**Operant Conditioning**

Tantrums are punished–> fewer tantrums

Kid is disappointed (stimulus) –> throws tantrum (response) –> punished (consequence) –> Response is altered

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Action** | Give (positive) | Take away (negative) |
| **Stimulus** | | Positive reinforcement | Negative punishment |
| Good (want) | |
| Bad (dislike) | | Positive punishment | Negative reinforcement |

**Effective Punishment**

Should be

* Swift
* Consistent
* Appropriately aversive

Physical punishment may be imitated

The punished may come to fear the punisher

Punishment is most effective when paired with reinforces.

**Reinforcement**

Primary reinforcers –> basic needs

Secondary reinforcers –> not so basic

Behaviour modification

Generalisation and Discrimination can occur

**Reinforcement Schedules**

Continuous reinforcement—every time

Partial reinforcement—every so often

Fixed interval (every x minutes)

Variable interval (random x minutes)

**The Brain and Operant Conditioning**

DOPAMINE workin’ it in the Nucleus Accumbens

Bursts—better than expected

Pause—worse than expected, makes the brain want more

Ex. Need money, mug a dude, get away with it. =Positive Reinforcement

|  |  |
| --- | --- |
| **Classical Conditioning** | **Operant Conditioning** |
| * Learned association between US and CS * Organism is passive * Responses elicited * ANS | * Learn to asscoicate response and reinforcement * Organism is active * Responses emitted * CNS—“should I?” |

**Observational Learning**

Monkey see, monkey do.

Observational learning works—it is key to pay attention to a model

Who the model is extremely important to the impact of the observation

* Similarity is powerful (age, race, gender, etc.)
* Attention closeness
* Admiration

Can learn negative as well as positive.

Other learning principles can be involved.