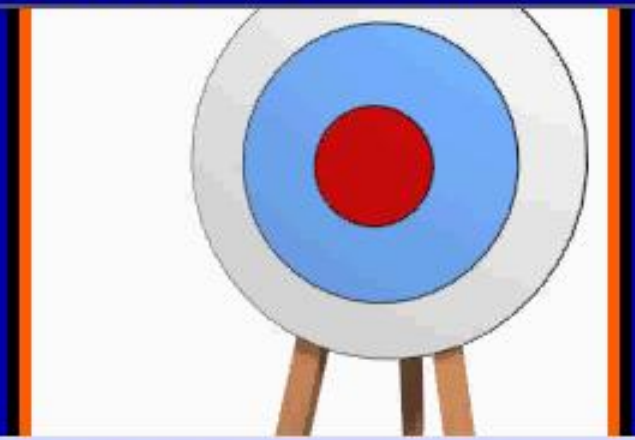
IN ORDER TO MASTER THE LEARNING THEORIES



TO HAVE A LEARNING EXPERIENCE FOR 2Hrs IN THE FORM OF A WORK SHOP OR LECTURE DEMONSTRATION

CURRENT OBJECTIVE

TO REFRESH THE KNOWLEDGE OF THE LEARNING THEORIES



TO HAVE A LEARNING EXPERIENCE FOR ONE and HALF HOUR IN THE FORM OF A BRIEF LECTURE DEMONSTRATION

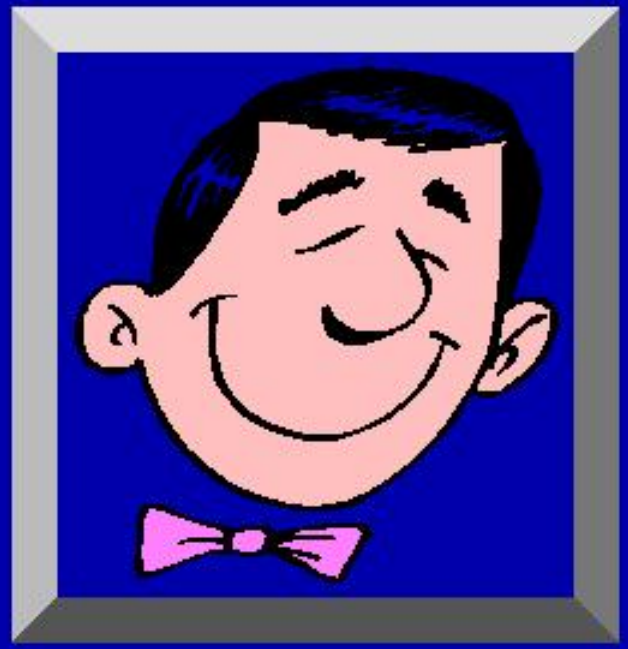
WHY ?

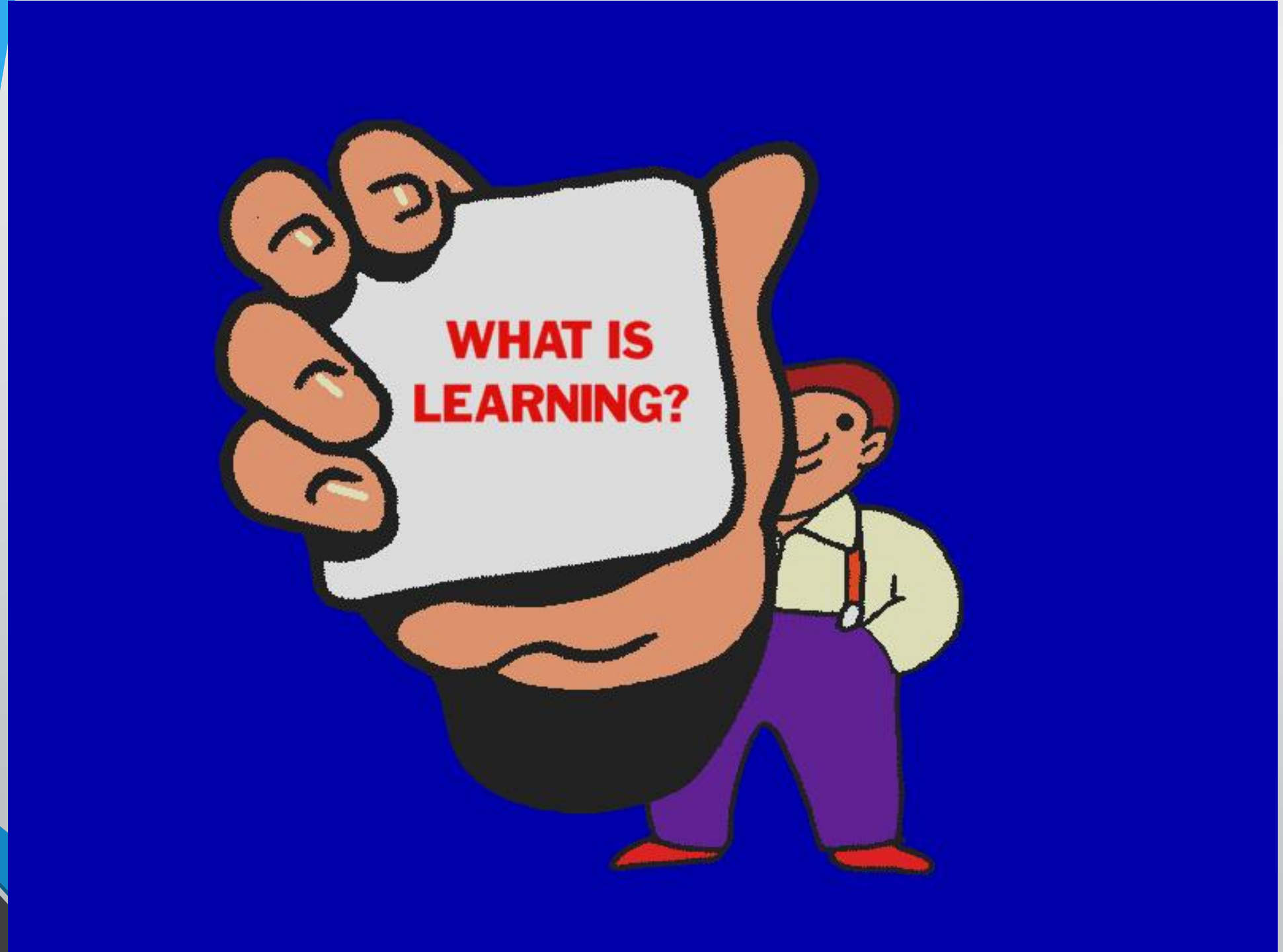
Learning theories are worth knowing

Much human behavior (including overt behavior, thought patterns, and emotion) is acquired through learning

The etiology and maintenance of psychiatric disorders

Learning principles can influence the effectiveness of a therapy




WHAT IS
LEARNING?

MODIFICATION OF BEHAVIOUR THROUGH EXPERIENCE

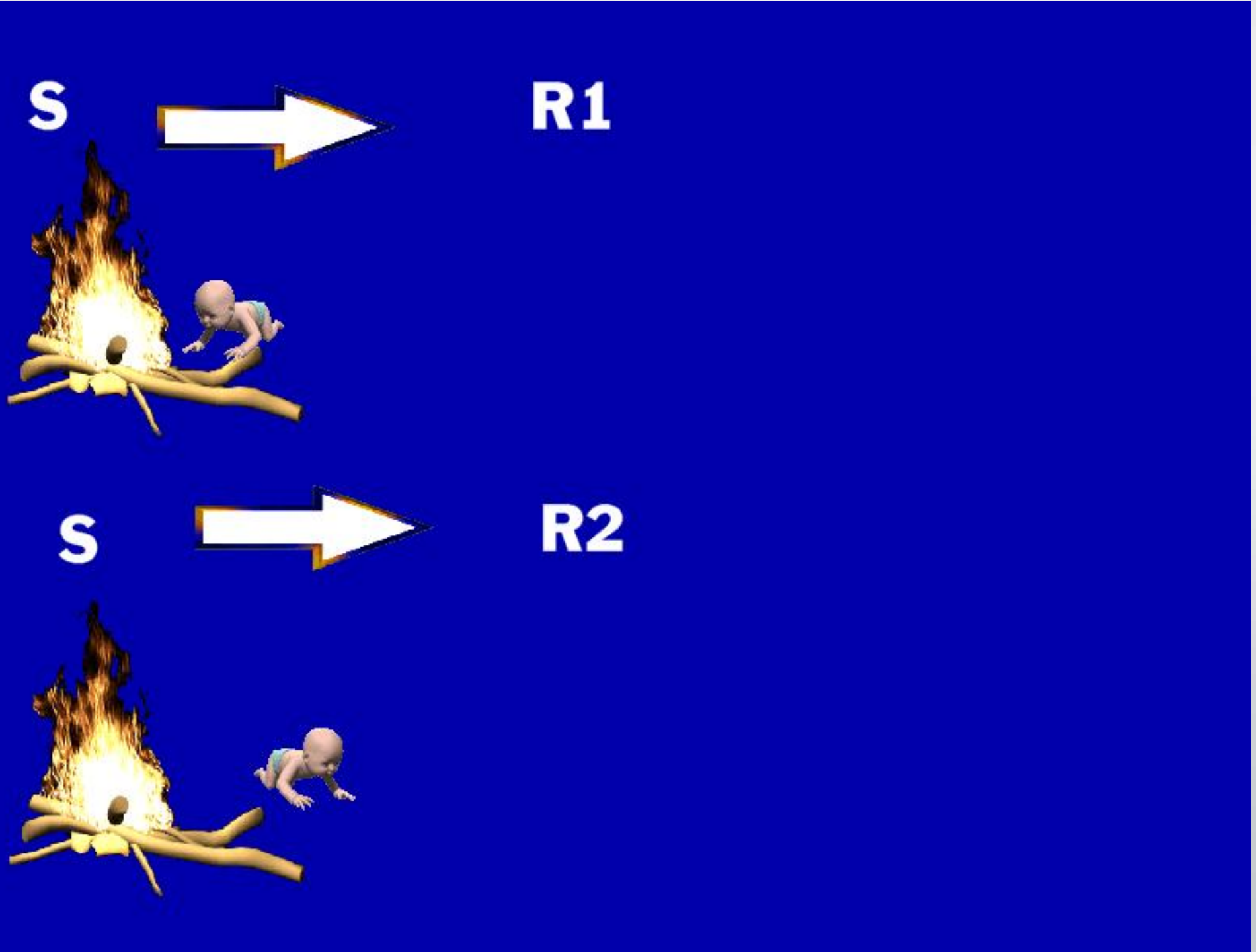
ACQUISITION OF NEW BEHAVIOUR PATTERNS

MODIFICATION AND COORDINATION OF THE RESPONSES

ANY RELATIVELY PERMANENT CHANGE IN BEHAVIOUR WHICH OCCURS AS A RESULT OF PRACTICE

COMPONENTS

- ACQUIRING KNOWLEDGE
- BROADENING OF UNDERSTANDING
- IMPROVEMENT OF SKILLS
- DEVELOPMENT OF ATTITUDES
- DEEPENING OF APPRECIATION


S
R1
S
R2

FEATURES OF LEARNING

LEARNING IMPLIES CHANGES

LEARNING IMPLIES DEVELOPMENT

LEARNING IS ADJUSTMENT

LEARNING IS UNIVERSAL

LEARNING IS A LIFE-LONG PROCESS

LEARNING IS NOT.....

- MATURATION
- MOTIVATION
- CHANGE IN STIMULUS
- FATIGUE

GOALS OF LEARNING

ACQUISITION OF KNOWLEDGE

Perceptual learning

Conceptual learning

Associational learning

Appreciational learning

Attitudinal learning

ACQUISITION OF SKILLS

Perceptual learning

Conceptual learning

Sensation

Perception

Mental image

Analysis

Abstraction

Generalization

Concept formatiom

Associational learning

Lightning

Sour-smelling milk

Unexpected loud noise

Chopping onions

Appreciational learning

Attaching a value to the knowledge

Attitudinal learning

Developing an inclination

REFLEXES

FIXED ACTION PATTERNS

ELICITED BEHAVIOR

Behaviorism
Skinner
Bandura
Thorndike
Pavlov
Watson
Guthrie
Hull

Cognitivism
Gagne
Bruner
Anderson
Gardner
Novak
Rummelhart
Norman
Lewin
Kohler
Tolman

Constructivism
Vygotsky
Lave & Wenger
Piaget
Bransford
Hasselbring,etc. (CTGV)
Grabinger
Spiro and colleagues

Representations of the Learning Process

Behaviorism

Stimulus-Response

Reinforced Behavior

Antecedent Behavior Consequence

Sequenced knowledge and skills presented in logical limited steps

Cognitivism

Cognitivist Learning Perspective

Information Processing

Schema

Mental Models

Constructivism

Inquiry-based

Discovery learning

S-R Theories

Connectionist Theories

Classical (Pavlovian) conditioning

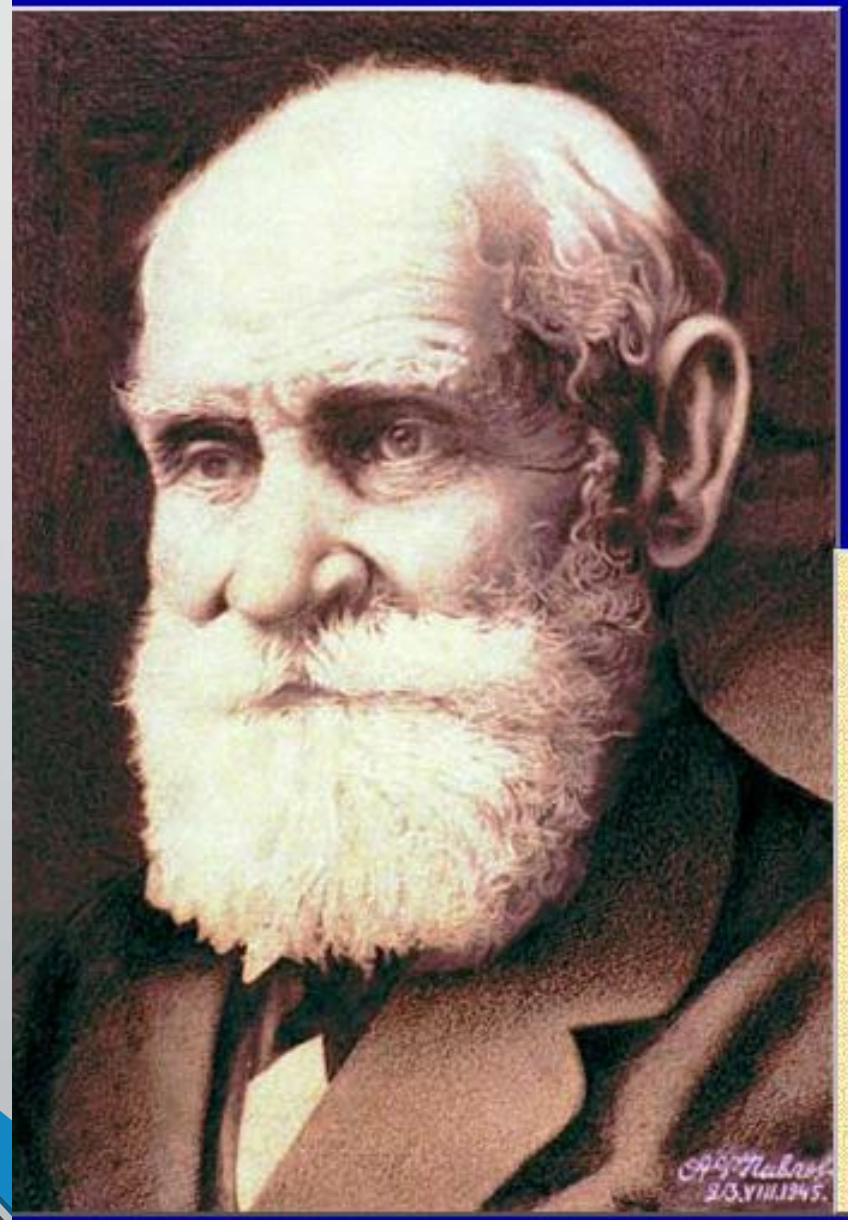
Classical conditioning

Type S conditioning

Respondent conditioning

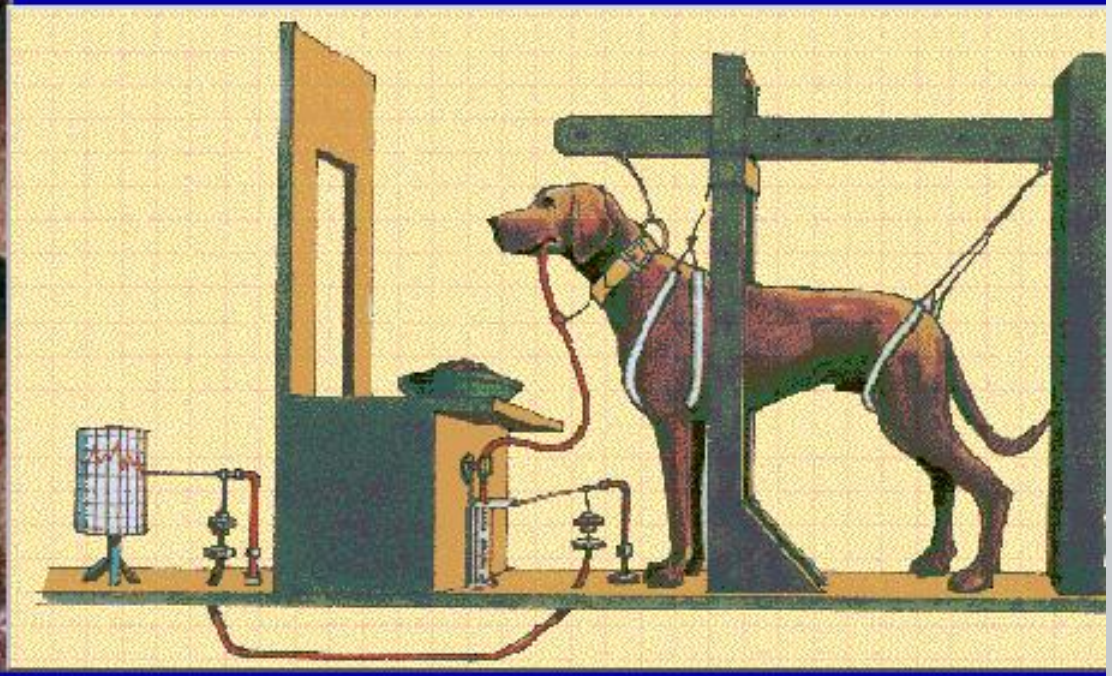
Substitution learning

Signal learning



IVAN PAVLOV

(1849-1936)



PAVLOV AND HIS DOG

Conditioning occurs when neutral stimuli are associated with a psychologically significant event.

Pavlov's Problem: experienced dogs salivated before the food was presented

Pavlov's Theory: Some stimulus that preceded the food presentation had acquired capacity to elicit the response of salivation

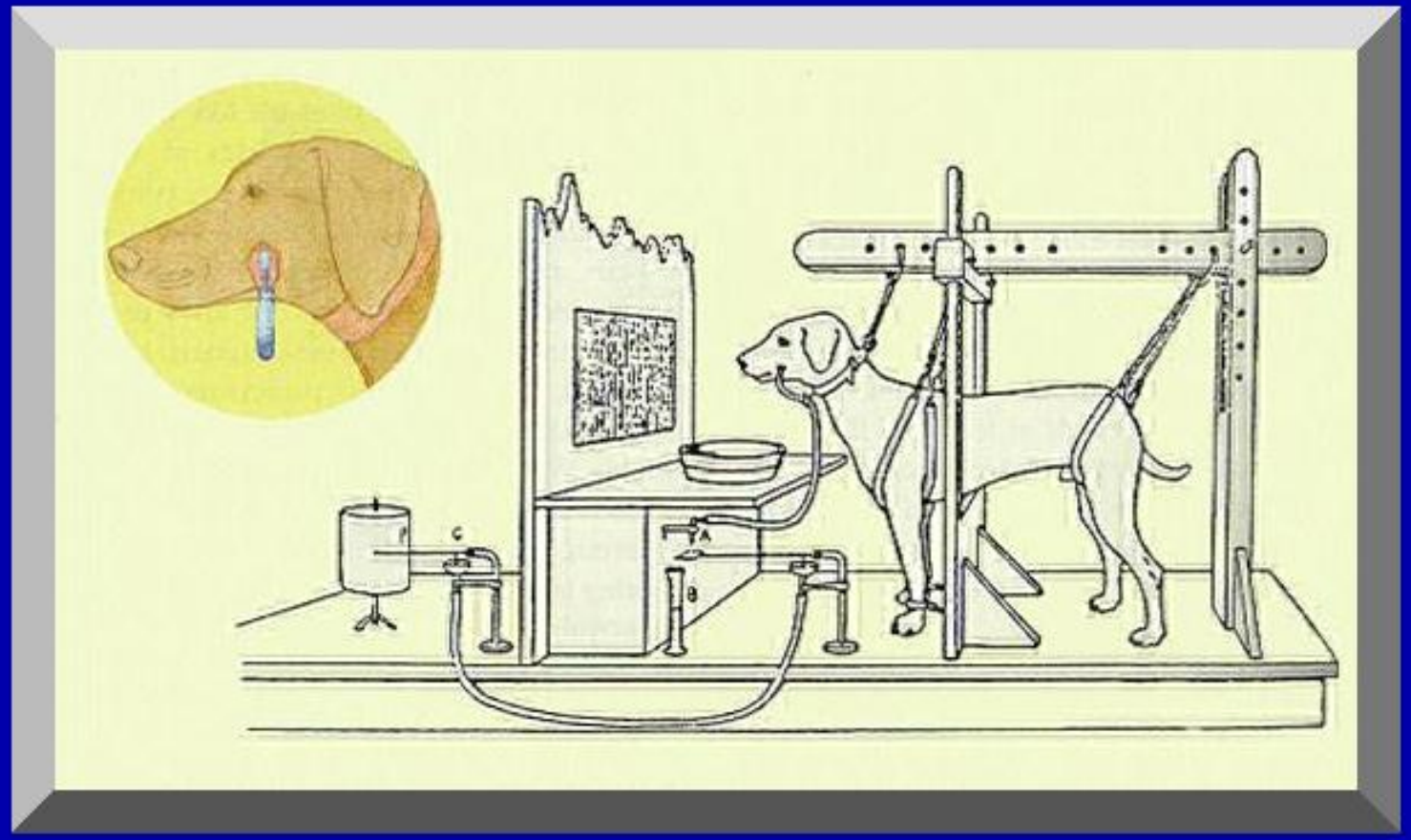
Conditioned Cues

ANXIETY DISORDERS

DEPENDENCE

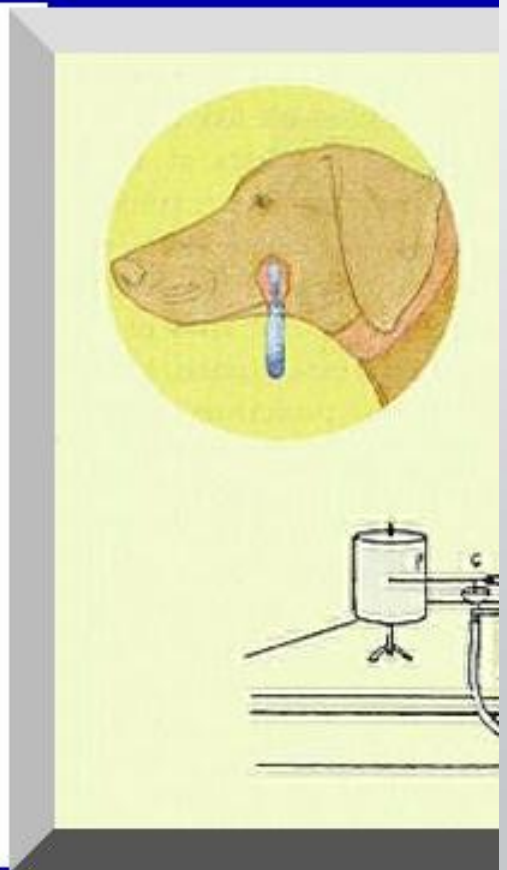
Unconditional stimulus (US)

Unconditional response (UR)



Conditional stimulus (CS)

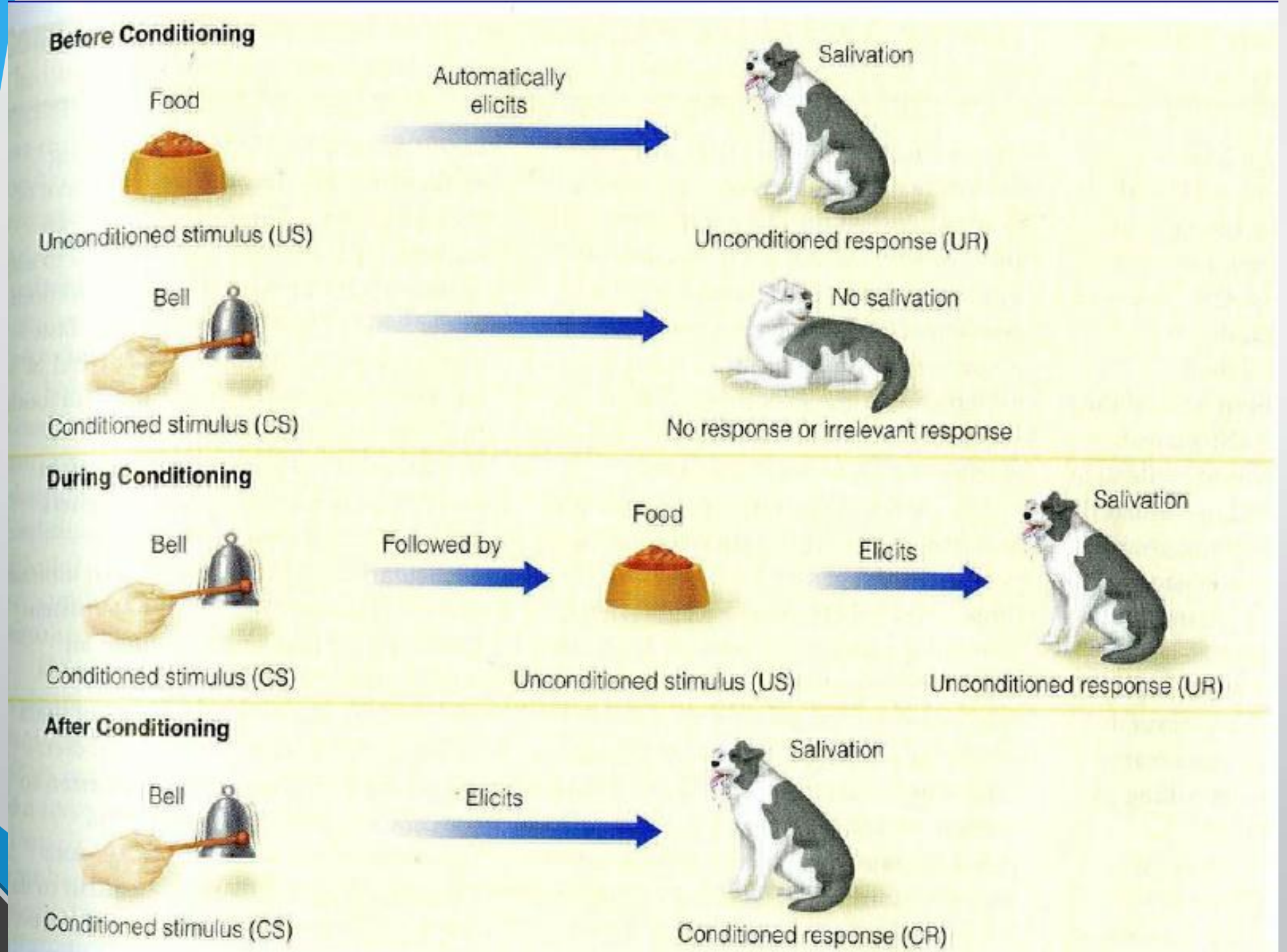
Conditional response (CR)



Paradigm of Classical Conditioning

1st: Select a stimulus that automatically elicits a characteristic response
Stimulus =Unconditioned stimulus (US)
Response = Unconditioned response (UR)
"Unconditioned" means the stimulus-response connection is innate

2nd: Select a Stimulus for Conditioning (CS)
Conditioned Stimulus (CS) – Can be any reasonable stimulus that does not initially evoke the UR
"Conditioned" means the stimulus-response connection occurs only AFTER the conditioning procedure takes place


Before Conditioning
Food
Automatically elicits
Salivation
Unconditioned stimulus (US)
Unconditioned response (UR)
Bell
No salivation
Conditioned stimulus (CS)
No response or irrelevant response
During Conditioning
Bell
Followed by
Food
Elicits
Salivation
Conditioned stimulus (CS)
Unconditioned stimulus (US)
Unconditioned response (UR)
After Conditioning
Bell
Elicits
Salivation
Conditioned stimulus (CS)
Conditioned response (CR)

KEY DEFINITIONS

Unconditioned Stimulus (US) - stimulus which naturally triggers a response [food]

Unconditioned Response (UR) - unlearned, natural response to the US [salivating]

Conditioned Stimulus (CS) - previously neutral stimulus, which eventually triggers a response [bell]

Conditioned Response (CR) - learned response to a previously "neutral" stimulus [salivating]

GENERALIZATION

DISCRIMINATION

Panna Cotta

Choc & Orange

Coconut

Caramelita

GENERALIZATION

Swis Chocolate

Vanilla Dream

Raspberry

Maple Walnut

FLAVORS

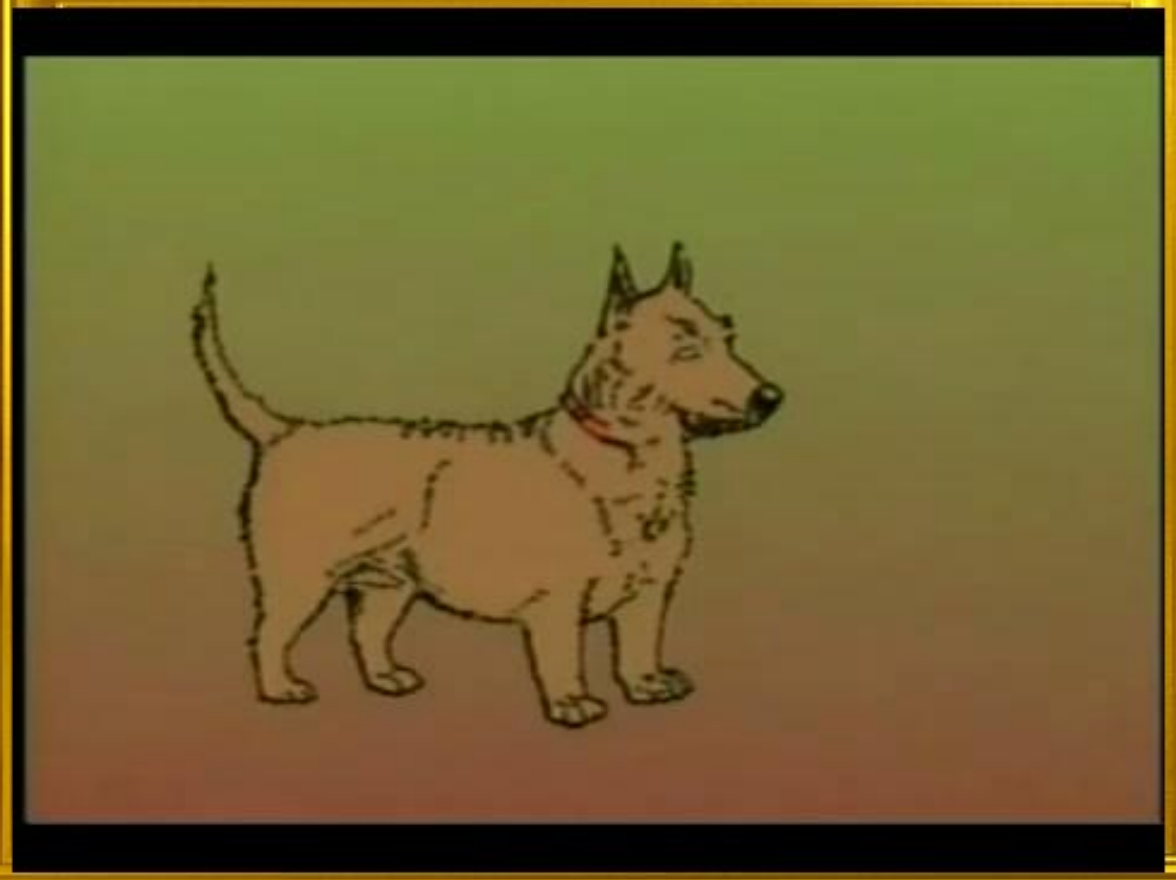
Strawberry

Rhubarb

Passion Fruit & Mango

Pistachio

EXTINCTION



Extinction

Conditioning is not necessarily permanent

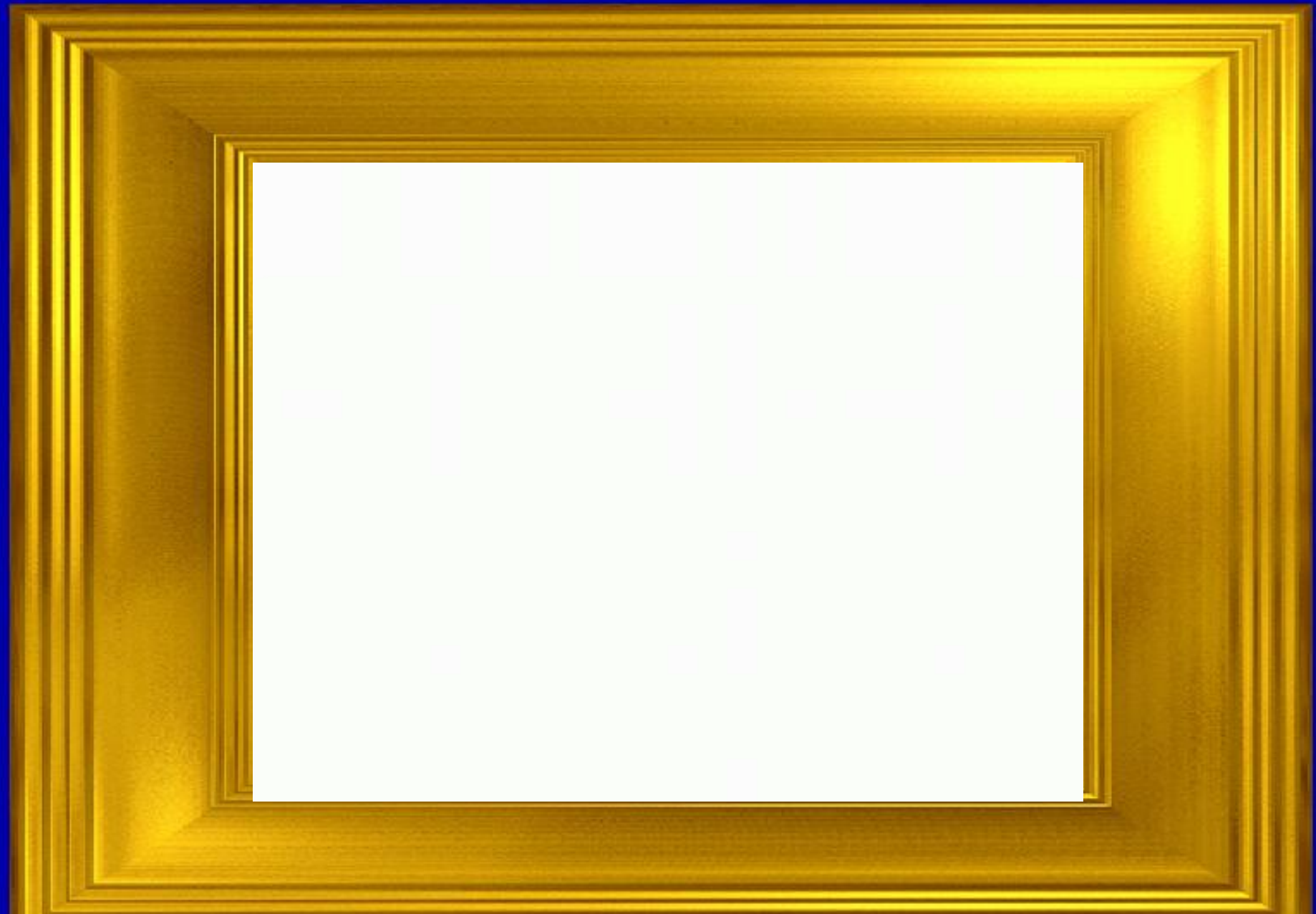
"Extinction" occurs when the CS is presented repeatedly without the US (e.g., bell without food)

CS no longer signals the US, so conditioned responding gradually diminishes

But CS-US association is not erased completely

Blocking

FRUSTRATION



RECOVERY

Rapid Reacquisition

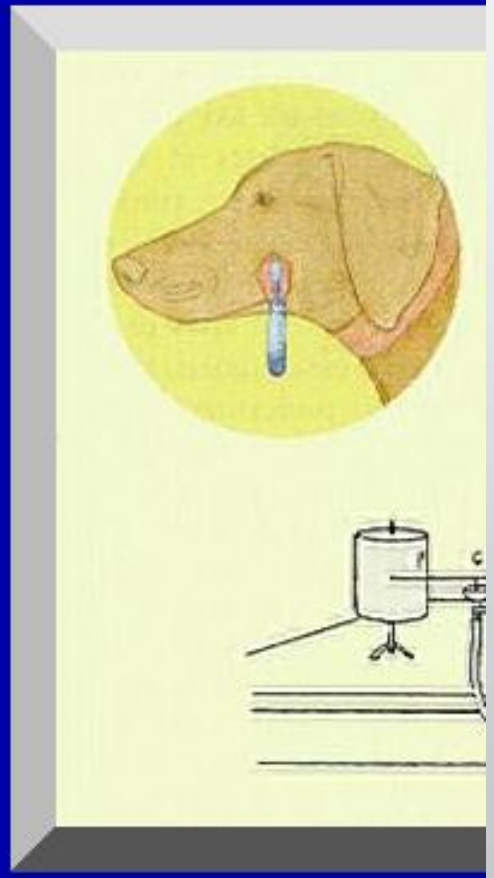
Conditioning phase -> extinction phase -> re-conditioning phase (reacquisition phase)

Rate of learning is faster the second time

Continues to get faster with repeated cycles

PRESENTATION OF U.S. AND C.S.

Short delay	CS US
moderate delay	CS US
Long delay	CS US
Simultaneous	US CS
Backward	US CS



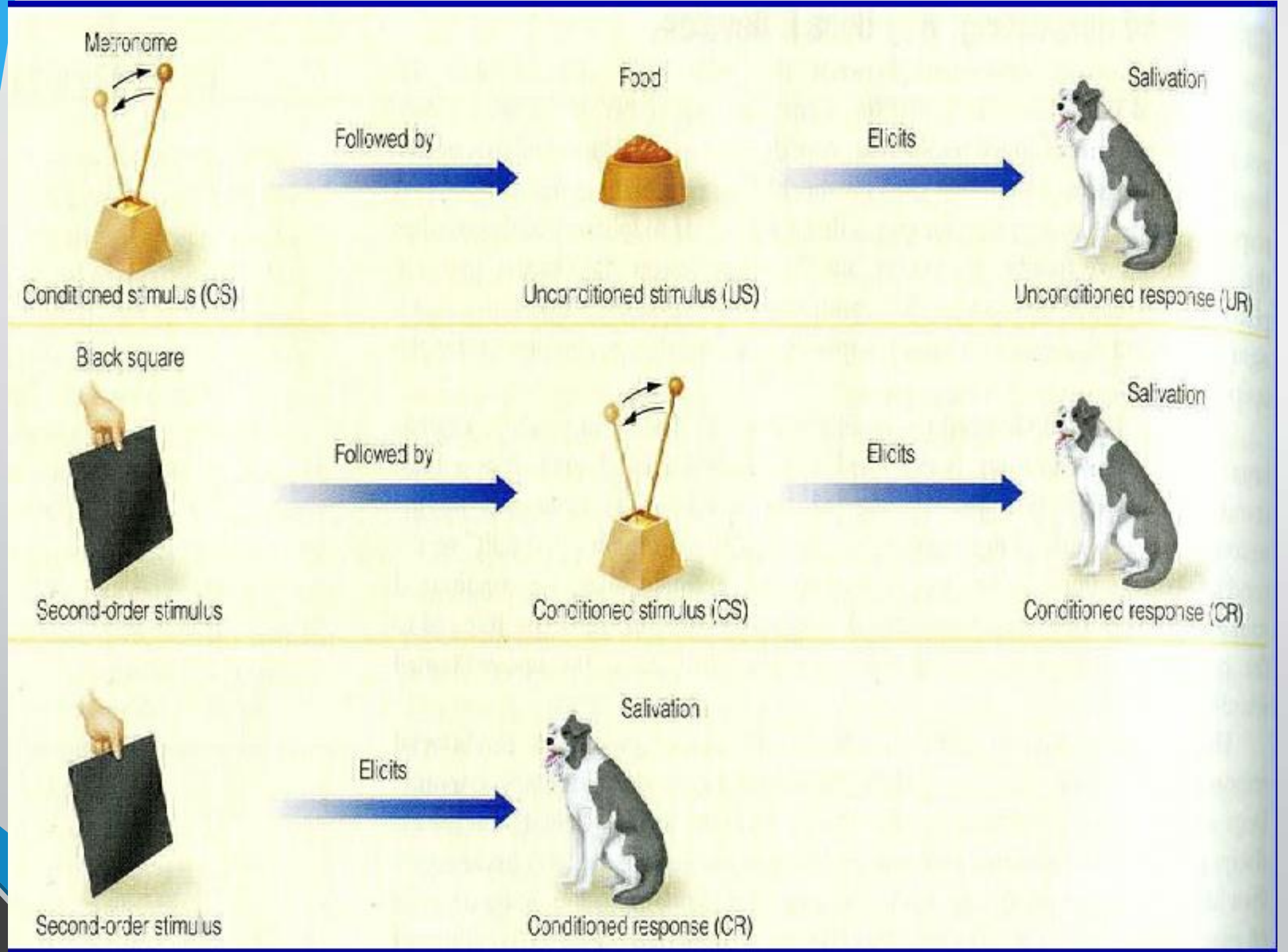
PRESENTATION OF U.S. AND C.S.

Short delay = best
moderate delay = more difficult to achieve CR
Long delay = difficult to achieve CR
Simultaneous = much weaker conditioning than short delay
Backward (i.e., US then CS) = usually not effective

Higher Ordering Conditioning

Second order conditiong

Third order conditiong


Metronome
Conditioned stimulus (CS)
Followed by
Food
Unconditioned stimulus (US)
Elicits
Salivation
Unconditioned response (UR)
Black square
Second-order stimulus
Followed by
Conditioned stimulus (CS)
Elicits
Salivation
Conditioned response (CR)
Second-order stimulus
Elicits
Salivation
Conditioned response (CR)

Classical fear conditioning can contribute to phobias

panic disorder and posttraumatic stress disorder (PTSD)

external cues

introceptive cues

the nightmares and "re-experiencing" phenomena that are characteristic of PTSD.

Repeated exposure to the CS (exposure therapy) without US

Counterconditioning

systematic desensitization

Counterconditioning

systematic desensitization

Counterconditioning

FLOODING

CLAUSTROPHOBIA

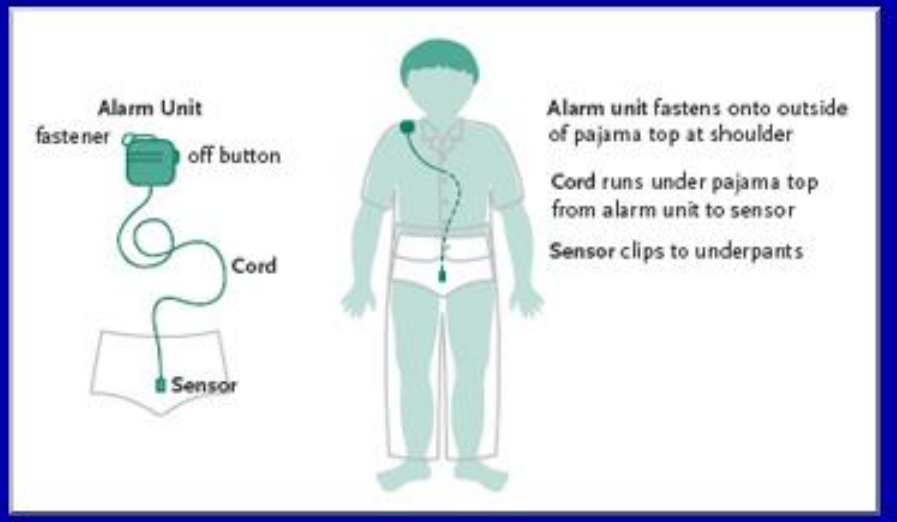
FLOODING

Ichthyophobia

Counterconditioning

FLOODING

ENURESIS ALARM



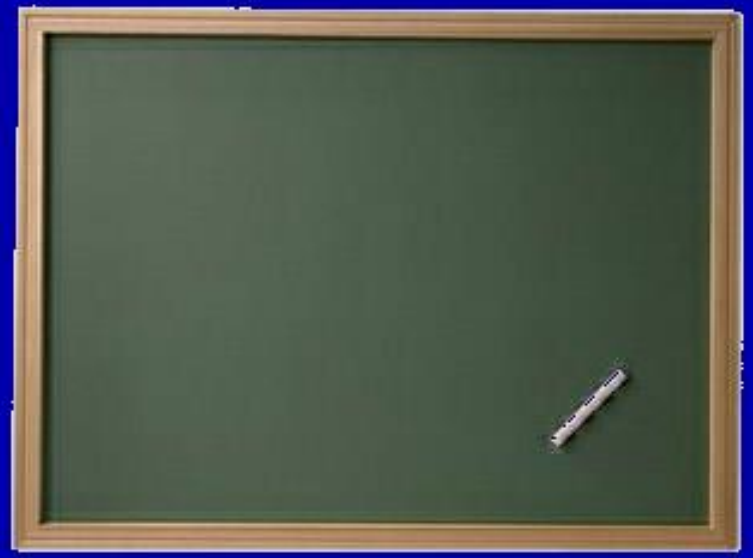
AVERSION THERAPY

John B. Watson

WATSON

LITTLE ALBERT EXPERIMENT

tabula rasa



Basic associative learning processes

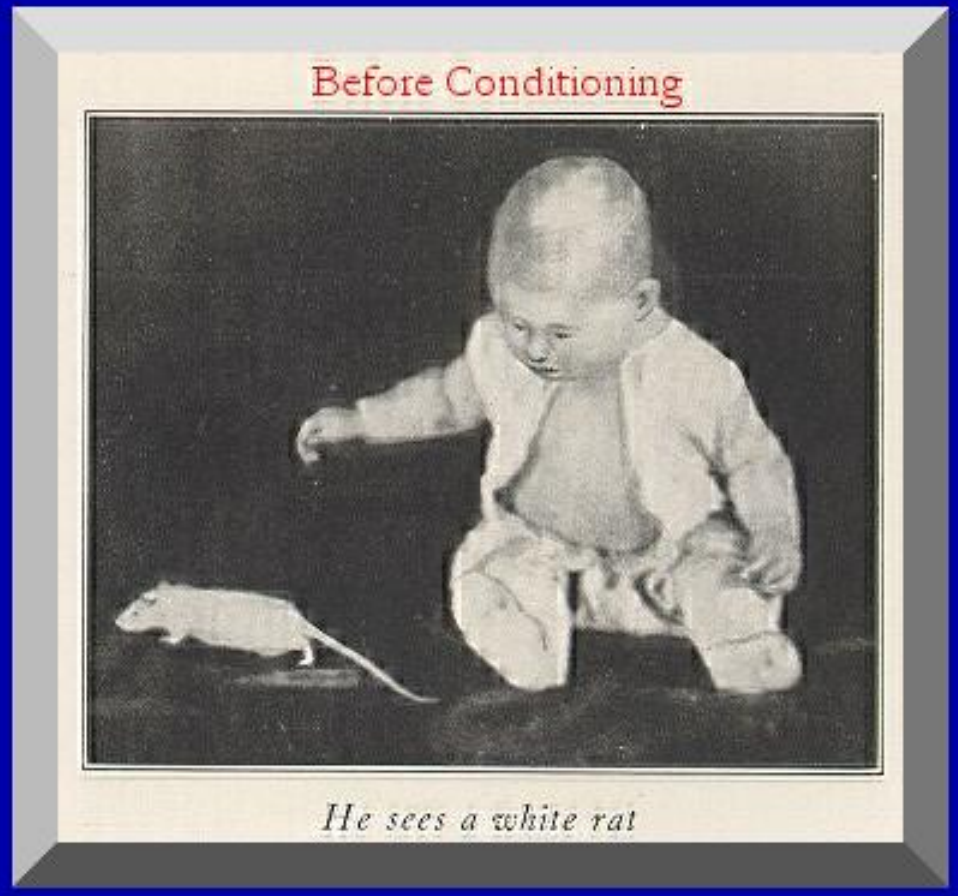
Human emotions are influenced by classical conditioning

Learning is as simple as A-B-C
Antecedent (stimulus)
Behavior (action)
Consequence (re-enforcer)

WATSON - DOZEN INFANTS QUOTE

Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors.

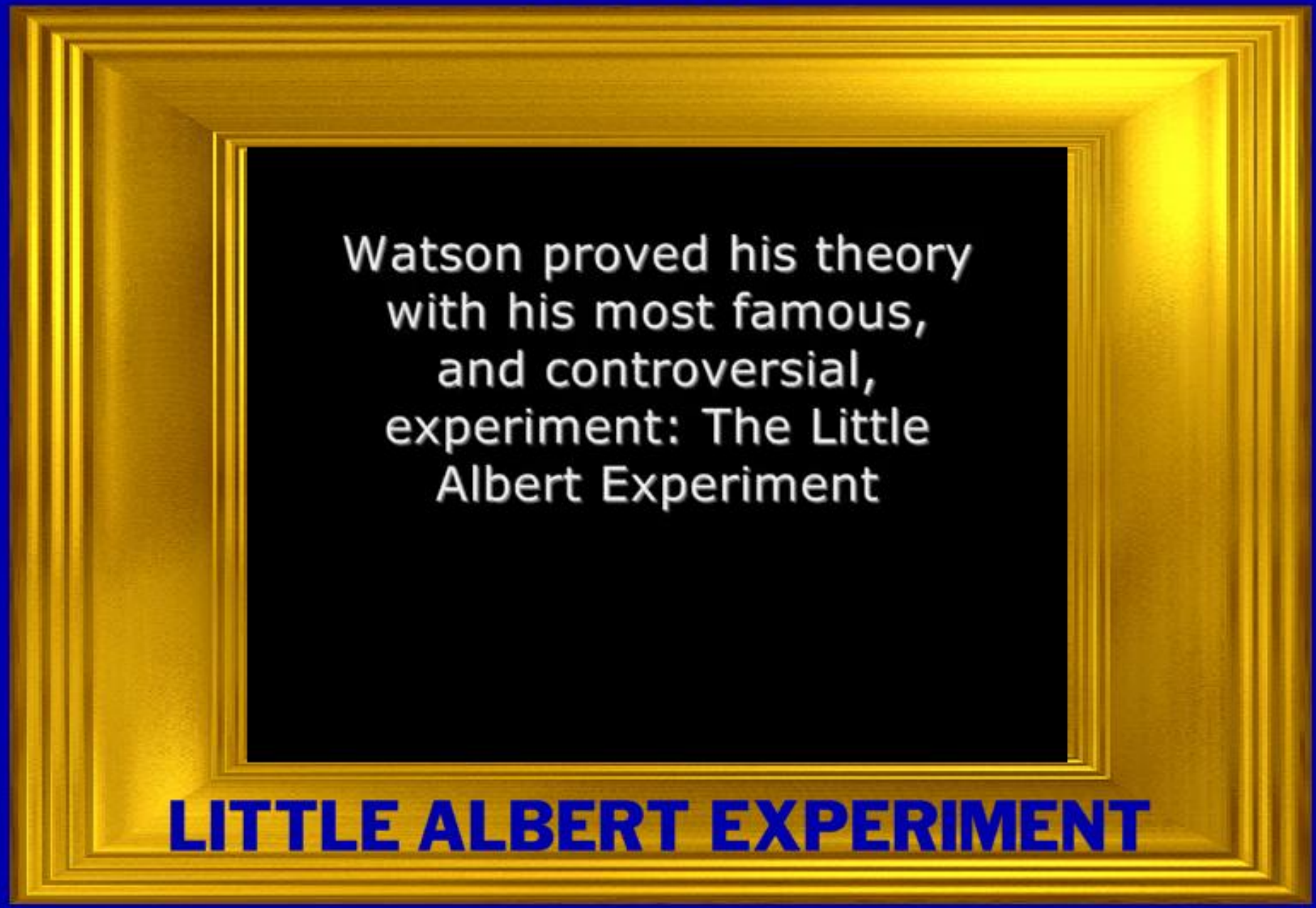
“Little Albert” & Stimulus Generalization



Generalization

Discrimination

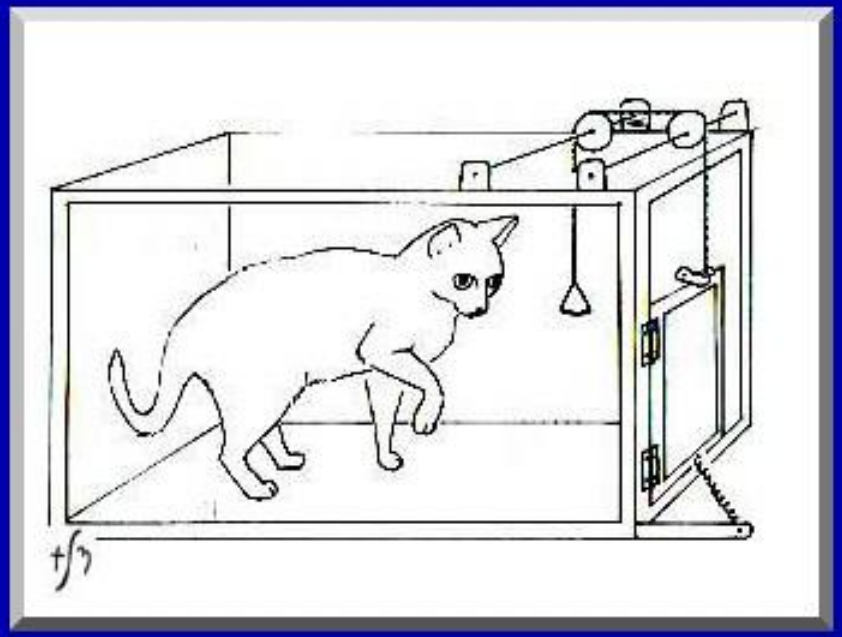
WATSON


Watson proved his theory with his most famous, and controversial, experiment: The Little Albert Experiment
LITTLE ALBERT EXPERIMENT

Edward Lee Thorndike

Edward Lee Thorndike

Edward Lee Thorndike



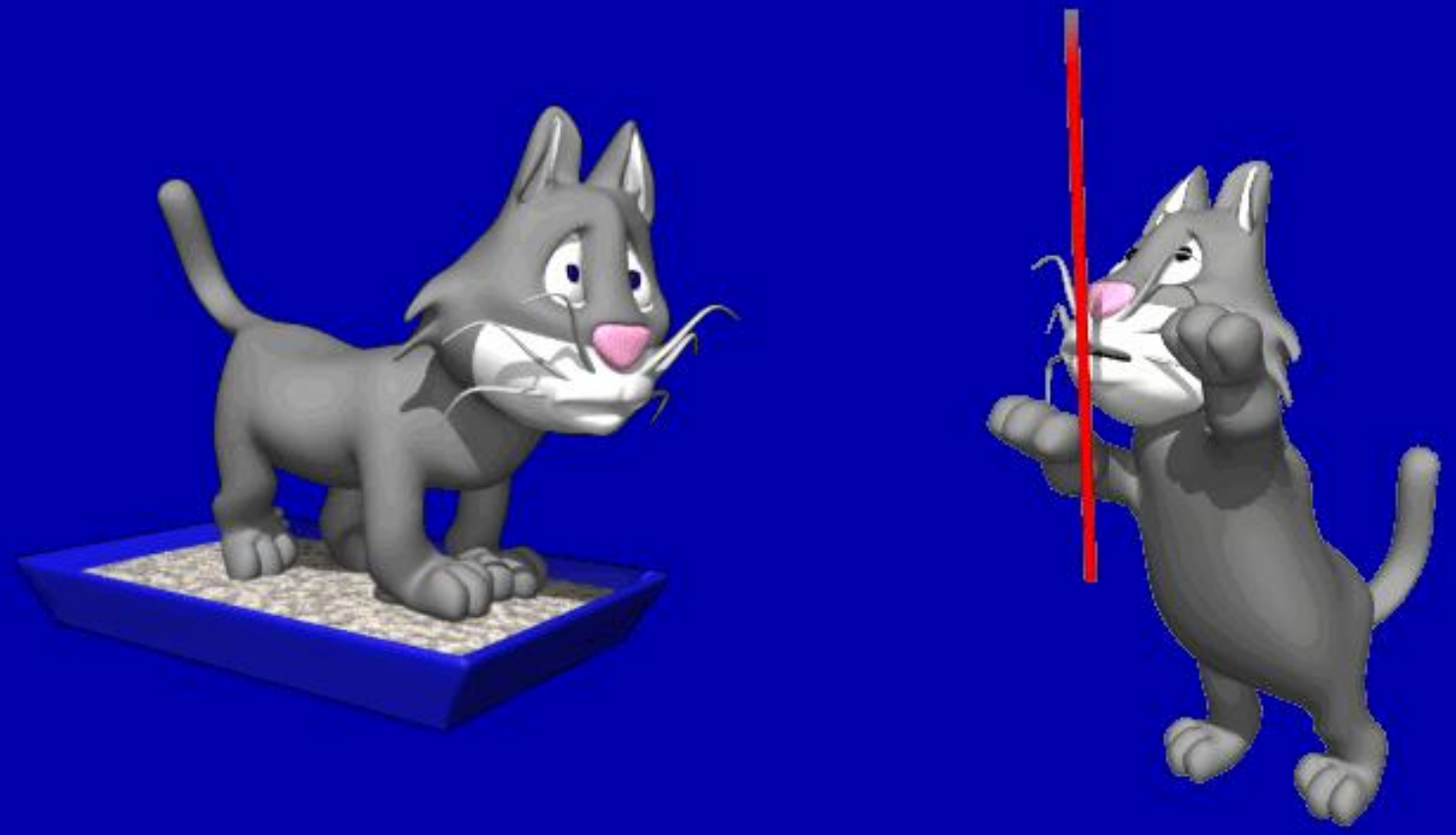
THORNDIKE

PUZZLE BOX EXPERIMENTS

THORNDIKE

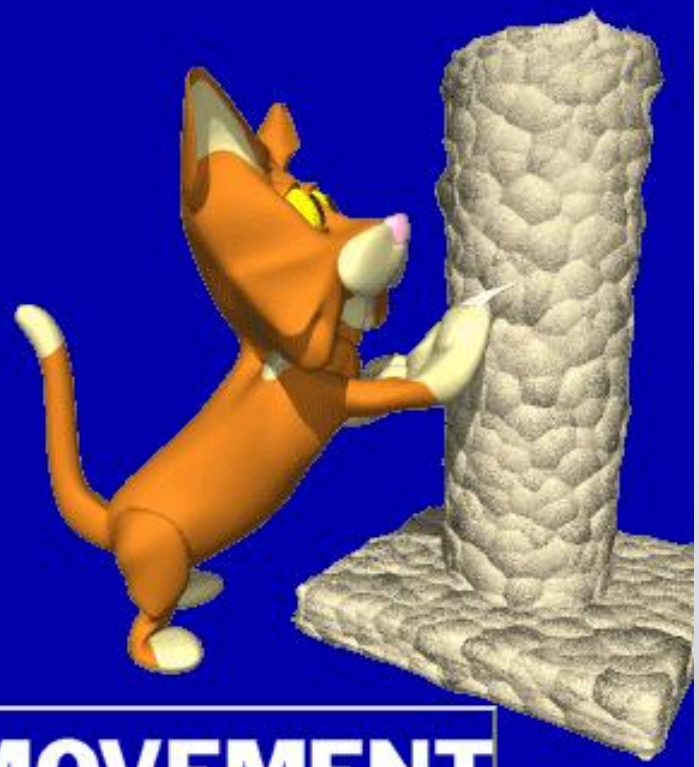
PUZZLE BOX EXPERIMENTS

Trial and Error



STAGES IN THE PROCESS OF TRIAL & ERROR LEARNING

- DRIVE
- GOAL
- BLOCK
- RANDOM MOVEMENTS
- CHANCE SUCCESS
- SELECTION OF PROPER MOVEMENT
- FIXATION



PRIMARY LAWS OF LEARNING

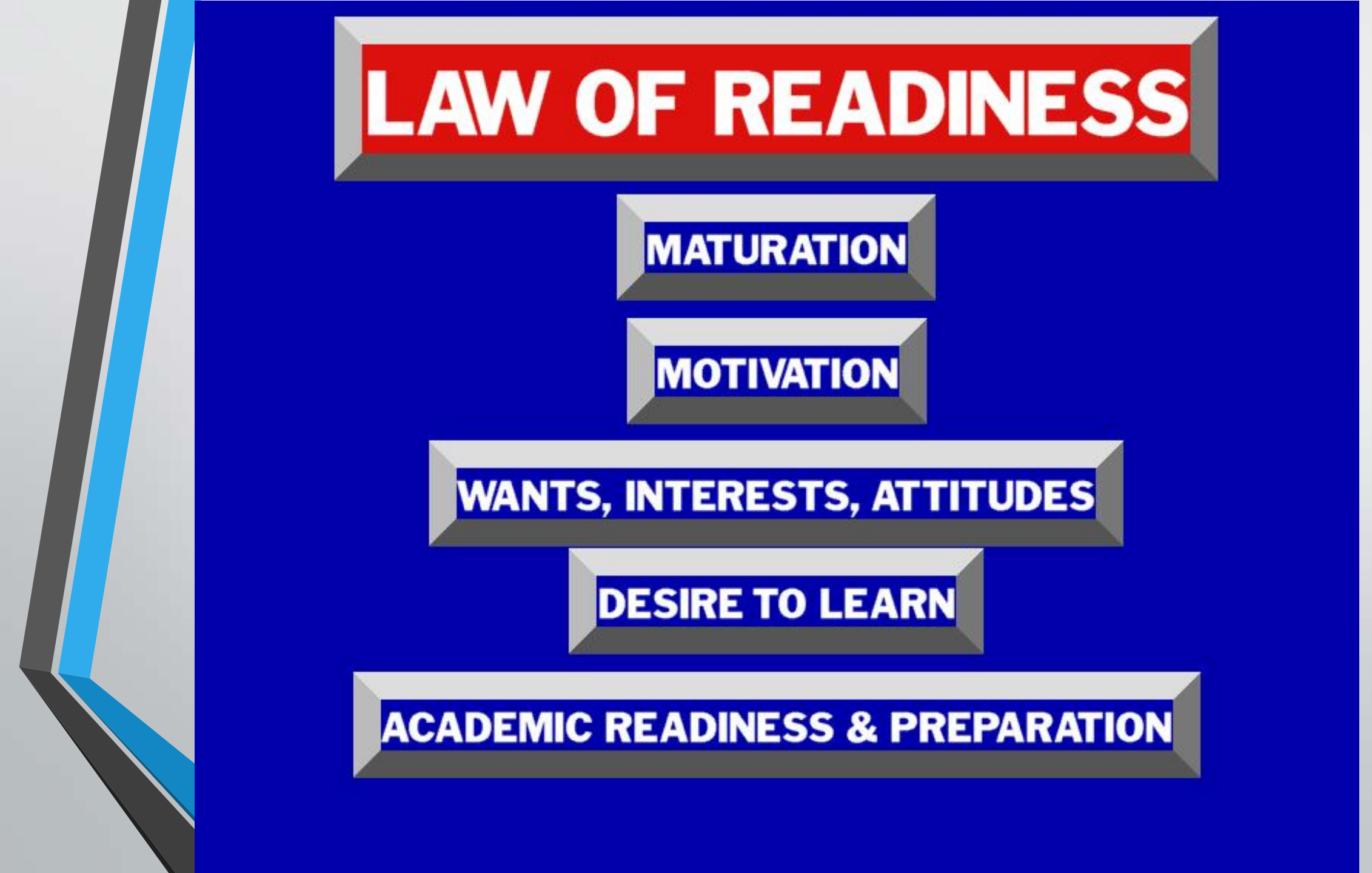
LAW OF READINESS
LAW OF EFFECT
LAW OF EXERCISE
LAW OF BELONGINGNESS

LAW OF READINESS

When a conduction unit (animal) is readyto conduct (respond), conduction by it is satisfying

When a conduction unit (animal) is ready to conduct (respond)... not to conduct is annoying

When a conduction unit is NOT ready to conduct and is forced to conduct is annoying.


LAW OF READINESS
MATURATION
MOTIVATION
WANTS, INTERESTS, ATTITUDES
DESIRE TO LEARN
ACADEMIC READINESS & PREPARATION

The law of effect

If a response to a particular situation is followed by a satisfying or pleasant consequence, it will be strengthened.

If a response to a particular situation is followed by an unsatisfying or unpleasant consequence, it will be weakened.

Modified law of effect

Effect of reward is far more influential than punishment

Law of Exercise

Other things being equal, the oftener or more emphatically a given response is connected with a certain situation, the more likely it is to be made to that situation in the future.... This law may be more briefly stated as: 'Other things being equal, exercise strengthens the bond between situation and response.'

Law of Belongingness

Reward or punishment to be maximally effective must be relevant to the situation. Mere contiguity between the stimulus and the response would not ensure the effectiveness of the reward.

Raju spoke loudly. Rani went home

SUBORDINATE LAWS OF THORNDIKE

- LAW OF MULTIPLE (VARIED) RESPONSE
- LAW OF ATTITUDE or SET or DISPOSITION
- LAW OF PARTIAL ACTIVITY
- LAW OF ASSIMILATION or ANALOGY
- LAW OF ASSOCIATE SHIFTING

B. F Skinner

Operant conditioning

R type conditioning

Learning About the Consequences of Behavior

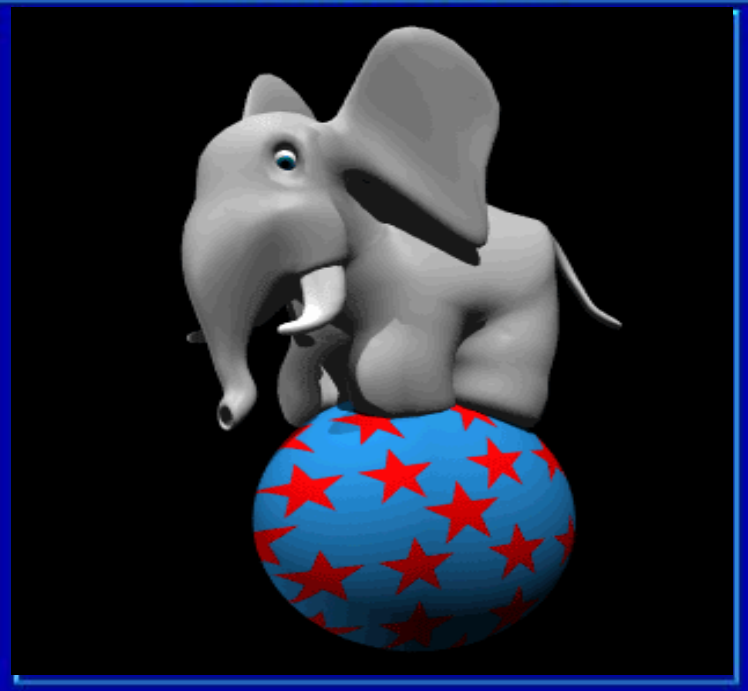
A procedure for studying how organisms learn about the consequences of their own voluntary behavior

Realization that our ACTIONS (rather than conditioned stimuli) lead to outcomes results in operant conditioning

By “operating” on your environment, you can produce a positive or negative consequence

BASIC LAW OF OPERANT CONDITIONING

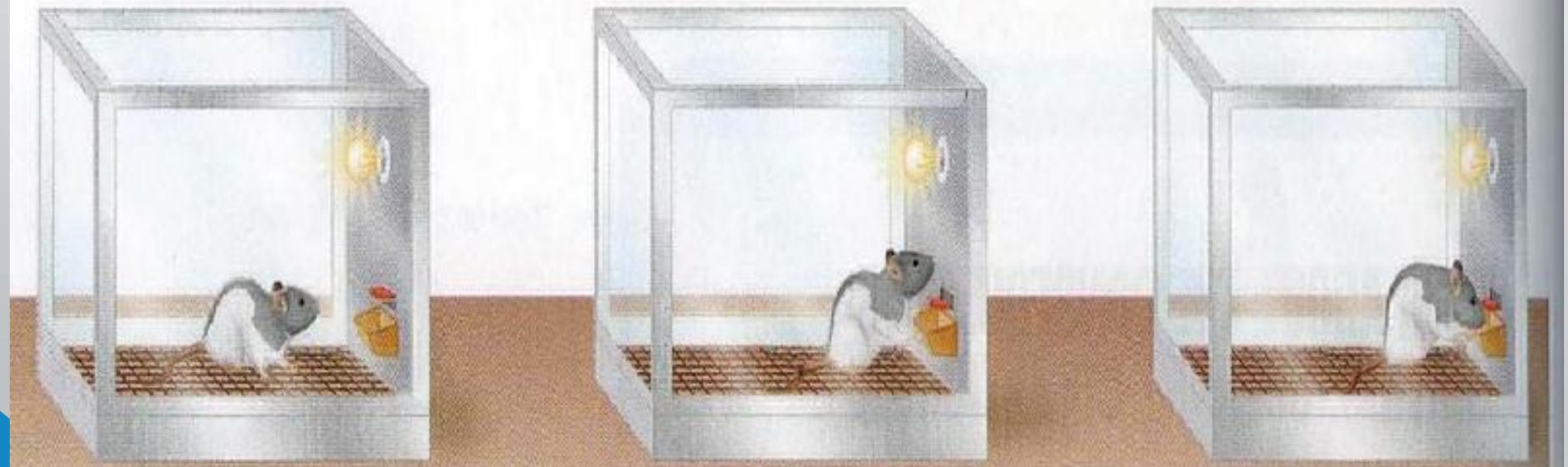
If the occurrence of an operant is followed by presentation of reinforcing stimulus, the strength is increased.



Somehow get a response to occur, then reinforce it

Classical vs. Operant Conditioning

a Classical conditioning: Food is delivered independently of rat's behavior



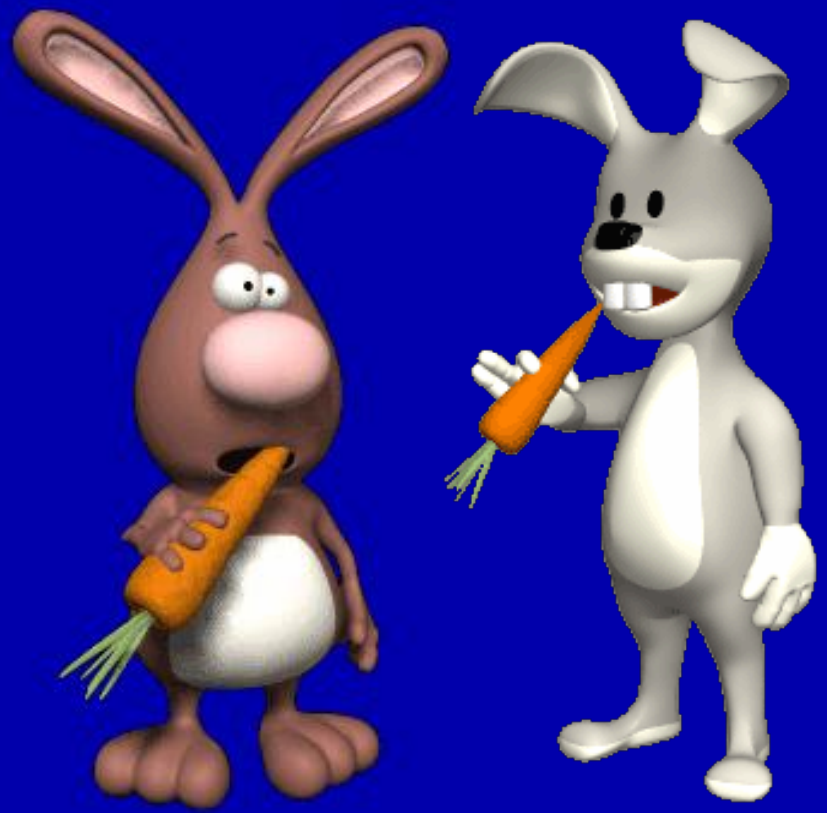
b Operant conditioning: Rat's behavior causes food to appear

SKINNER'S RAT

OPERANT CONDITIONING

REINFORCEMENT

Consequences that INCREASE the likelihood of the behavior occurring again



Positive reinforcement

A consequence that, when presented after a behavior, increases the likelihood of that behavior occurring again (e.g., getting an ice cream cone as a reward for earning an A on a test)

Negative reinforcement

A consequence that, when removed after a behavior, increases the likelihood of that behavior occurring again (e.g., Exemption from fee as a reward for earning an A on a test)

Punishment

Consequences that DECREASE the likelihood of a behavior occurring again

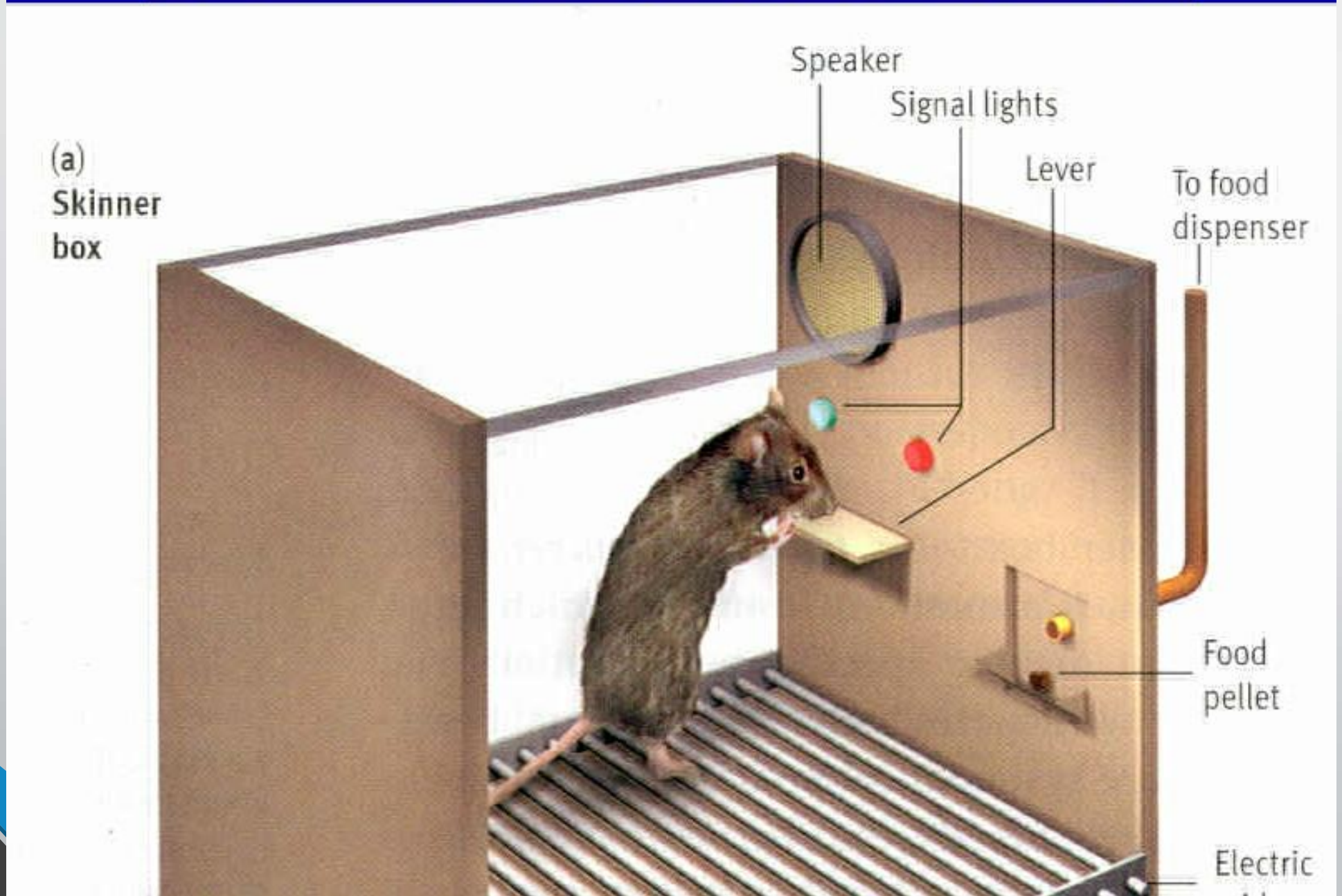
Positive Punishment

A consequence that, when presented after a behavior, decreases the likelihood of that behavior occurring again (e.g., getting a spanking after hitting your little sister)

Negative Punishment

Consequences that, when removed after a behavior, decreases the likelihood of that behavior occurring again (e.g., getting "time out" from the fun activity after hitting your little sister)

Partial Reinforcement Schedules



Fixed ratio vs. Variable ratio: (deals with number of responses before consequence presented)

Fixed Ratio = the number of responses required for delivery of the consequence does not change (is fixed) across trials

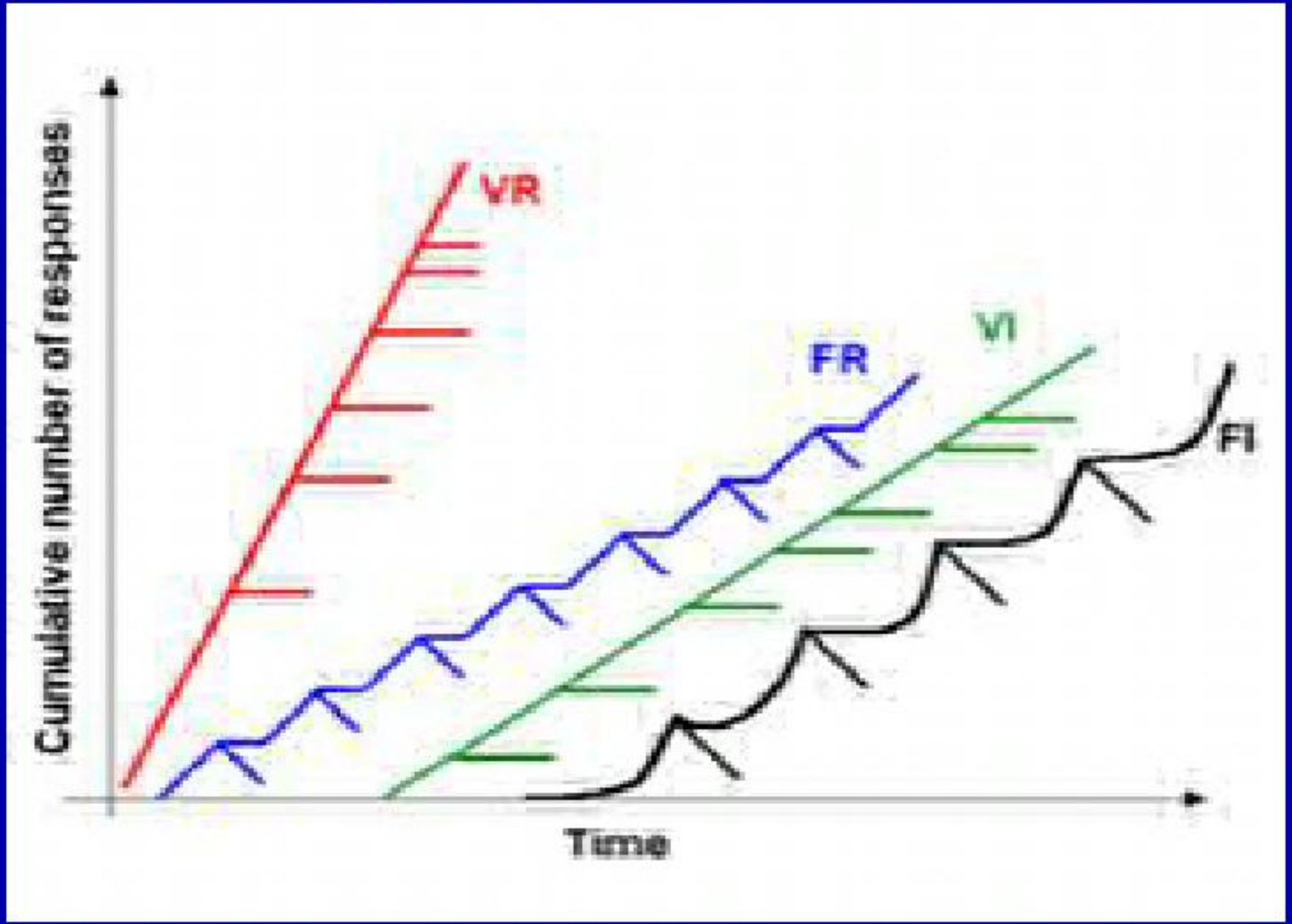
Variable Ratio = the number of responses required for delivery of the consequence changes (varies) across trials

Fixed interval vs. Variable interval: (deals with amount of time before consequence presented)

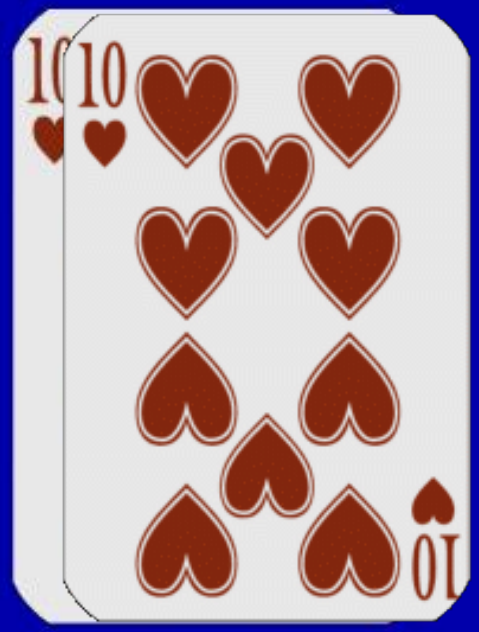
Fixed interval = consequence delivered for the first response that occurs following an unchanging (fixed) amount of time

Variable interval = the allotted time before a response will yield a consequence changes (varies) across trials

Comparing Reinforcement



Variable Ratio Schedule Hardest to Extinguish



Effects on Behavior

Continuous reinforcement : fastest acquisition of response (learning); fastest extinction of response (unlearning)

Fixed ratio : fast acquisition; fast extinction

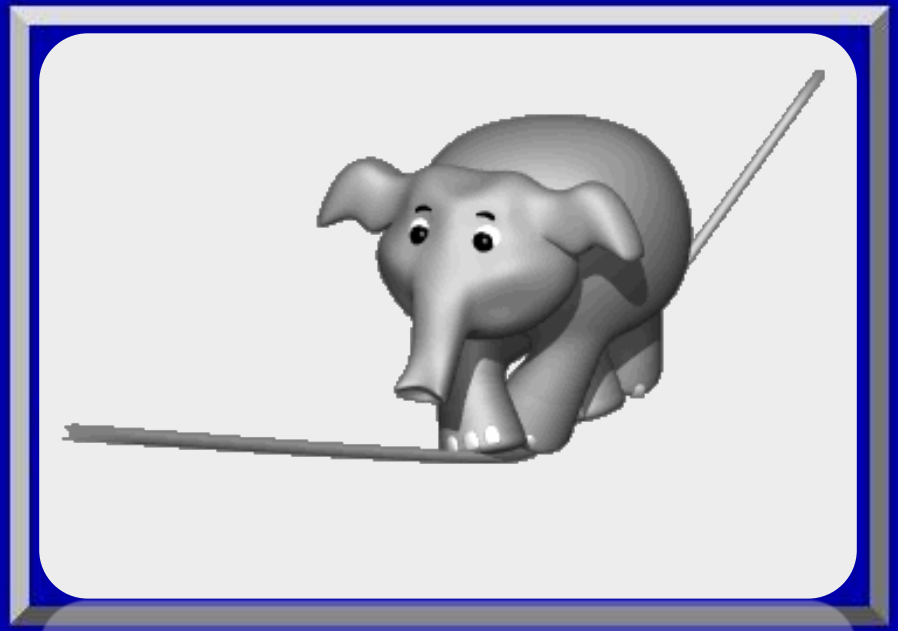
Variable ratio : consistent acquisition; slowest extinction

Fixed interval : quickly learns to adapt behavior to timing; fast extinction

Variable interval : consistent acquisition; slower extinction

SHAPING

SUCCESSIVE APPROXIMATIONS AND CHAINING



Behaviour Shaping

Successive approximations to the goal behaviour

Reinforcement

Anything which increases desired behaviour

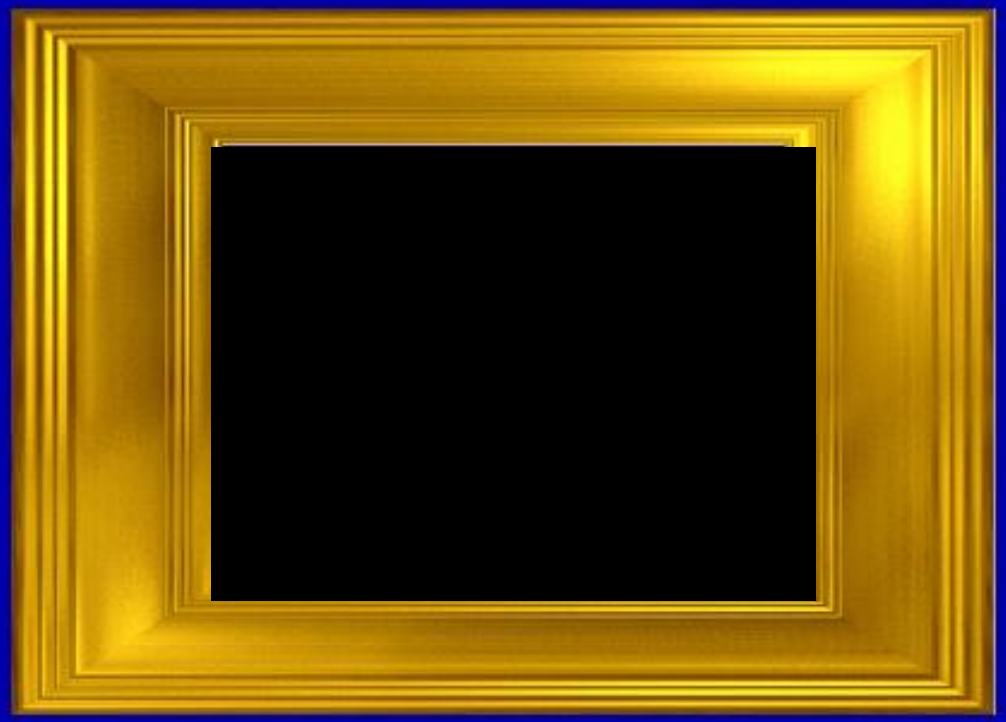
SHAPING

DOG ROLLING

SHAPING

PIGEON PING PONG

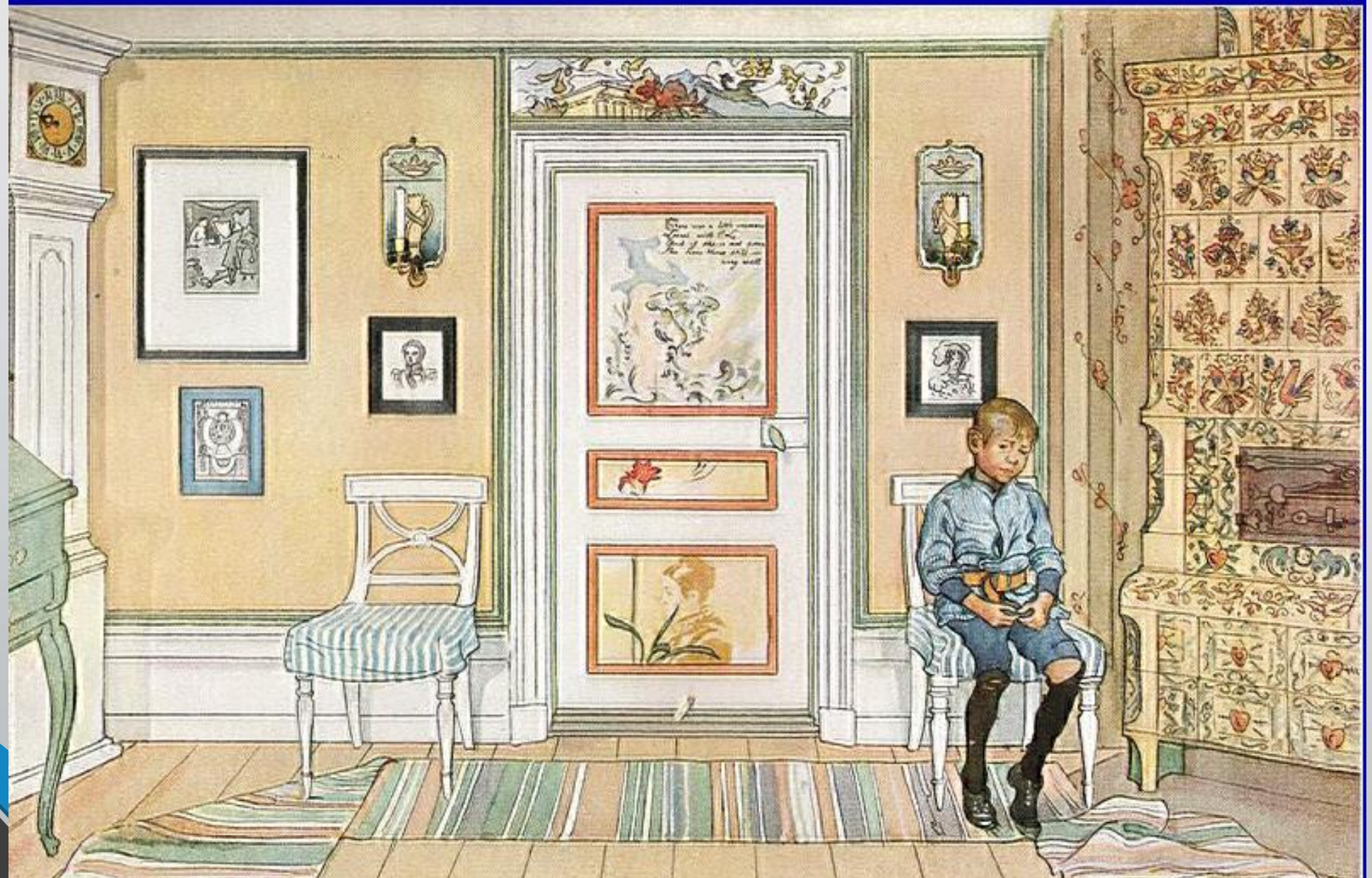
SHAPING



FISH PLAYING GAMES

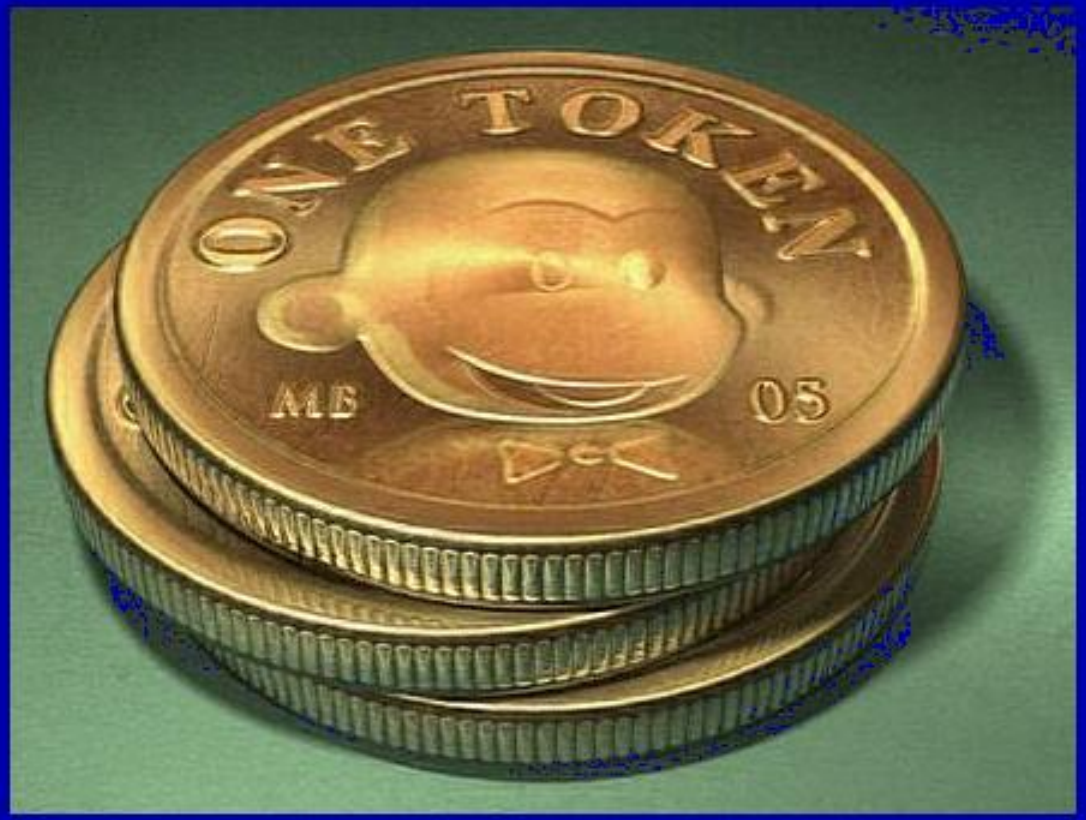
TIME OUT

TIME OUT



TIME OUT

TOKEN ECONOMY



RESPONSE PREVENTION

EXPOSURE & RESPONSE PREVENTION

CLARK HULL

NEED REDUCTION THEORY

DRIVE REDUCTION THEORY

DRIVE STIMULUS REDUCTION THEORY

Drive Reduction Theory

This theory states that organism , especially humans , learn to perform behavior that have the effect of reducing their biological drives .

Hull's drive reduction theory is based upon his mathematical formulation

Known as: **Hull's law**

The equation reads as follows :

E = H x D where

E = Energy or Response Potential :

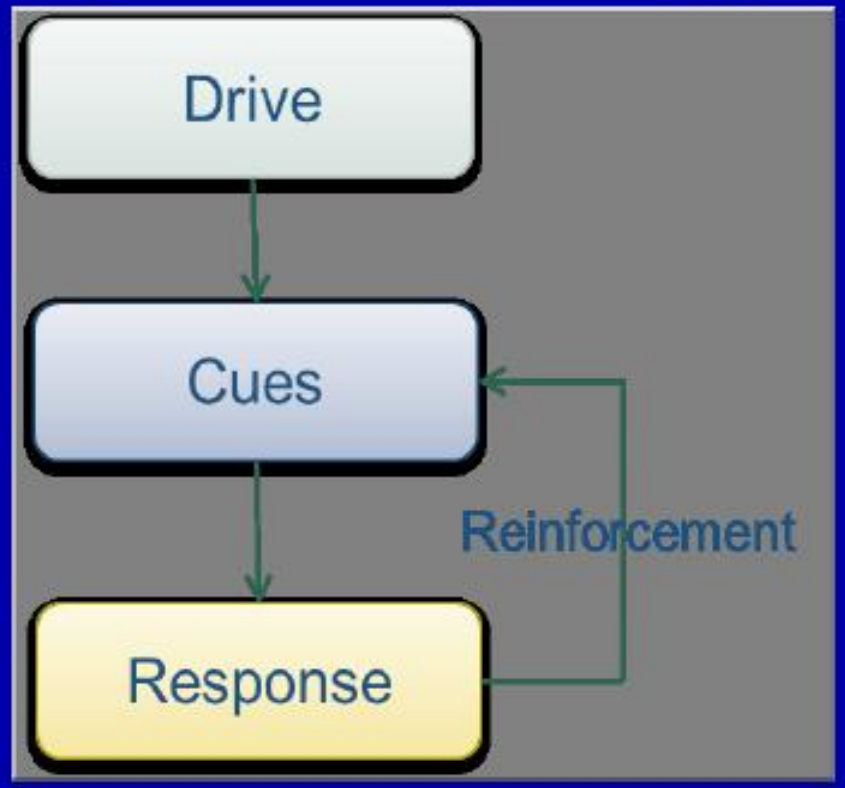
The energy for performing the behavior , which is directly related to the

probability of the behavior being completed .

H = Habit : the strength of particular stimulus-response association

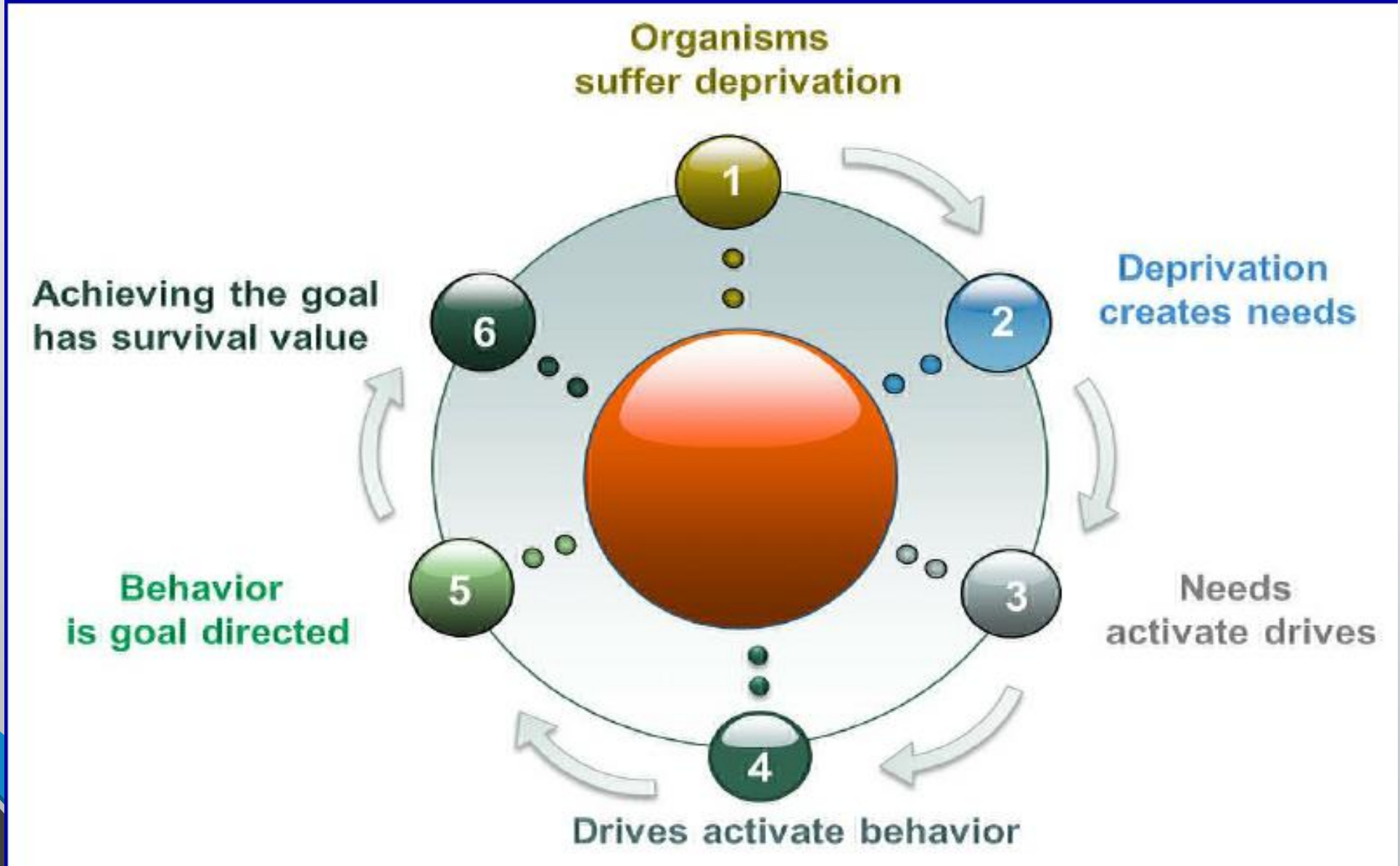
D = Drive : the strength of biologically – based homeostatic need

HULL Theory

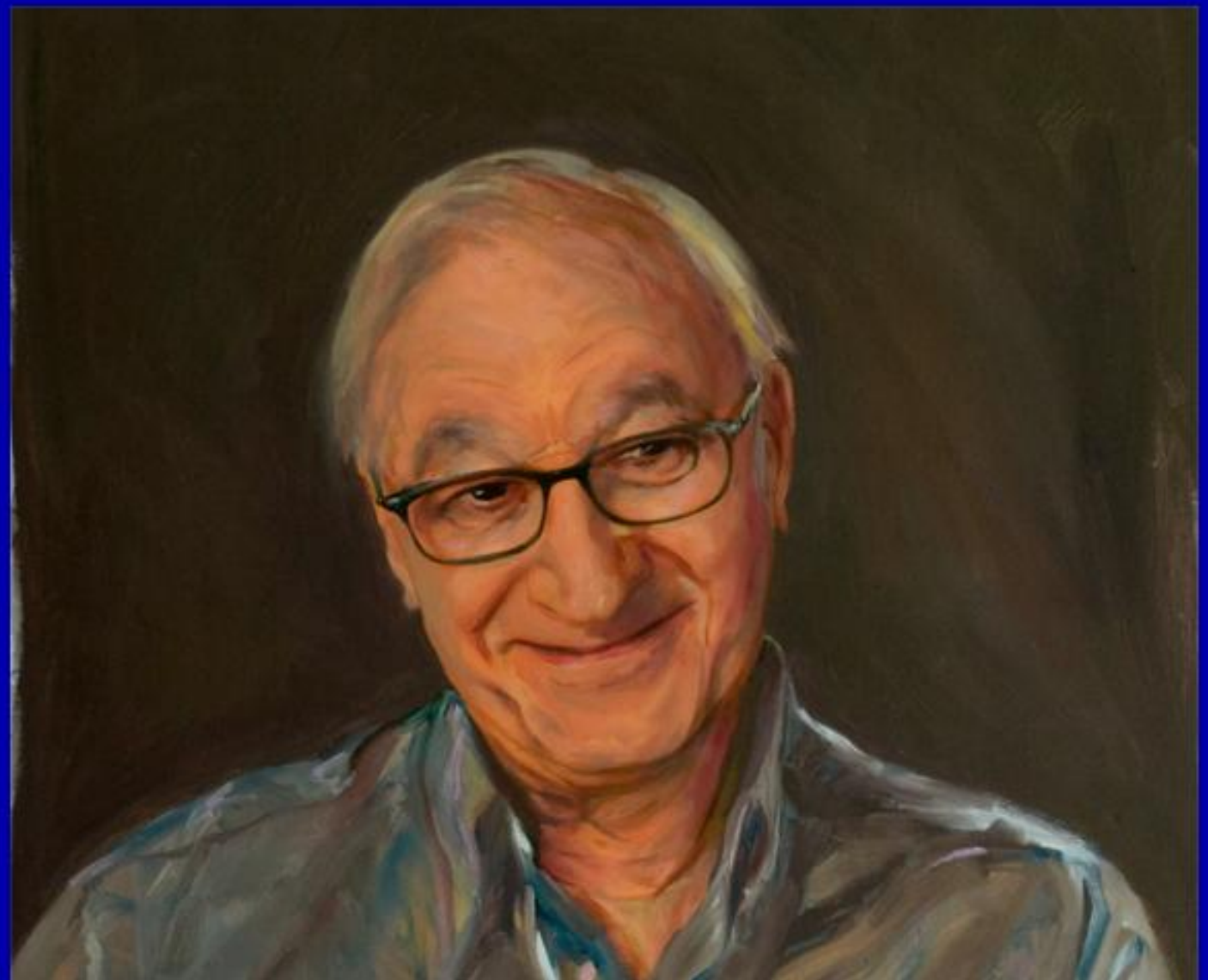


Drive : the learner must want something
Cue : the learner must attend to something
Response : the learner must do something
Reinforcement : the learner's response must get him/her something that he or she wants.

Drive Stimulus Reduction Theory

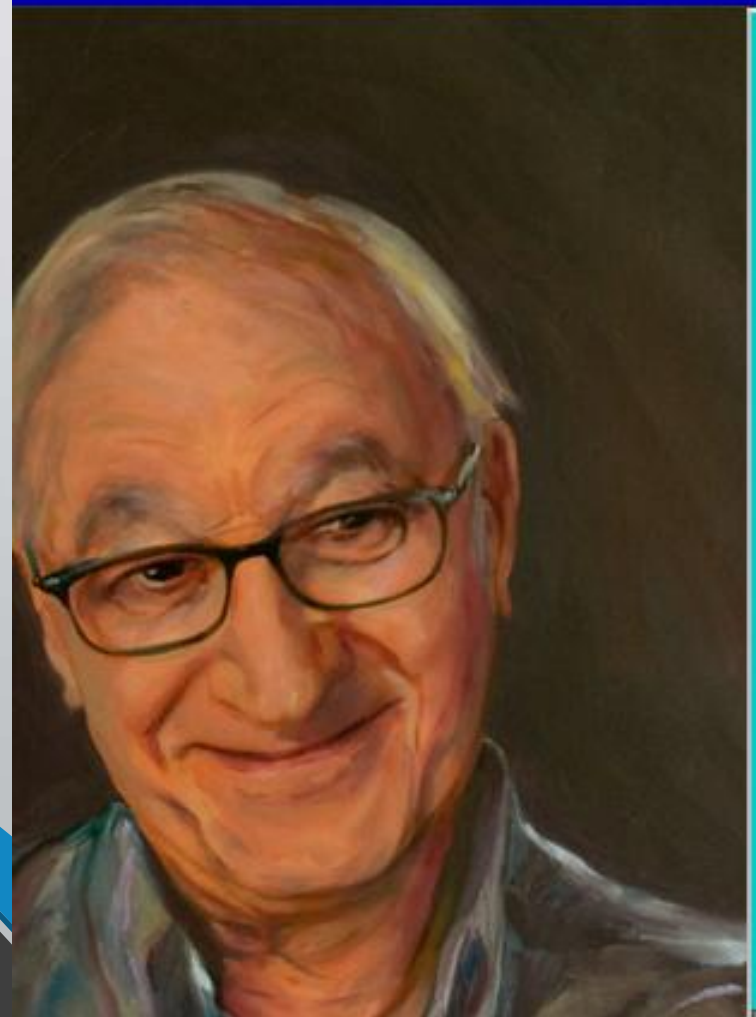


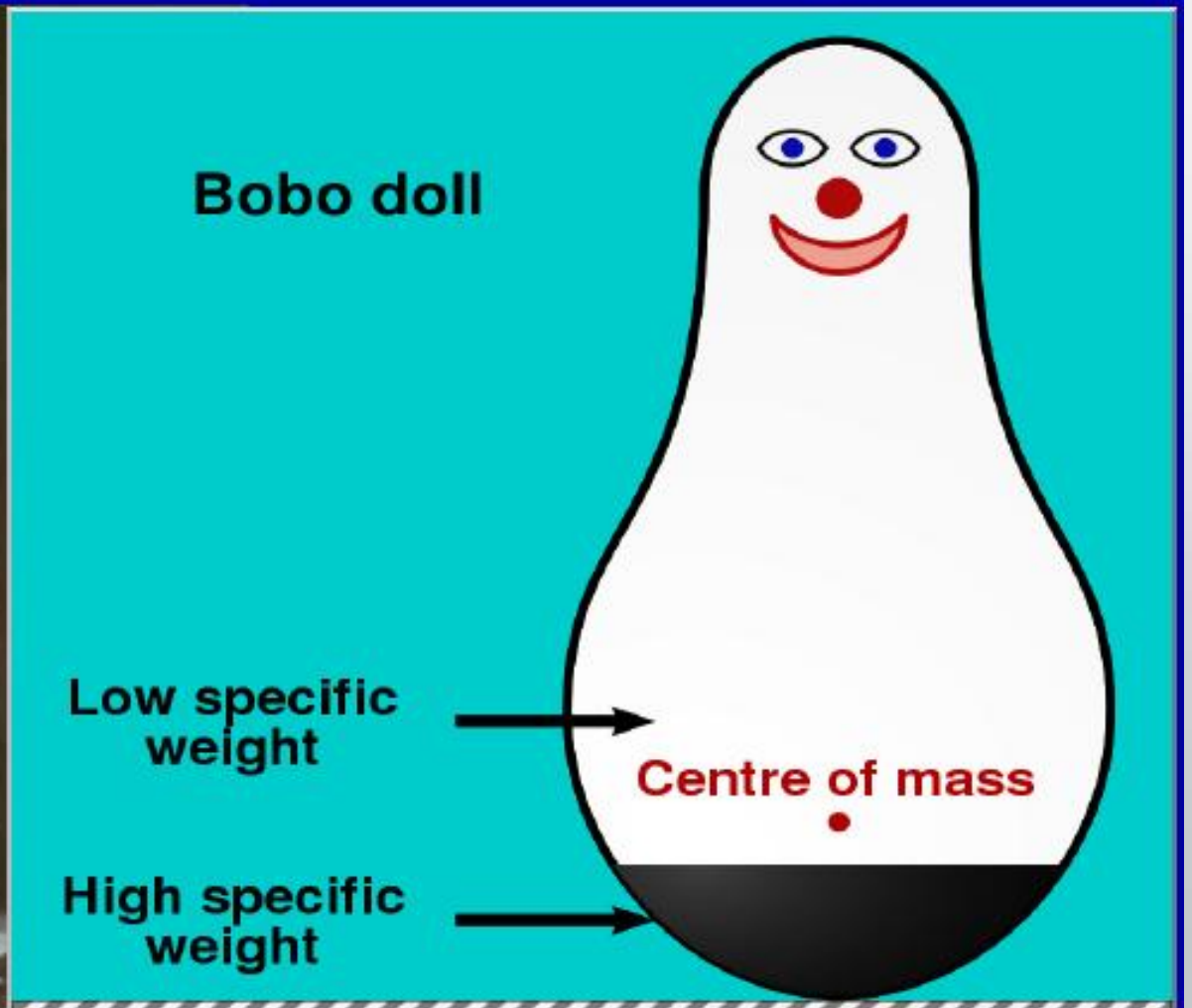
ALBERT BANDURA



ALBERT BANDURA

BOBO DOLL





Social Learning Theory

People are not driven by either inner forces or environmental stimuli in isolation; instead behaviors are learned through continuous interaction of personal and environmental determinants and all learning from direct experience occurs by observing other people's behavior.

Social (Observational) Learning

Occurs when an organism's responding (learning) is influenced by the observation of others, who are called models

Allows organisms to learn, without requiring their own trial and error experiences

"Modeling" occurs when an organism imitates the behavior of others

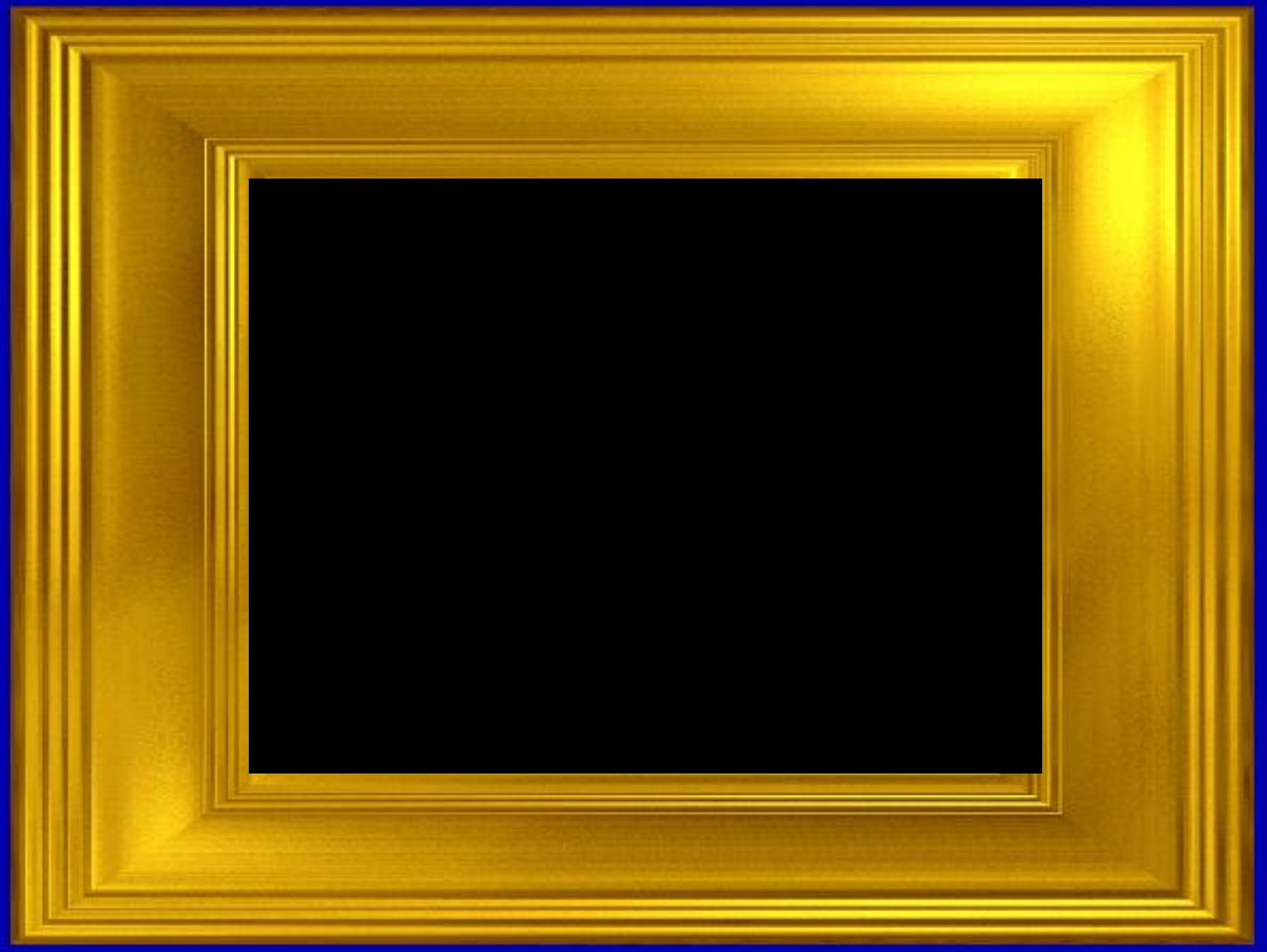
Observational learning
MODELING

His findings formed the foundation of modern Social Learning Theory

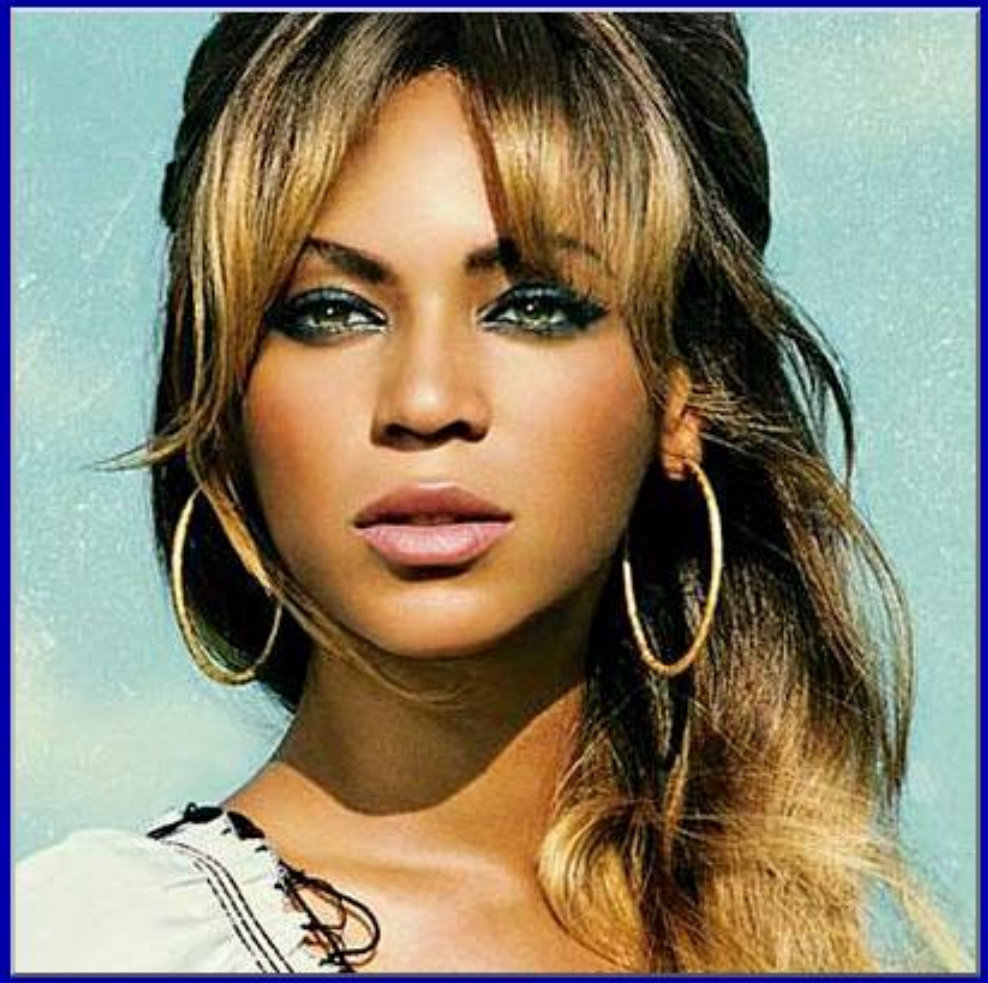
The following are a few clips of the bobo doll experiment conducted in 1961 by Dr. Bandura

Observational learning

MODELING



BEONCE

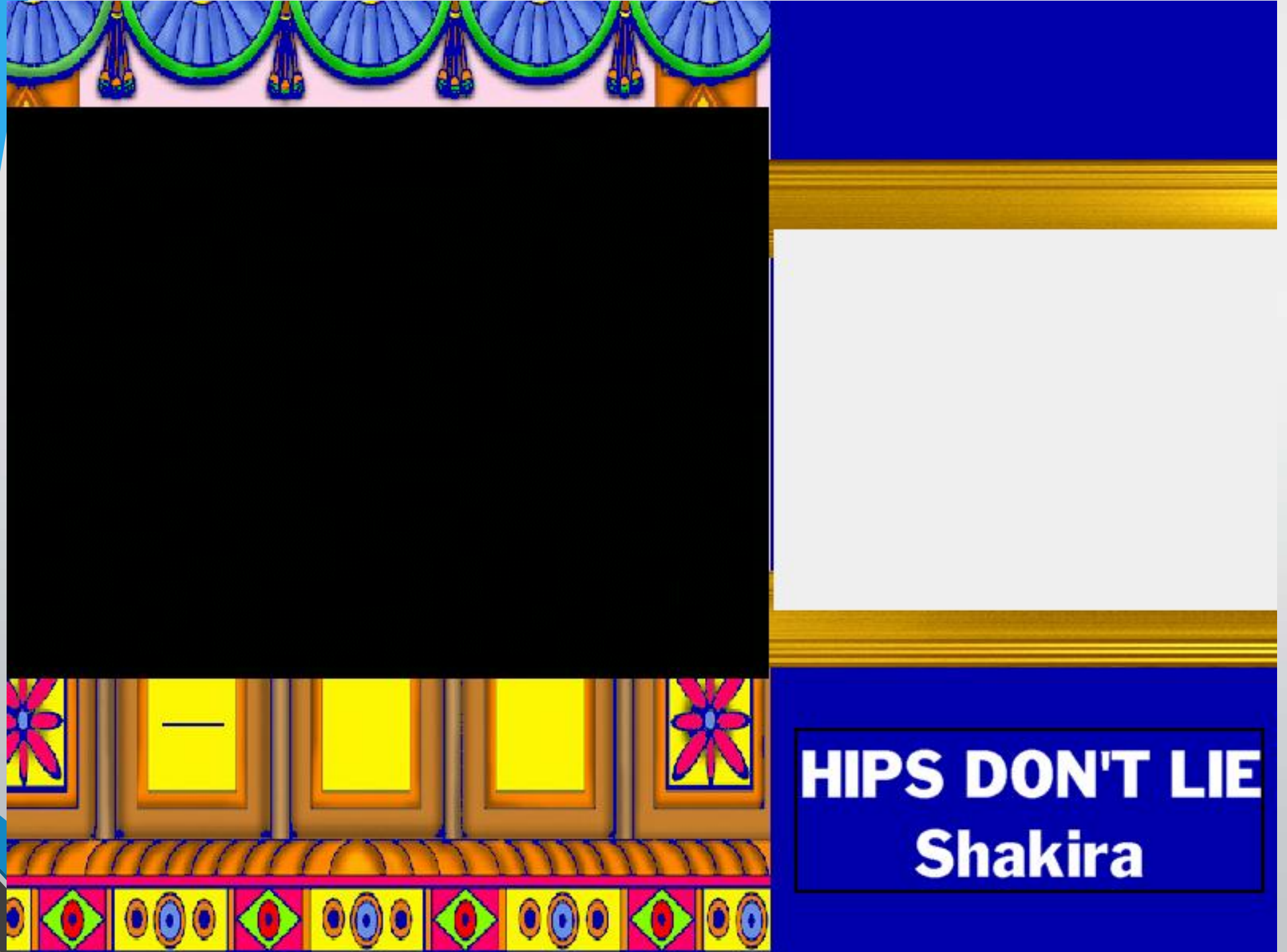



abc

Observational learning

MODELING

SHAKIRA


HIPS DON'T LIE
Shakira


SRIKRISHNA
A Product of STARDOTSTAR

Observational learning

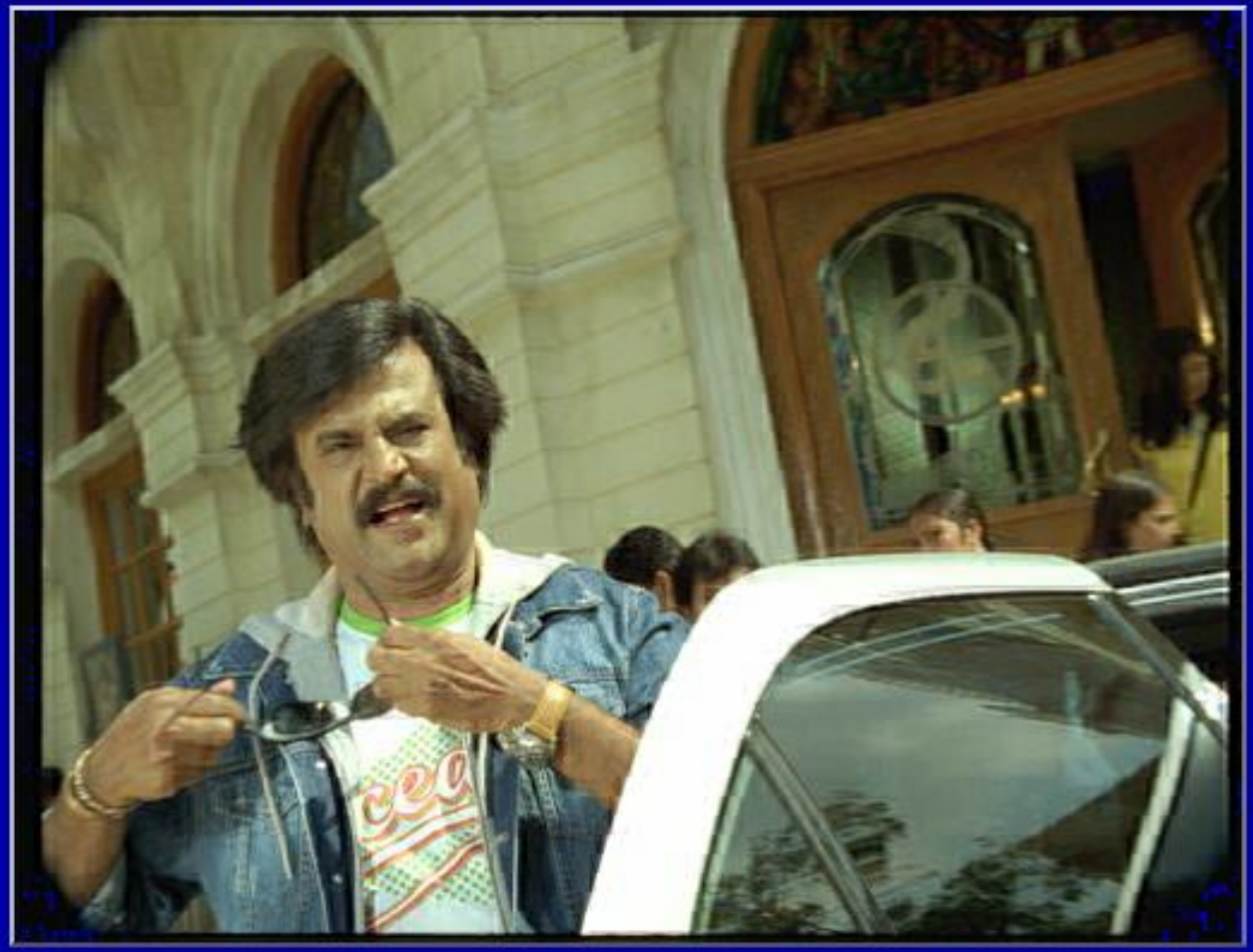
MODELING

Observational learning

MODELING

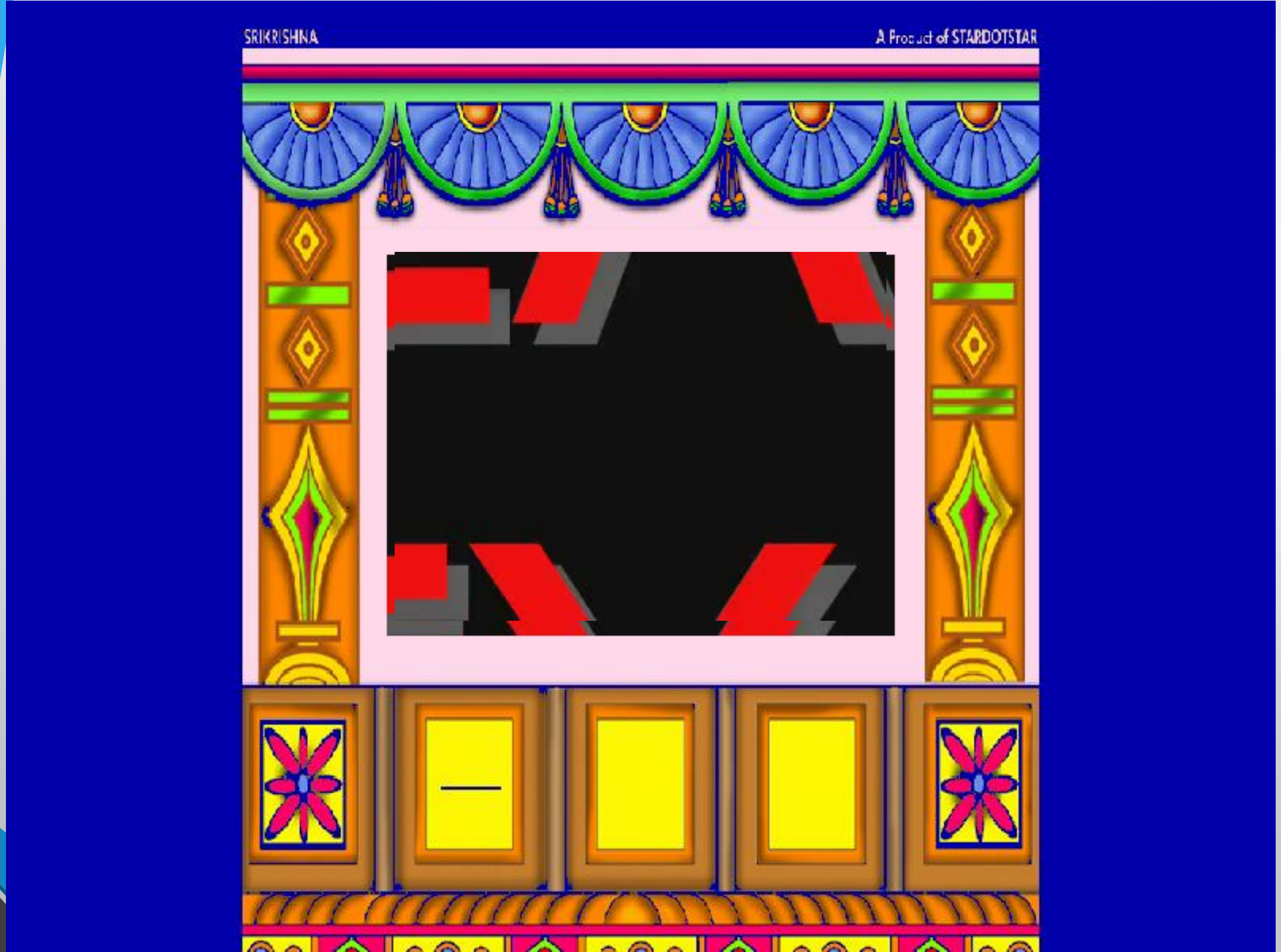
VALENTINE DAYS

Models are more effective when they are:
Attractive, honest, competent, and have elevated status
More likely to imitate models who are successful and/or rewarded for their behavior



SRIKRISHNA

A Product of STARDOTSTAR


SRIKRISHNA
A Product of STARDOTSTAR

"Vicarious reinforcement" and "vicarious punishment" have effects on behavior that parallel Thorndike's Law of Effect

Reinforcement that occurs when you imitate the behavior of someone who has been reinforced for that behavior.

Punishment that refers to the tendency not to repeat behaviours that we observe others punished for performing.

APPLICATION

Skills Training
Modeling adaptive behavior as a parent, therapist, etc.
E.g., teach shy children positive social skills

Vicarious exposure to adaptive behaviors
Show videos or models engaging in desired behavior
E.g., show child with a dog phobia video of similar children playing with dogs and having fun.

Limiting exposure to maladaptive behaviors
Prevent children from seeing others engaging in undesired behavior
E.g., censoring TV shows, movies, video games

COGNITIVE FIELD THEORIES

COGNITIVISM

Learning is a change of knowledge state

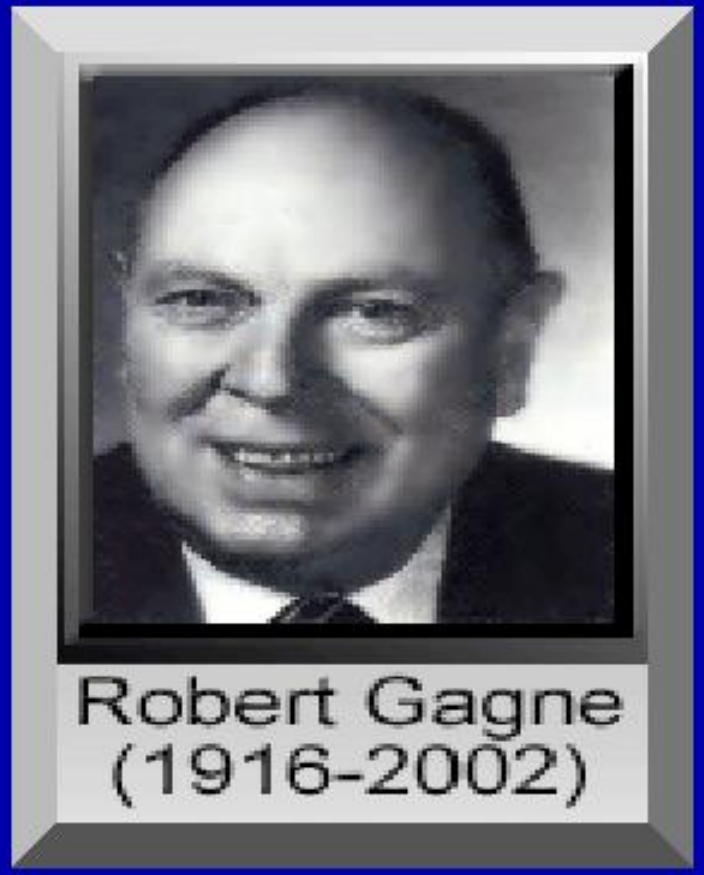
Knowledge acquisition is described as a mental activity that entails internal coding and structuring by the learner.

Learner is viewed as an active participant in the learning process

Emphasis is on the building blocks of knowledge (e.g. identifing prerequisite relationships of content)

Emphasis on structuring, organizing and sequencing information to facilitate optimal processing

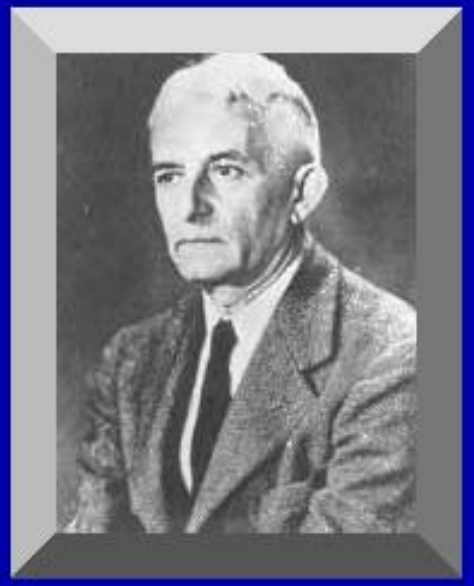
ROBERT GAGNE



Robert Gagne
(1916-2002)

1. **Signal learning**: the learner makes a general response to a signal
2. **Stimulus-response learning**: the learner makes a precise response to a signal
3. **Chaining**: the connection of a set of individual stimulus & responses in a sequence.
4. **Verbal association:** the learner makes associations using verbal connections
5. **Discrimination learning:** the learner makes different responses to different stimuli that are somewhat alike
6. **Concept learning:** the learner develops the ability to make a generalized response based on a class of stimuli
7. **Rule learning:** a rule is a chain of concepts linked to a demonstrated behavior
8. **Problem solving:** the learner discovers a combination of previously learned rules and applies them to solve a novel situation

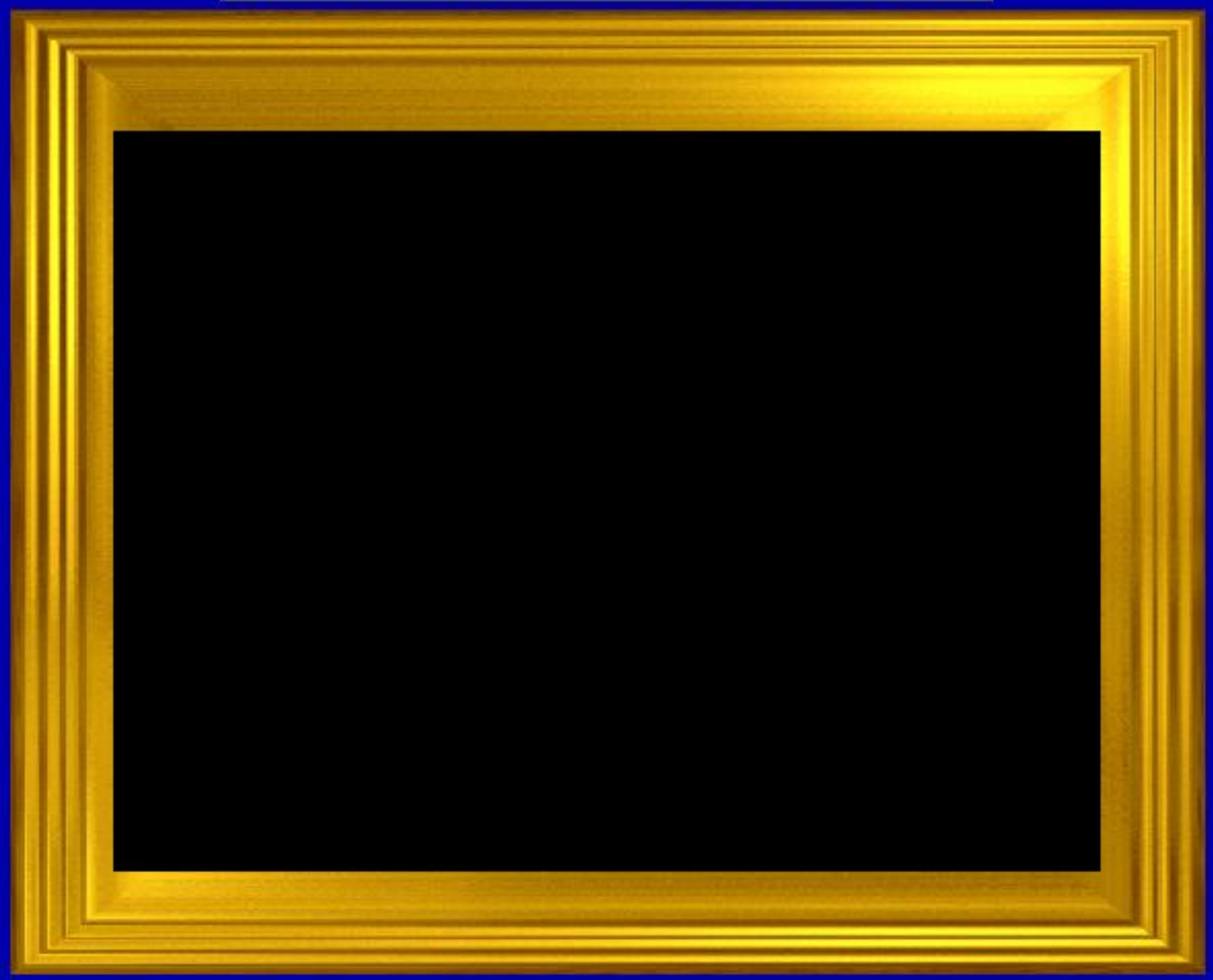
Kohler



The Insight theory of the Gestalt Psychologists

SULTAN

INSIGHT LEARNING



CHIMPANZEES

INSIGHT LEARNING

CHIMPANZEES

INSIGHT LEARNING

PIGEON

GESTALT LAWS APPLICABLE TO LEARNING

The fundamental principle of gestalt perception is the law of prägnanz (in the German language, pithiness) which says that we tend to order our experience in a manner that is regular, orderly, symmetric, and simple

The WHOLE

The whole is greater than the sum of the parts

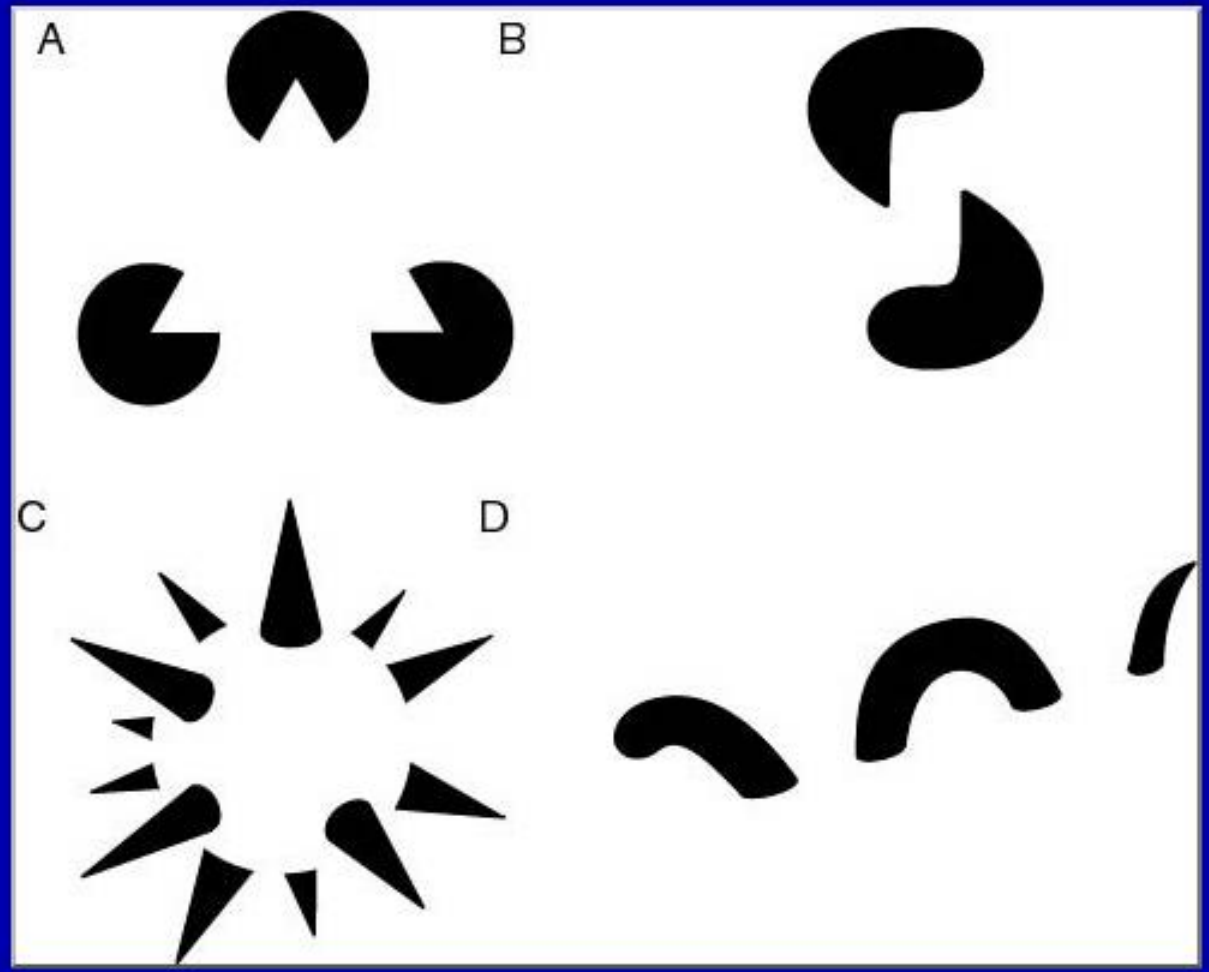
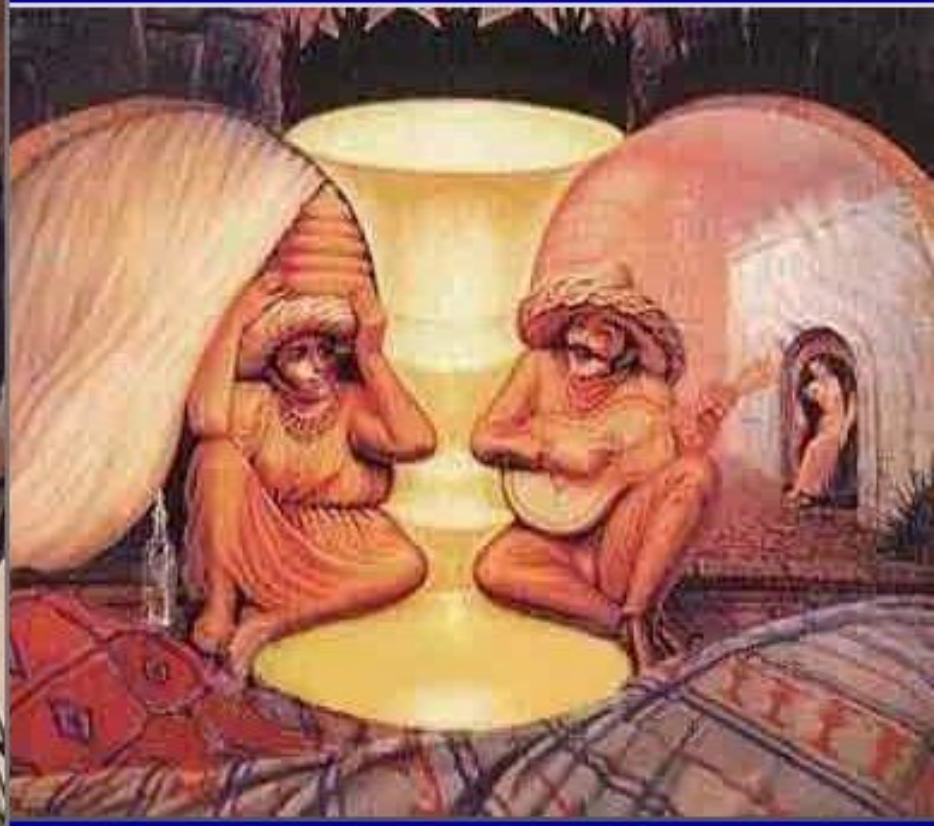
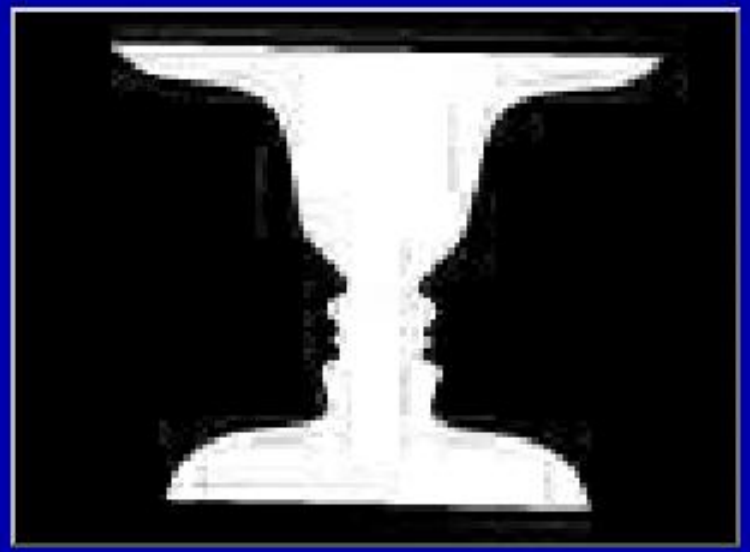


FIGURE BACKGROUND

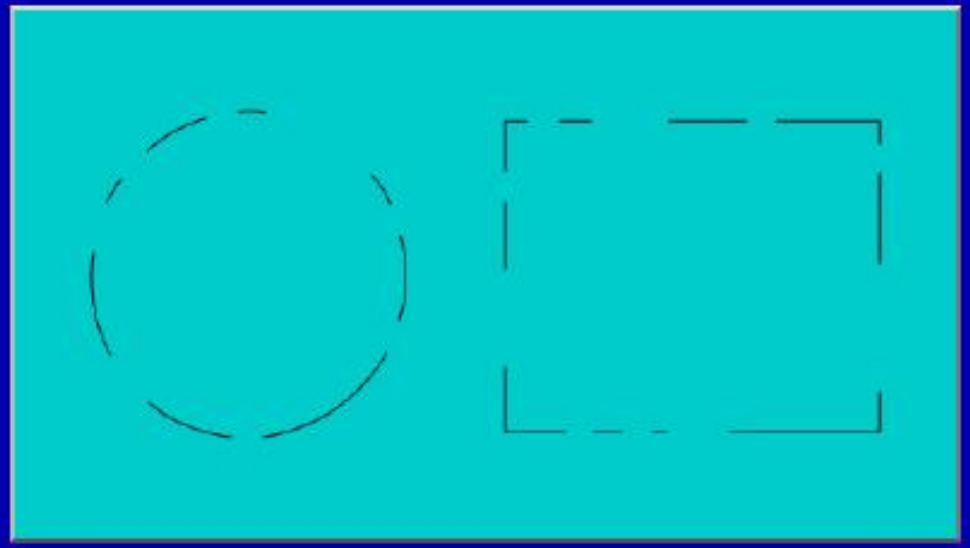


Adult Learning can be epochal, a sudden transformation of the learner's perception



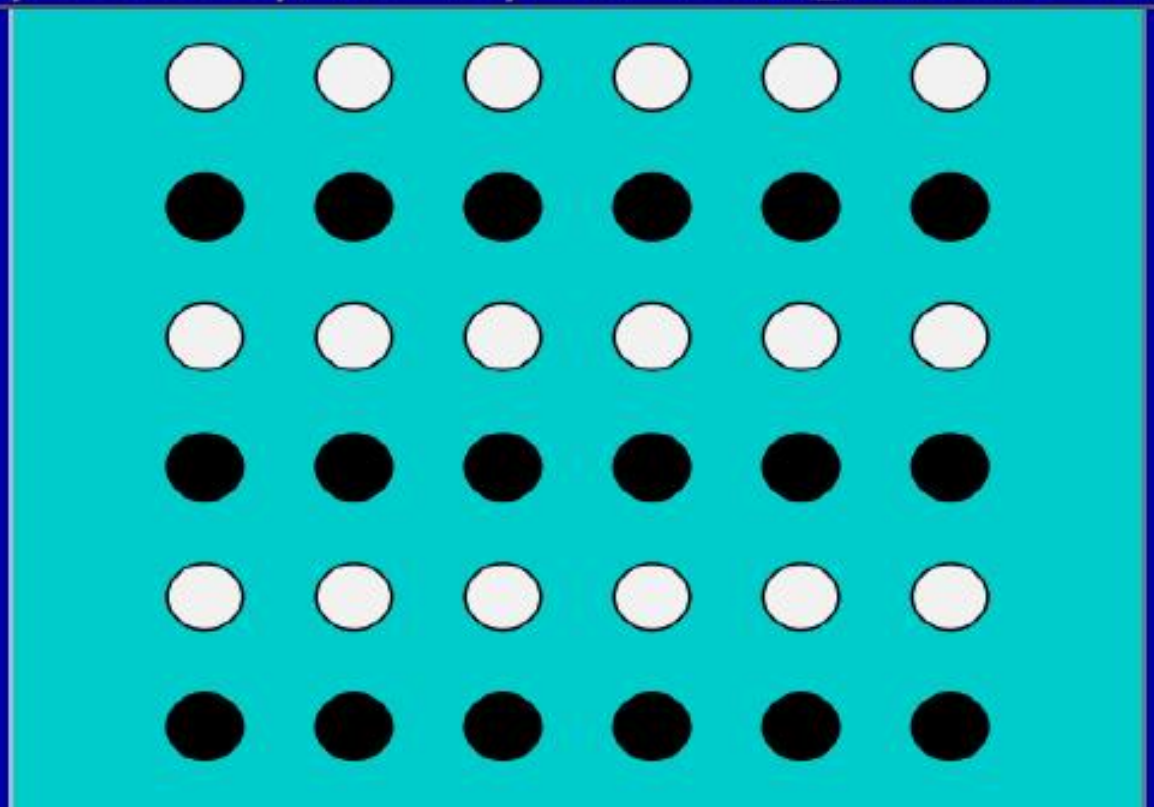
The law of closure

The mind may experience elements it does not perceive through sensation, in order to complete a regular figure (that is, to increase regularity).



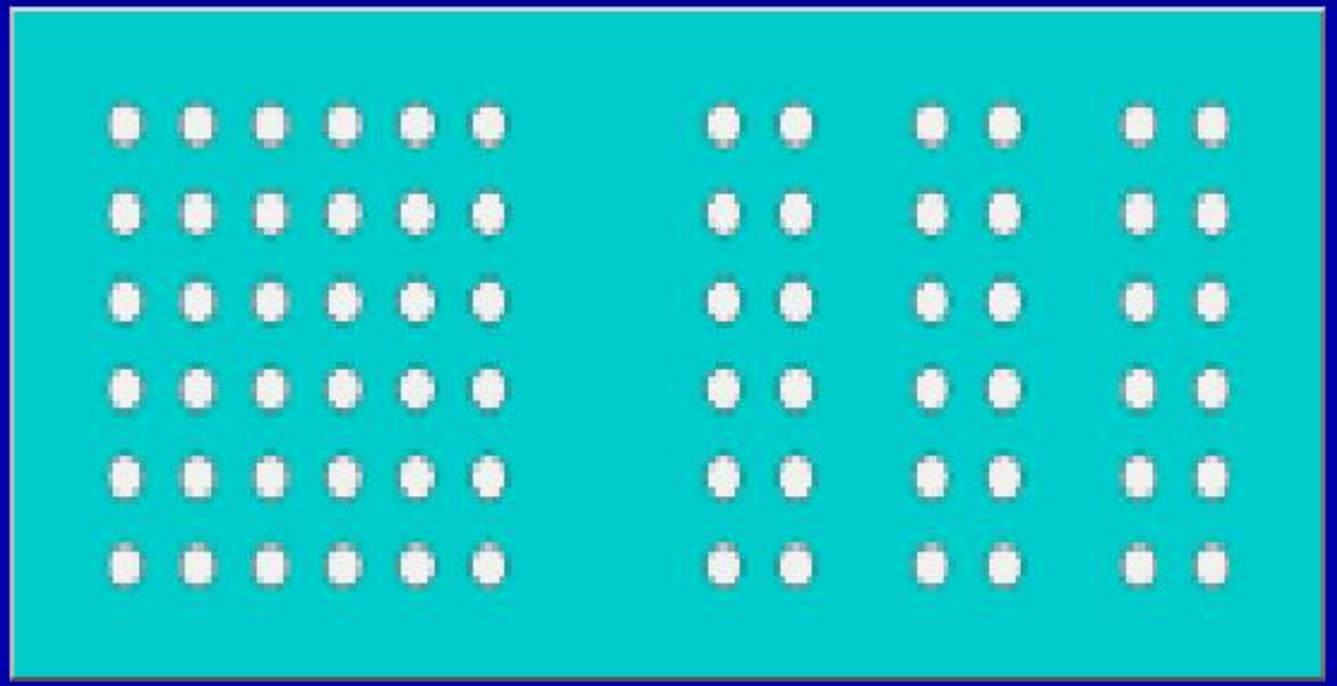
The law of similarity

The mind groups similar elements into collective entities or totalities. This similarity might depend on relationships of form, color, size, or brightness



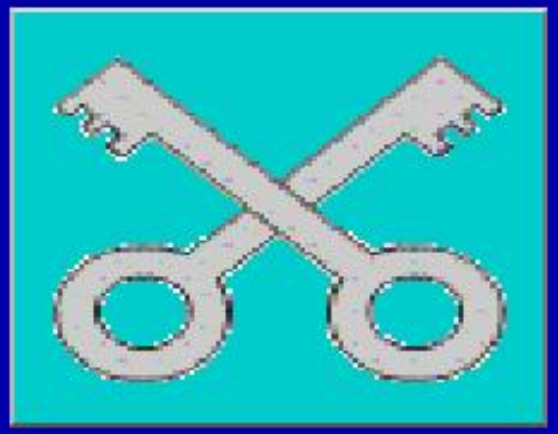
The law of proximity

Spatial or temporal proximity of elements may induce the mind to perceive a collective or totality



The law of good continuation

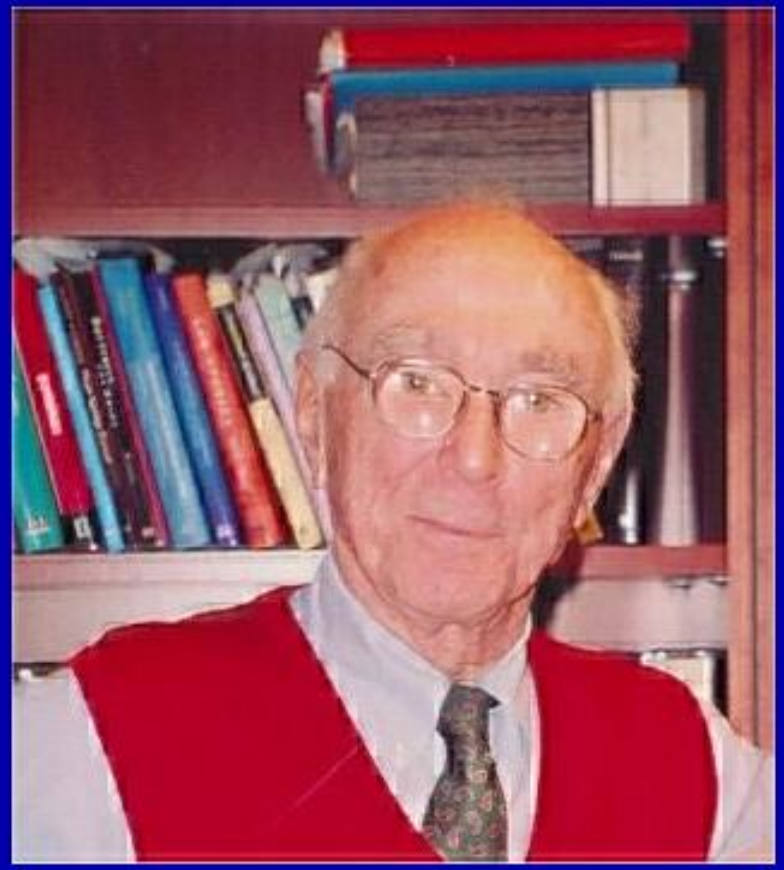
When there is an intersection between two or more objects, people tend to perceive each object as a single uninterrupted object. This allows differentiation of stimuli even when they come in visual overlap. We have a tendency to group and organize lines or curves that follow an established direction over those defined by sharp and abrupt changes in direction



The law of common fate

When visual elements are seen moving in the same direction at the same rate, perception associates the movement as part of the same stimulus. For example, birds may be distinguished from their background as a single flock because they are moving in the same direction and at the same velocity, even when each bird is seen - from a distance - as little more than a dot. The moving 'dots' appear to be part of a separate and unified whole.

GEROME BRUNER



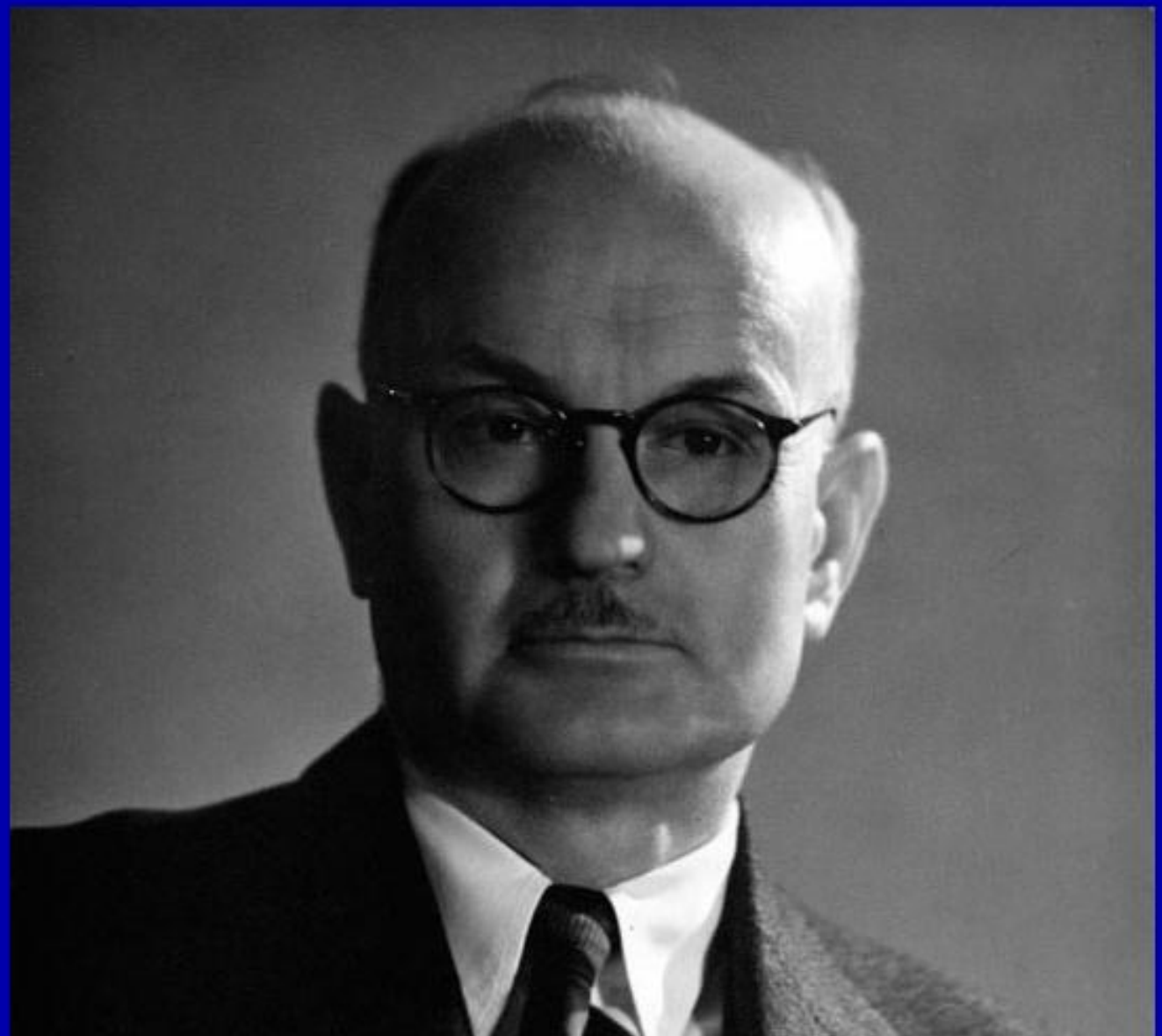
Jerome Bruner (1966)

from the known to the unknown

from the simple to the complex

from the concrete to the abstract

Edward Chace Tolman



Edward Chace Tolman

His theory of learning can be looked on as a blend of Gestalt theory and behaviorism

He saw little value in the introspective approach

He agreed on molar behavior rather than molecular behavior

MOLAR BEHAVIOUR

Purposive

Purposive Behavior in Animals and Men

Related to the Gestalt theory

Tolman felt that whole behavior patterns had a meaning that would be lost if studied from an elementistic viewpoint

It is in contrast with the idea of molecular behavior

According to Tolman, taking his lead from the Gestalt theorists, learning is essentially a process of discovering what leads to what in the environment.

Emphasizer – an organism's drive state determines which aspect of the environment will be emphasized in its perceptual field.

Principle of Least Effort

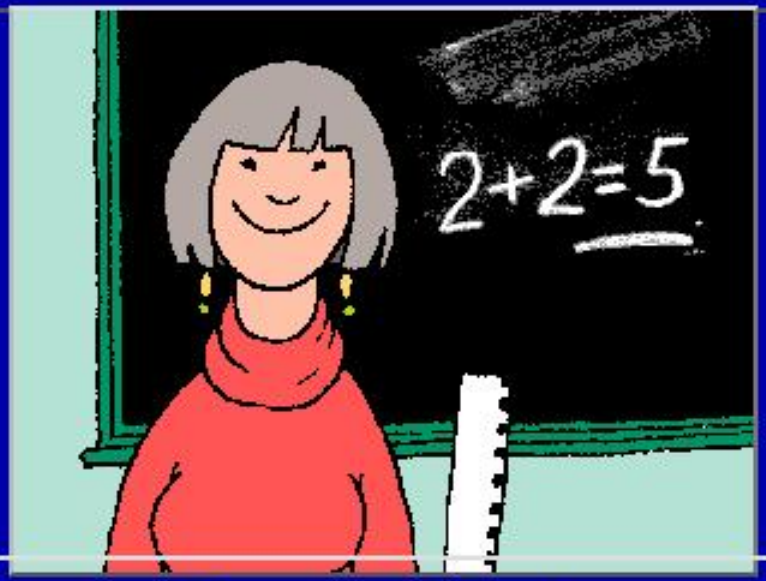
when an organism chooses the one that will require the shortest Route / shortcuts or anything that will only require minimum amount of energy.

Cognitive map

A picture of something that an organism usually is encountering when it do something.

Example: when a person walks on the same street everyday, he will know that when he looks/turns to his left, he will see this and when he looks/turns to the right, he will see that.

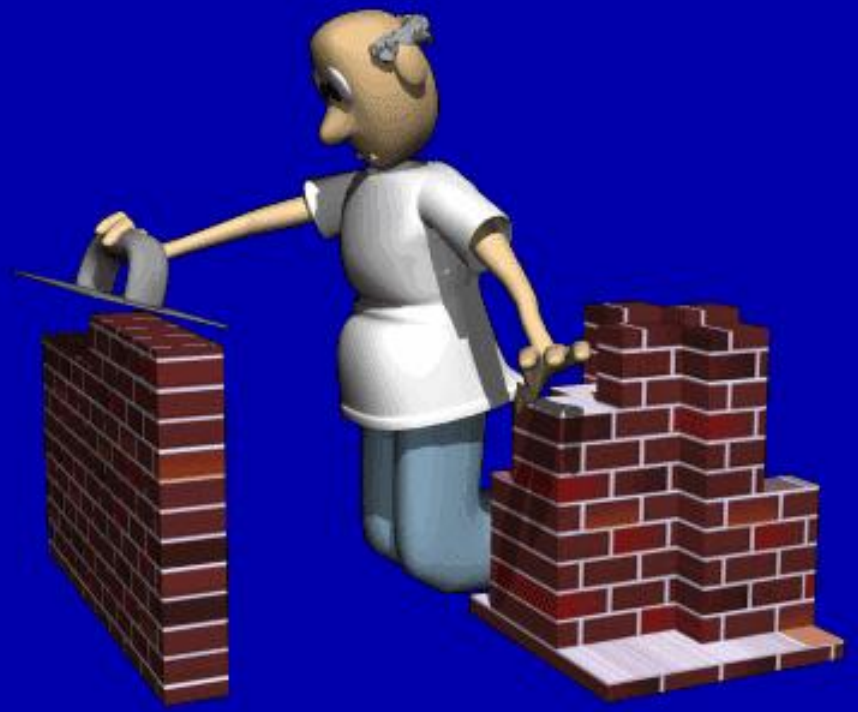
Confirmation vs. Reinforcement



Confirmation of Expectancy

when an expectation is consistently confirmed, the organism ends up believing and will think that when it acts in a certain way, a certain result will be obtained.

CONSTRUCTIVISM



CONSTRUCTIVISM

Learners build personal interpretation of the world based on experiences and interactions

Knowledge is embedded in the context in which it is used (authentic tasks in meaningful realistic settings)

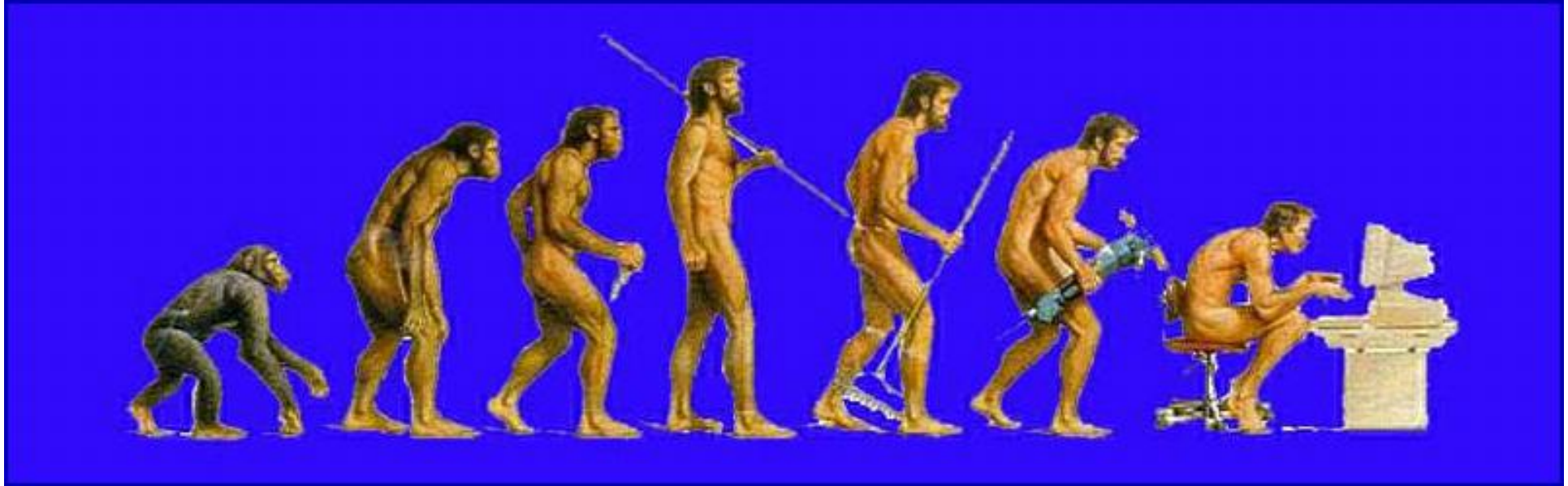
Create novel and situation-specific understandings by "assembling" knowledge from diverse sources appropriate to the problem at hand (flexible use of knowledge)

Learning is an active process in which learners discover and construct new ideas/concepts based on their current/prior knowledge.

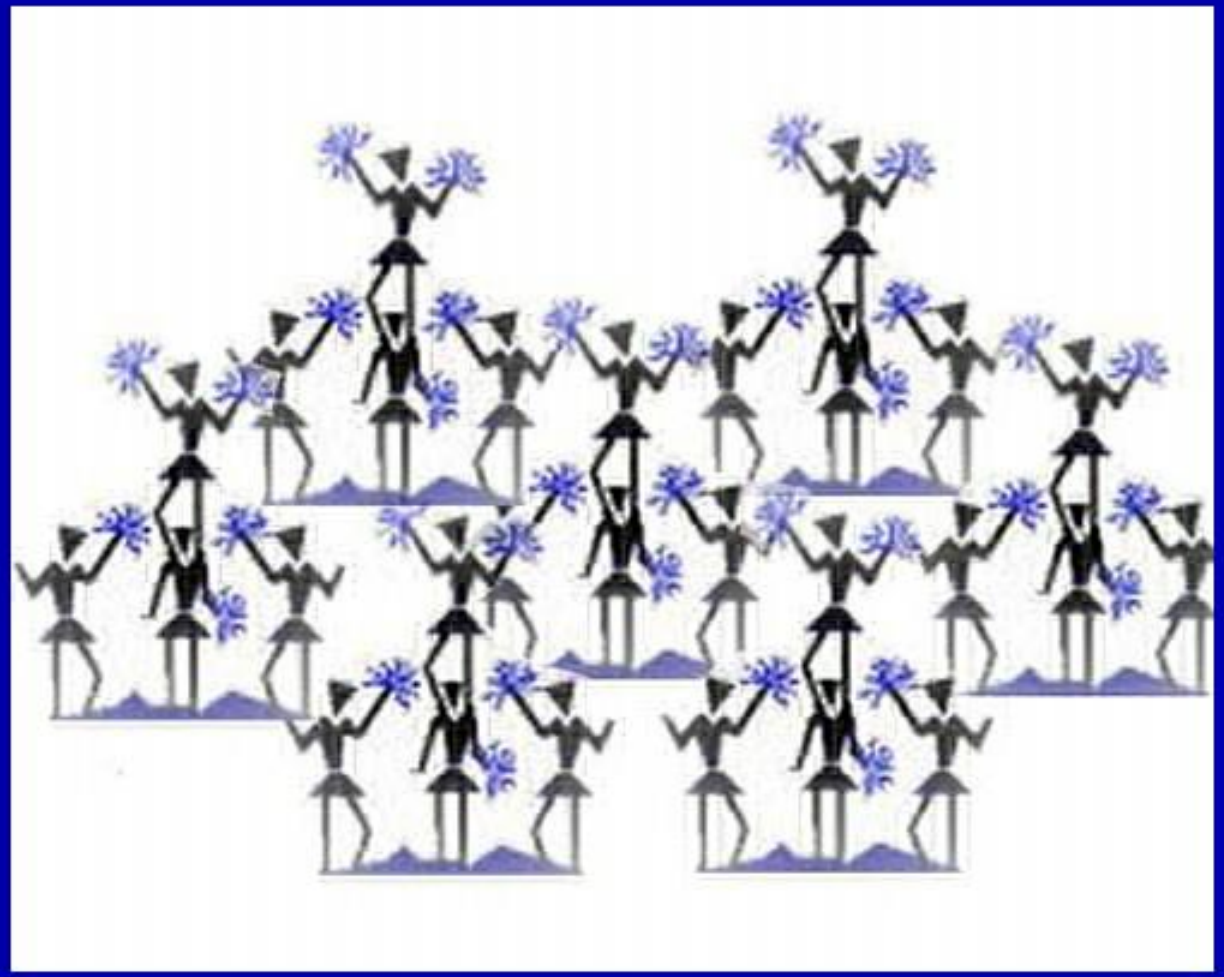
The issues that guide this process must be personally or societally relevant.

CONSTRUCTIVISTS believed that the learner selects information, constructs ideas based on that information and makes decisions by relying on their own cognitive structure of information.

Is the development of theories a linear process?

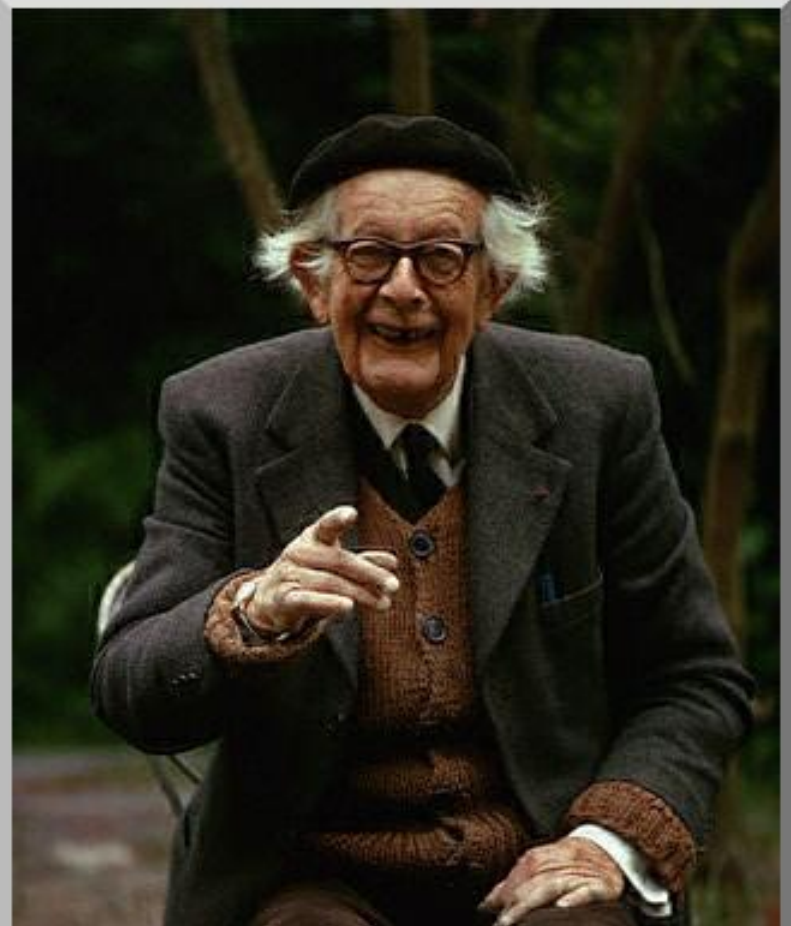


Or is learning a cyclic process where what is learned enables more learning which in turn modifies that which was learned round and round spiraling toward understanding.

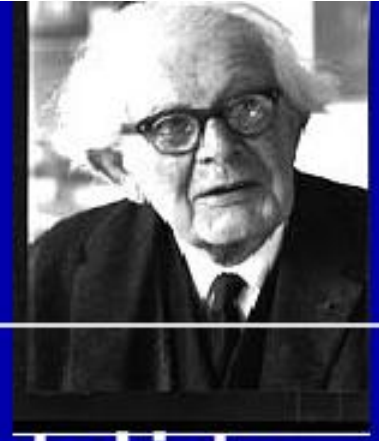


The learning process is seen as cumulative transformations in related meaning schemes

JEAN PIAGET



JEAN PIAGET



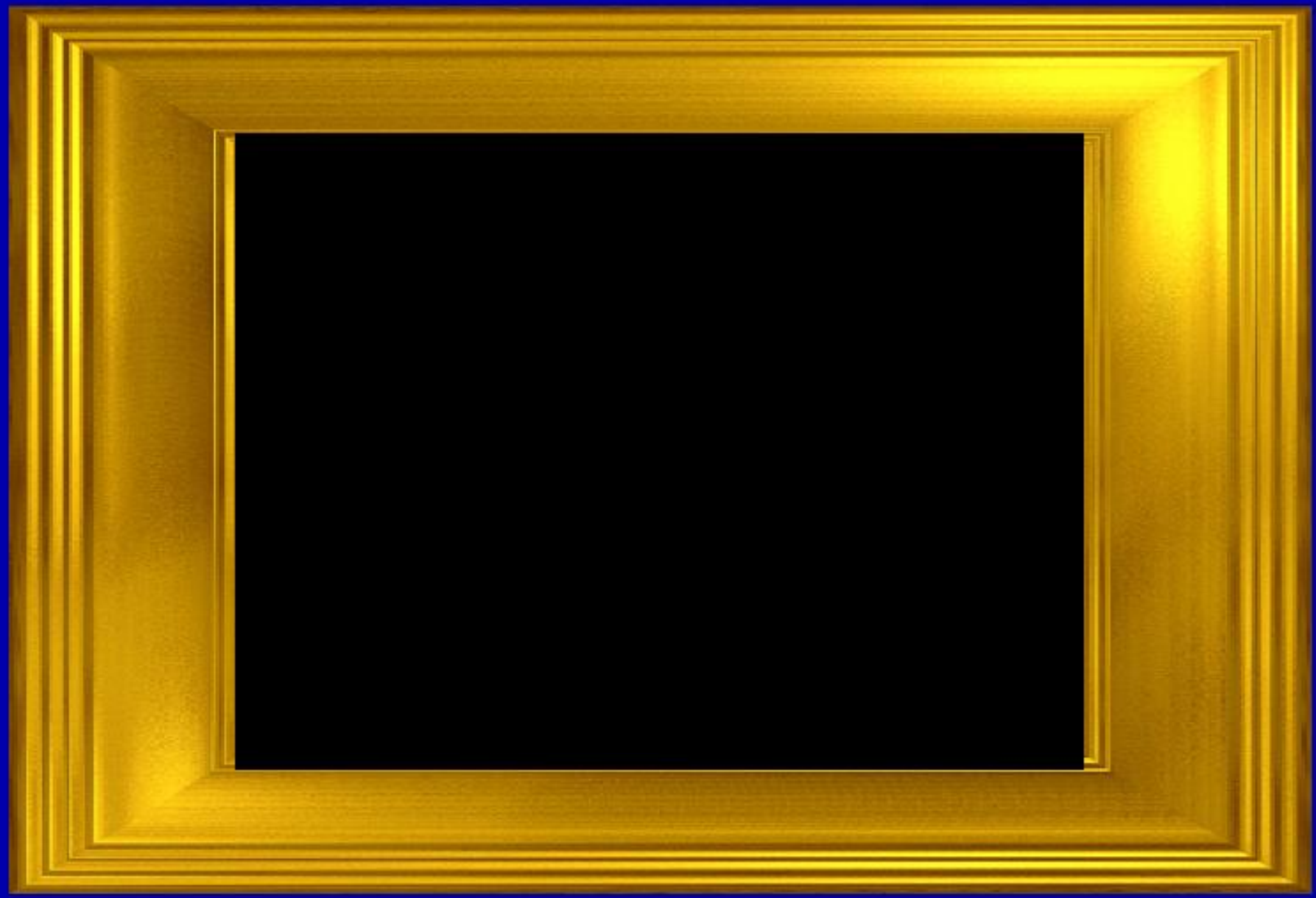
Sensorimotor Stage (birth - 2 yrs):
actions become more intentional and integrated into patterns, there is an increased awareness of self and surroundings.

Preoperational Thought Stage (2 - 7yrs):
development of language and conceptual thought occurs.

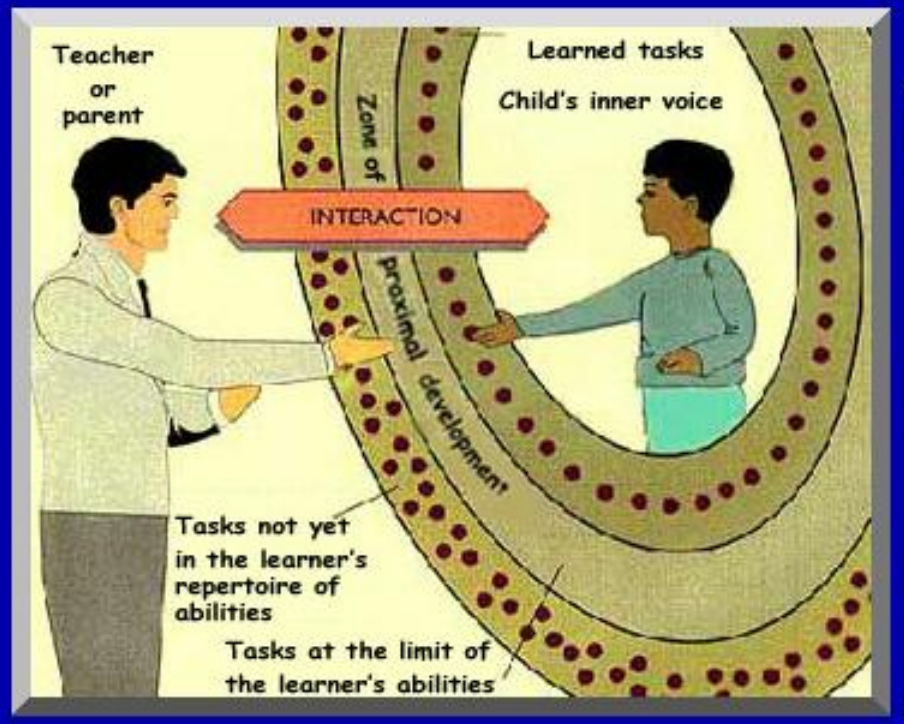
Concrete Operations Stage (7-11yrs):
increased ability to apply logical thought to concrete problems, thinking is still primarily related to immediate experience.

Formal Operations Stage (11yrs on):
ability to apply logic to a variety of problems; higher order thinking occurs.

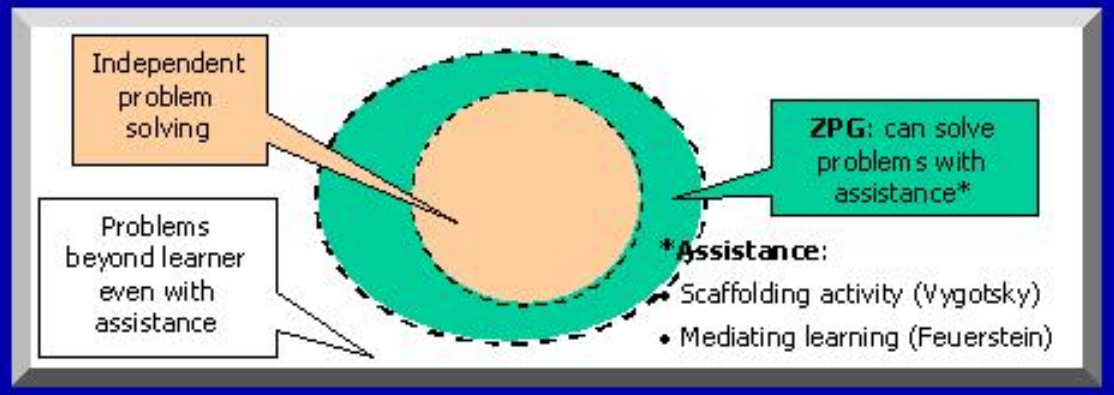
PIAGET - STAGES OF DEVELOPMENT



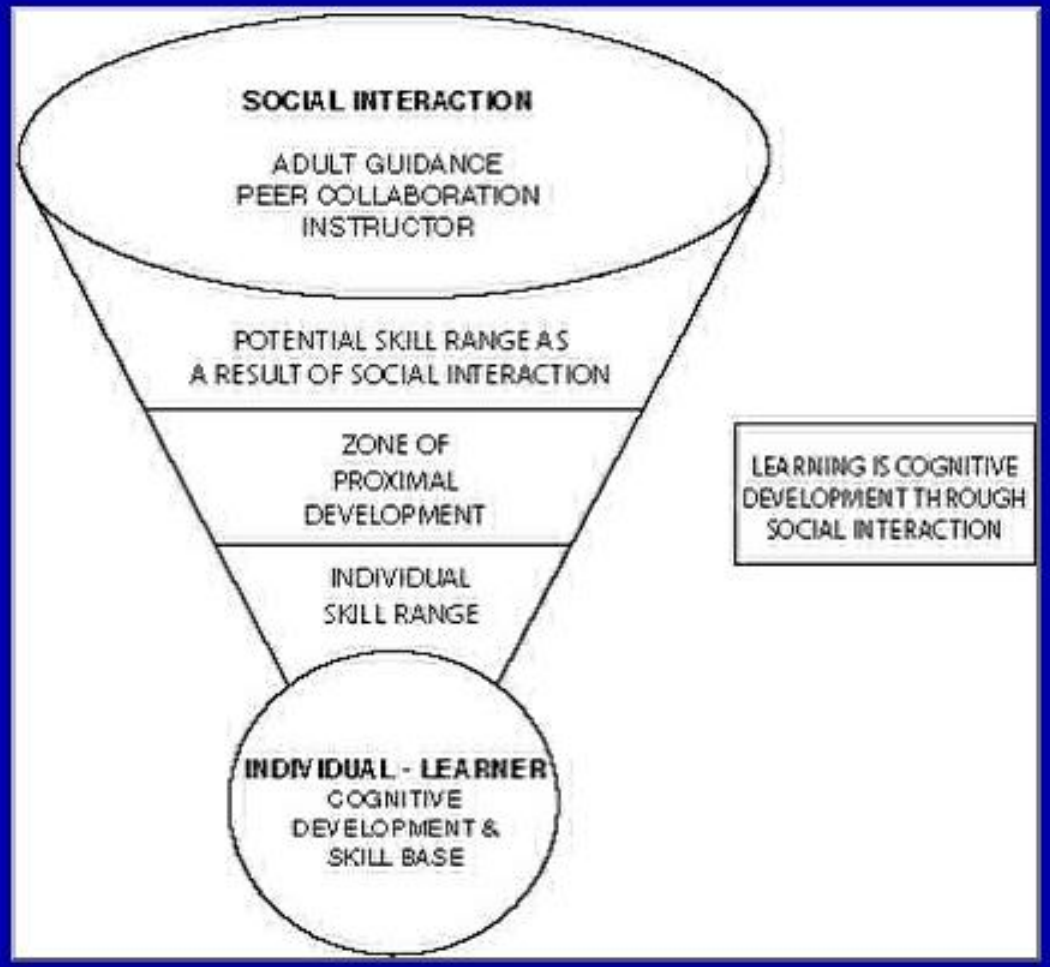
LEV VYGOTSKY



The level of potential development (the "zone of proximal development")



SOCIAL INTERACTION / COGNITIVE DEVELOPMENT



Social Development Theory

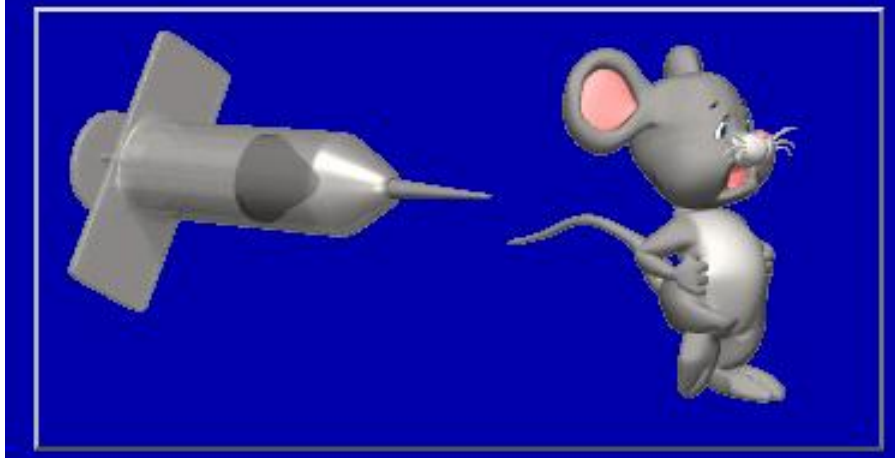
Vygotsky believed that social interaction played a role in the development of cognition – learning could occur through social contact.

Vygotsky (1978) states "every function in the child's cultural development appears twice: first, on the social level, and then, later, on the individual level; first, between people, then inside the child."

The basic premise is that the adult provides the support and scaffolding for the individual until the individual assimilates the knowledge into their own cognitive structure. The idea behind scaffolding is that the support system is gradually taken away as the learner begins to take over and understand the process.

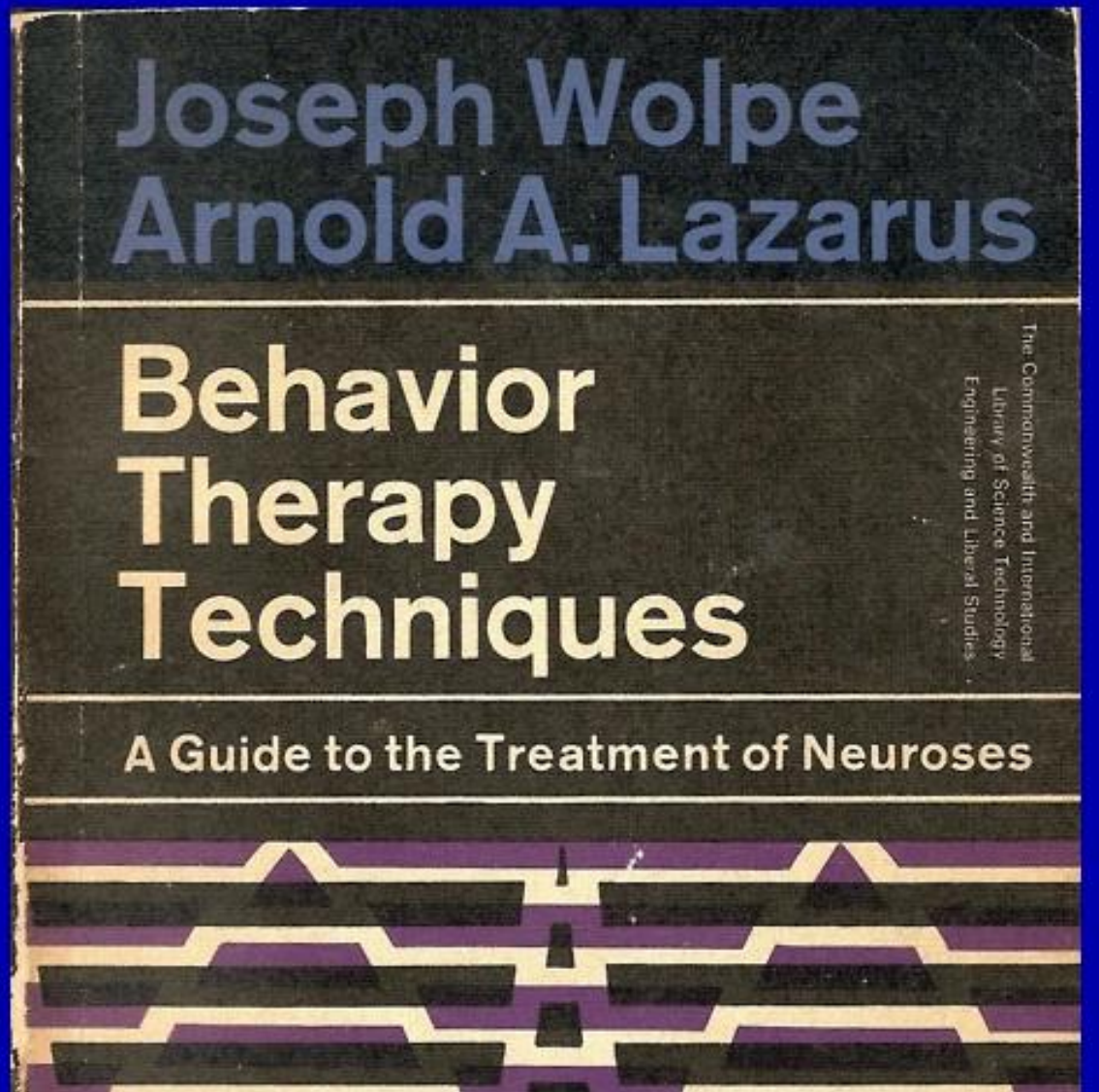
IMPLICATIONS

FROM LABORATORY TO CLINICS

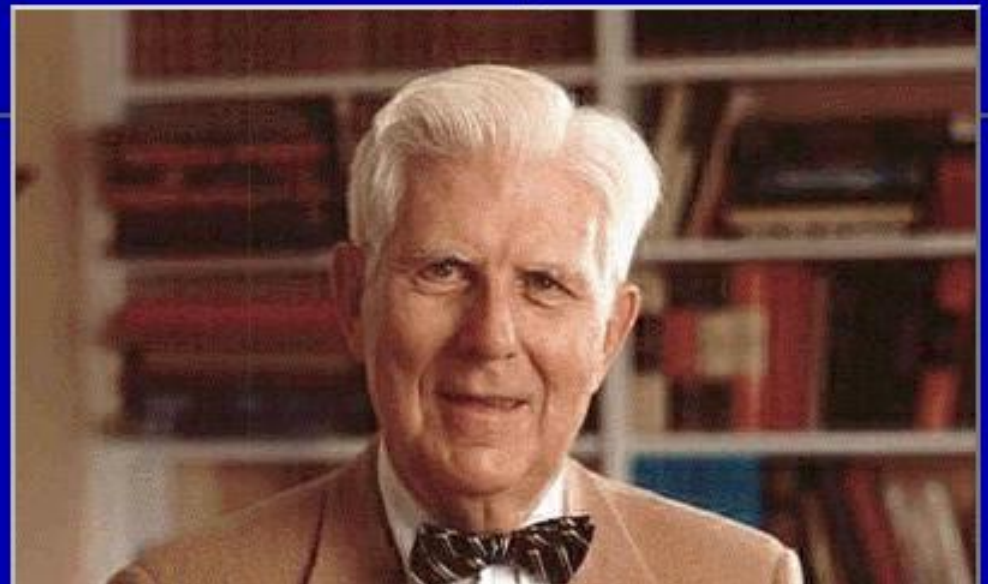


FROM RATS TO HUMANS

The behavior therapy movement that began in the 1950s and 1960s



Since the 1970s, the field of behavior therapy (now called cognitive–behavior therapy) has accepted what seems to be a wider range of explanatory principles, often grounded in social psychology and at least nominally in an information-processing ("cognitive") perspective



LEARNED MALADAPTIVE BEHAVIORS

Escape from fear or anxiety is believed to play a significant role in many human behavior disorders, including the anxiety disorders.

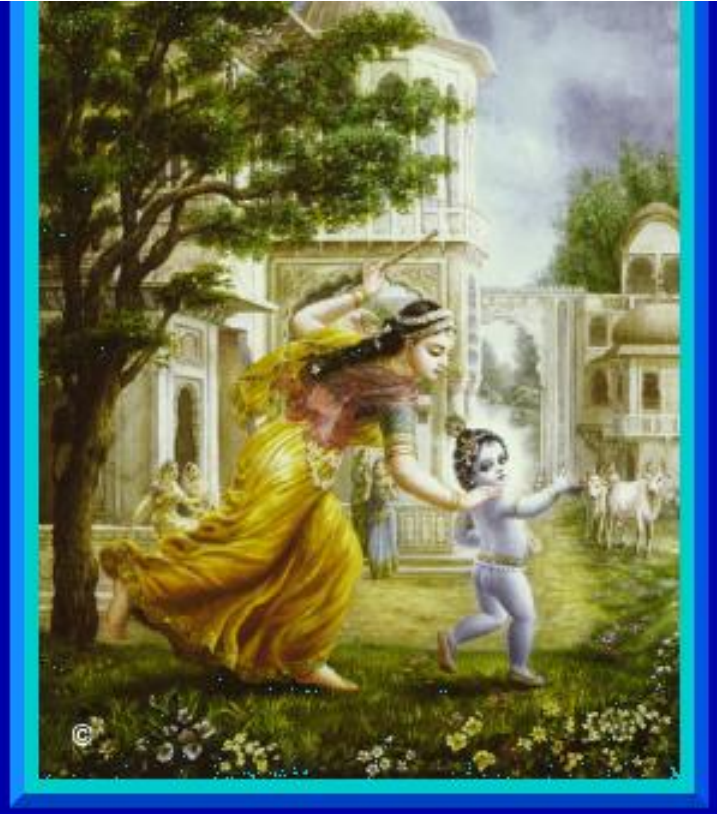
The obsessive-compulsive patient checks or washes the hands repeatedly to reduce anxiety.

The agoraphobic stays home to escape fear of places associated with panic attacks

The bulimic learns to vomit after a meal to reduce the learned anxiety evoked by eating the meal.

whether the behavior is a respondent or an operant, and then the clinician will go about changing either its antecedents or its consequences, respectively, to reduce its probability of occurrence.

Pavlovian fear conditioning interacts with reinforcement of an instrumental action for varied results



A child might likewise learn to stay away from the parent who delivers punishment rather than refrain from performing the punished behavior.

A great deal of behavior in operant learning settings may actually be controlled by Pavlovian learning and sign tracking rather than true operant learning.

THANK YOU