**Behavioral Modal of Psychology**

Behaviorism, also known as behavioral psychology, is a theory of learning based on the idea that all behaviors are acquired through conditioning. Conditioning (learning: A relatively permanent change in behavior brought about by experience) occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our actions. According to this perspective, only observable behavior should be considered—cognitions, emotions, and moods are far too subjective.

Strict behaviorists believed that any person can potentially be trained to perform any task, regardless of genetic background, personality traits, and internal thoughts (within the limits of their physical capabilities). It only requires the right conditioning.

**Types of Conditioning**

There are two major types of conditioning:

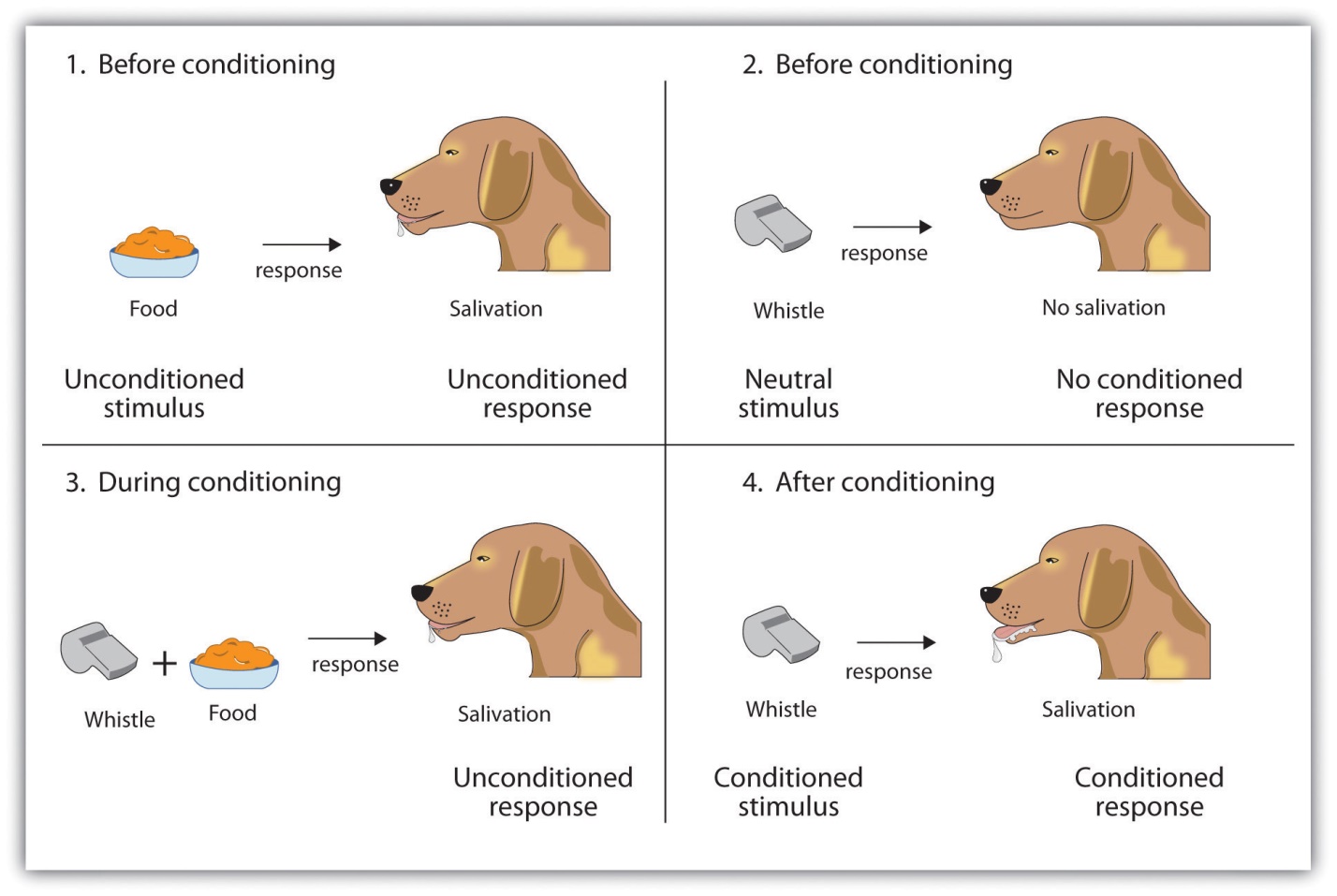
* **Classical Conditioning**
* **Operant Conditioning**

**Classical Conditioning**

Ivan Pavlov a physiologist accidently measured a phenomenon in dog on which he was experimenting that: Sometimes stomach secretions and salivation would begin in the dogs when they had not yet eaten any food. The mere sight of the experimenter who normally brought the food, or even the sound of the experimenter’s footsteps, was enough to produce salivation in the dogs. He saw that the dogs were responding not only on the basis of a biological need (hunger) but also as a result of learning— or, as it came to be called, classical conditioning**. Classical conditioning is a type of learning in which a neutral stimulus (such as the experimenter’s footsteps) comes to produce a response after being paired with a stimulus (such as food) that naturally brings about that response.**

He then rang a bell and, just a few seconds later, presented the dog with meat. This pairing occurred repeatedly and was carefully planned so that, each time, exactly the same amount of time elapsed between the presentation of the bell and the meat. At first the dog would salivate only when the meat was presented, but soon it began to salivate at the sound of the bell. In fact, even when Pavlov stopped presenting the meat, the dog still salivated after hearing the sound. The dog had been classically conditioned to salivate to the bell.

We know that normally the ringing of a bell does not lead to salivation but to some irrelevant response, such as pricking up the ears or perhaps a startle reaction. The bell is therefore called the neutral stimulus, because it is a stimulus that, before conditioning, does not naturally bring about the response in which we are interested. We also have meat, which naturally causes a dog to salivate—the response we are interested in conditioning. The meat is considered an unconditioned stimulus (UCS) because food placed in a dog’s mouth automatically causes salivation to occur. The response that the meat elicits (salivation) is called an unconditioned response (UCR)— a natural, innate, reflexive response that is not associated with previous learning. Unconditioned responses are always brought about by the presence of unconditioned stimuli. When conditioning is complete, the bell has evolved from a neutral stimulus to a conditioned stimulus (CS). At this time, salivation that occurs as a response to the conditioned stimulus (bell) is considered a conditioned response (CR) . After conditioning, then, the conditioned stimulus evokes the conditioned response.

[](https://www.google.com/url?sa=i&url=https://opentextbc.ca/introductiontopsychology/chapter/7-1-learning-by-association-classical-conditioning/&psig=AOvVaw2KCOkW1lvimDysYWApvvek&ust=1583915055871000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCJji6ZTNj-gCFQAAAAAdAAAAABAJ)

**Examples**

* The art of advertising can be considered as a classic case of classical conditioning. Companies make commercial advertisements to attract consumers. To make their products more profitable, most of the companies use the brand value of celebrities in their advertisements. By associating these celebrities with their products, they try to enhance the market values of their products; as the consumers often get convinced by the campaigns of these celebrities for a particular product.
* We all get the desire to eat (a Conditional response) at a specific time of a day, say Lunchtime (Conditional stimulus), even though at sometimes, we are not hungry. Similarly, most of the time when we pass through a particular restaurant or cross a food street, we automatically develop a desire to eat rather, even though we do not feel hungry.
* Do you remember getting vaccinated in a school as a child? As soon as a child starting crying after getting a shot of vaccination, the other students standing in the queue also starts crying. They have already associated the needle with the pain.
* Do you have any particular song, object or place that reminds you of your past? When we listen to a specific song, come across any place or object, sometimes they usually remind us of our past incidents.

**Extinction**

What do you think would happen if a dog that had become classically conditioned to salivate at the ringing of a bell never again received food when the bell was rung? The answer lies in one of the basic phenomena of learning: extinction. Extinction occurs when a previously conditioned response decreases in frequency and eventually disappears.

To produce extinction, one needs to end the association between conditioned stimuli and unconditioned stimuli. For instance, if we had trained a dog to salivate (the conditioned response) at the ringing of a bell (the conditioned stimulus), we could produce extinction by repeatedly ringing the bell but not providing meat. At first the dog would continue to salivate when it heard the bell, but after a few such instances, the amount of salivation would probably decline, and the dog would eventually stop responding to the bell altogether.

**Operant Conditioning**

Operant conditioning (sometimes referred to as [instrumental conditioning](https://www.verywellmind.com/what-is-instrumental-conditioning-2795408)) is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an association is made between a behavior and a consequence for that behavior.

For example, when a lab rat presses a blue button, he receives a food pellet as a reward, but when he presses the red button he receives a mild electric shock. As a result, he learns to press the blue button but avoid the red button.

**Operant behaviors**, are those under our [conscious](https://www.verywellmind.com/what-is-the-conscious-mind-2794984) control. Some may occur spontaneously and others purposely, but it is the consequences of these actions that then influence whether or not they occur again in the future. Our actions on the environment and the consequences of that action make up an important part of the [learning process](https://www.verywellmind.com/what-is-learning-2795332)

**Components of Operant Conditioning**

There are several key concepts in operant conditioning.

* *Reinforcement in Operant Conditioning*

Reinforcement is any event that strengthens or increases the behavior it follows. There are two kinds of reinforcers:

1. [**Positive reinforcers**](https://www.verywellmind.com/what-is-positive-reinforcement-2795412) are favorable events or outcomes that are presented after the behavior. In situations that reflect positive reinforcement, a response or behavior is strengthened by the addition of something, such as praise or a direct reward. For example, if you do a good job at work and your manager gives you a bonus.
2. [**Negative reinforcers**](https://www.verywellmind.com/what-is-negative-reinforcement-2795410) involve the removal of an unfavorable events or outcomes after the display of a behavior. In these situations, a response is strengthened by the removal of something considered unpleasant. For example, if your child starts to scream in the middle of the grocery store, but stops once you hand him a treat, you will be more likely to hand him a treat the next time he starts to scream. Your action led to the removal of the unpleasant condition (the child screaming), negatively reinforcing your behavior.

In both of these cases of reinforcement, the behavior increases.

* *Punishment in Operant Conditioning*

Punishment is the presentation of an adverse event or outcome that causes a decrease in the behavior it follows. There are two kinds of punishment:

1. [**Positive punishment**](https://www.verywellmind.com/what-is-positive-punishment-2795411), sometimes referred to as punishment by application, presents an unfavorable event or outcome in order to weaken the response it follows. Spanking for misbehavior is an example of punishment by application.
2. [**Negative punishment**](https://www.verywellmind.com/what-is-negative-punishment-2795409), also known as punishment by removal, occurs when a favorable event or outcome is removed after a behavior occurs. Taking away a child's video game following misbehavior is an example of negative punishment.

In both of these cases of punishment, the behavior decreases.

**Examples of Operant Conditioning**

We can find examples of operant conditioning at work all around us. Consider the case of children completing homework to earn a reward from a parent or teacher, or employees finishing projects to receive praise or promotions.

Some more examples of operant conditioning in action:

* If your child acts out during a shopping trip, you might give him a treat to get him to be quiet. Because you have positively reinforced the misbehavior, he will probably be more likely to act out again in the future in order to receive another treat.
* After performing in a community theater play, you receive applause from the audience. This acts as a positive reinforcer inspiring you to try out for more performance roles.
* You train your dog to fetch by offering him praise and a pat on the head whenever he performs the behavior correctly.
* A professor tells students that if they have perfect attendance all semester, then they do not have to take the final comprehensive exam. By removing an unpleasant stimulus (the final test) students are negatively reinforced to attend class regularly.
* If you fail to hand in a project on time, your boss becomes angry and berates your performance in front of your co-workers. This acts as a positive punisher making it less likely that you will finish projects late in the future.
* A teen girl does not clean up her room as she was asked, so her parents take away her phone for the rest of the day. This is an example of a negative punishment in which a positive stimulus is taken away.

In some of these examples, the promise or possibility of rewards causes an increase in behavior, but operant conditioning can also be used to decrease a behavior. The removal of a desirable outcome or negative outcome application can be used to decrease or prevent undesirable behaviors. For example, a child may be told they will lose recess privileges if they talk out of turn in class. This potential for punishment may lead to a decrease in disruptive behaviors.

SCHEDULES OF REINFORCEMENT: TIMING LIFE’S REWARDS

Reinforcement is not necessarily a straightforward process and there are a number of factors that can influence how quickly and how well new things are learned. Skinner found that when and how often behaviors were reinforced played a role in the speed and strength of acquisition. In other words, the timing and frequency of reinforcement influenced how new behaviors were learned and how old behaviors were modified.

Skinner identified several different schedules of reinforcement that impact the operant conditioning process:

1. **Continuous reinforcement** involves delivering reinforcement every time a response occurs. Learning tends to occur relatively quickly, yet the response rate is quite low. Extinction also occurs very quickly once reinforcement is halted.
2. [**Fixed-ratio schedules**](https://www.verywellmind.com/what-is-a-fixed-ratio-schedule-2795190)A schedule by which reinforcement is given only after a specific number of responses are made.
3. [**Fixed-interval schedules**](https://www.verywellmind.com/what-is-a-fixed-interval-schedule-2795189) A schedule by which reinforcement occurs after a varying number of responses rather than after a fixed number.
4. [**Variable-ratio schedules**](https://www.verywellmind.com/what-is-a-variable-ratio-schedule-2796012) **A schedule** that provides reinforcement for a response only if a fi xed time period has elapsed, making overall rates of response relatively low
5. [**Variable-interval schedules**](https://www.verywellmind.com/what-is-a-fixed-interval-schedule-2795189)A schedule by which the time between reinforcements varies around some average rather than being fixed.