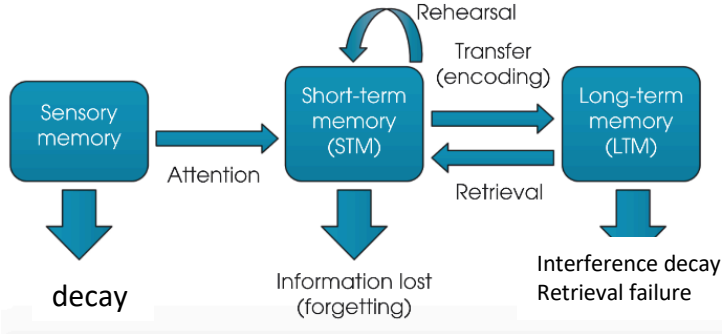
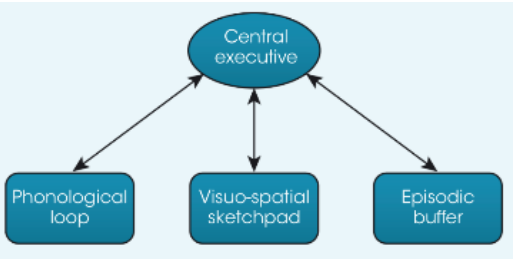
	Theorist	Theory	Explanation and key findings
Biological	Broca	Brain investigation	• Part of brain involved in speech production • **Broca's aphasia**: person is unable to speak, but can understand language
	Wernicke	Brain investigation	• Part of brain involved in laguage meaning/undertstanding by linking to memory • **Wernicke's aphasia**: can produce sound but words have no meaning
Cognition			***Memory***
	Atkinson & Shiffrin	Multi-store model of memory	
	Baddeley & Hitch	Working model of memory	**Describes the short term memory system** **central executive**: organising information and coordinating slave systems. Directs attention to relevant info and suppresses irrelevant info.  **phonological loop**: stores the sounds of language & rehearses it silently **visuo-spatial sketchpad**: stores visual and spatial info eg. Shapes, images, maps etc. **Episodic Buffer:** links information across domains to form integrated units of visual, spatial and verbal information with time eg. Memory of a movie
			Theories & Processes of Learning
	Ivan Pavlov & J.B Watson	Classical Conditioning	**The learning of behaviour through the repeated association of two stimuli** Pavlov set out to study dogs digestive tract. • **Unconditioned stimulus**: food • **Unconditioned response**: dog's salivation • **Neutral stimulus:** Bell sound Neutral stimulus paired with unconditioned stimulus. Dogs began to salivate without presentation of food. • **Conditioned stimulus**: Bell sound • **Conditioned response**: dog's salivation
	Thorndike	Operant Conditioning	**The learning of behaviour through its association with reward or punishment** • Thorndike placed cat inside a puzzle box and a scrap of fish outside to encourage cat to escape • **Law of Effect:** behaviours that offer **rewards** will **continue.** Behaviours that give **unpleasant consequences** will **not continue.**
	B.F Skinner	Operant Conditioning	Box with levers (**skinner box**)- one presented food when pressed, other presented a buzzer. • Animals would stop pressing buzzer producing button • Learnt to press food producing button

<table>
<tr><td></td><td>Bandura</td><td>Observational Learning</td><td>Learning through watching others and copying their behaviour; sometimes called modelling or imitation

Modelled event or activity

Attention processes
Child notices distinct and salient behaviour

Retention processes
Coding and categorising of the behaviour

Motor reproduction processes
Involves physical skills
Capabilities and limitations influence accuracy & extent of modelling

Motivational processes
Rewards and reinforcement from others or self

Reproduction of behaviour

bobo doll experiment
• tested how children learn and imitate aggressive behaviour
• Experimental group aggressive model acting out on bobo doll
• Children who watched aggressive behaviour mimicked the same behaviour when presented with same doll</td></tr>
<tr><td rowspan="3">Relational influences</td><td colspan="3">Attachment</td></tr>
<tr><td>Harlow</td><td>Attachment</td><td>Rhesus Monkeys experiment; determined behavioural theory of attachment

Aim: determine whether provision of food or contact comfort is more important in formation of mother-infant attachment

Participants: 8 newborn rhesus monkeys separated from mothers at birth

Group 1: 4 monkeys in cages
Cloth surrogate mother provided food
Wire surrogate did not

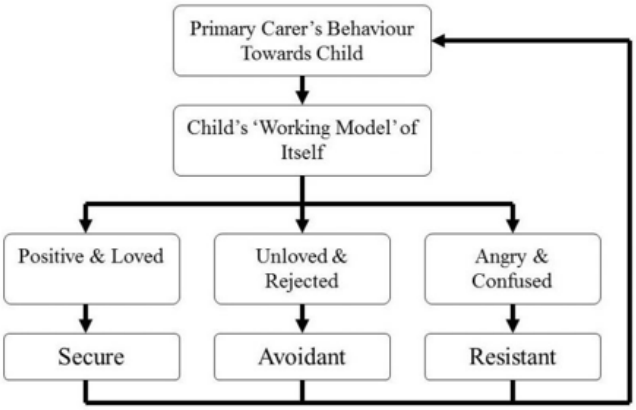
Group 2: 4 monkeys in cages
Wire surrogate mother provided food
Cloth surrogate did not

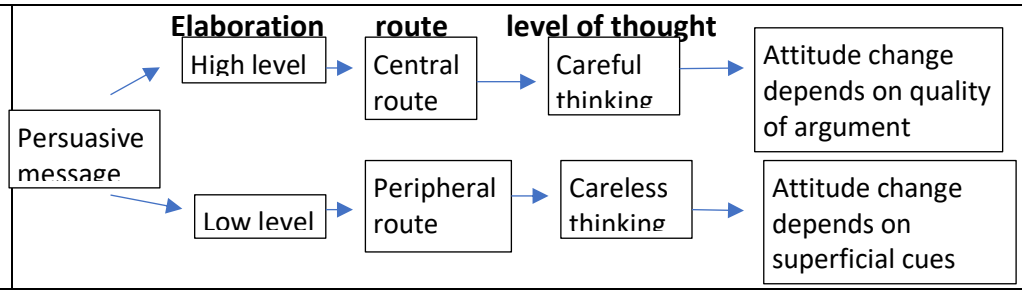
I.V: Provision of food by either cloth or wire surrogate

D.V: amount of contact time spent on cloth and wire surrogate mothers

Results: All monkeys in both groups spent more time on cloth mother than wire, regardless of which provided food.
Conclusion: contact comfort is more important than feeding in formation of infant- mother attachment in rhesus monkeys

Generalisation: Contact comfort is likely a crucial factor in human I-P attachment</td></tr>
<tr><td>Bowlby</td><td>Attachment</td><td>Evolutionary perspective: Infants are programmed to form attachment with caregiver.
• First attachment bond influences future relationships
• Sensitive period- early contact with mother, infants become imprinted
Maternal deprivation: The separation from, or loss of, the mother, as well as the failure to develop an attachment
• Critical period of first 12 months to form attachment to avoid later consequences
• Monotropy (attachment to one primary caregiver)</td></tr>
</table>

<table>
<tr><td></td><td></td><td></td><td>Internal Working Model
Three main features
1. A model of others as being trustworthy
2. A model of the self as valuable
3. A model of the self as effective when interacting with others
 
</td></tr>
<tr><td></td><td>Ainsworth</td><td>Attachment</td><td>Strange situation- tests attachments type of infant-mother
<table>
<tr><th>stage</th><th>People present</th><th>description</th></tr>
<tr><td>1</td><td>Mother, infant, observer</td><td>O. introduces M & I to experiment room before leaving</td></tr>
<tr><td>2</td><td>Mother, Infant</td><td>Mother passive; Infant explores</td></tr>
<tr><td>3</td><td>Mother, Infant + stranger</td><td>Stranger enters. Mother leaves room quietly</td></tr>
<tr><td>4</td><td>Infant, Stranger</td><td>1st M-I separation.</td></tr>
<tr><td>5</td><td>Infant + Mother</td><td>1st M-I reunion. stranger leaves. M greets and comforts. Says 'goodbye' and leaves</td></tr>
<tr><td>6</td><td>Infant</td><td>2nd M-I separation. Infant is alone</td></tr>
<tr><td>7</td><td>Infant + stranger</td><td>Stranger enters</td></tr>
<tr><td>8</td><td>Infant + Mother</td><td>2nd M-I reunion. Mother enters, greets and picks up infant. Stranger leaves quietly</td></tr>
</table>
Three types of attachment
Secure attachment: happily explore room & interact w stranger w guardian. Upset when separated & happy upon return
Anxious-Resistant Attachment: distressed by and won't interact with stranger. Highly distressed in M-I separation. Stays close to guardian on return but resists any attention from them.
Anxious-Avoidant Attachment: avoids both guardian & stranger. Little emotion in guardian separation. Wont attempt to explore room</td></tr>
<tr><td></td><td>*Rutter</td><td>Attachment</td><td>*Criticism of Bowlby
Indicators of attachment shown for fathers, siblings, peers & even inanimate objects as well as mothers.
• Quality of attachment most important factor, rather than just the deprivation in critical period</td></tr>
<tr><td></td><td>Van Ijzendoorn & Kroonenberg</td><td>Attachment style & culture</td><td>Analysed attachment differences in different cultures
• Type A more common in western European countries (anxious - avoidant)
• Type C more common in japan & Israel (anxious-resistant)
Diff proportions of attachment suggest cultural difference in child-rearing lead to differences in attachment</td></tr>
</table>

<table>
<tr><td rowspan="11">communication</td><td>Baumrind</td><td>Parenting styles</td><td>Two major dimensions: Control and Responsiveness
Responsiveness- level of support & affection shown
Control- extent of supervision & regulation of child’s behaviour
Four parenting styles: Authoritarian, Authoritative, Permissive & Uninvolved<table><tr><td colspan="2"></td><td>Level of control</td><td></td></tr><tr><td colspan="2"></td><td>high</td><td>low</td></tr><tr><td rowspan="2">Level of responsiveness</td><td>high</td><td>Authoritative parenting</td><td>Permissive parenting</td></tr><tr><td>low</td><td>Authoritarian parenting</td><td>Uninvolved parenting</td></tr></table></td></tr>
<tr><td colspan="3">Communication styles</td></tr>
<tr><td>Bernstein</td><td>Impact of social background</td><td>Studied link between social class and language style
Working Class- Restricted code: short, simple sentences. No context. Few descriptive words. “here and now” is stressed. Eg. It is over there
Middle class- Elaborated code: complex, precise sentences. Meaning clear from sentence alone. Descriptions used. Eg. The book is on the shelf
Positive influence in 60s & 70s American education programs</td></tr>
<tr><td>Labov</td><td>Impact of social background</td><td>Opposed Bernstein ‘language deficit’
Studied NY African Americans ‘Black English Vernacular’
‘BEV’ not a deficit, just different form of language & should be accepted in schools</td></tr>
<tr><td>Tannen</td><td>Gender differences</td><td>Studied gender differences in communication
Men- Report Talk: public speaking type language. Demand attention. Comfortable being centre stage. Eg. Shut the door
Woman- rapport talk: establishes relationships & intimacy. Develops understanding. Shares experiences. Tend to use hedges eg. Please shut the door
Distress caused by not understanding diff gender communication style</td></tr>
<tr><td colspan="3">Persuasive communication</td></tr>
<tr><td>Petty & Cacioppo</td><td>Likelihood Model of Persuasion</td><td> 
</td></tr>
<tr><td colspan="3">Language development</td></tr>
<tr><td>Chomsky</td><td>Innate language development</td><td>Nativist theory: language developed naturally as everyone learned to speak their own language. Language development genetically predetermined
Language Acquisition Device (LAD)- people innately predisposed to language
Born with universal grammar
Deep structure (same meaning, different words)
Surface structure (similar wording, different meaning)
Limitations/criticisms
Little attention to social environment of child
Is an abstract concept with little scientific basis</td></tr>
<tr><td>Bruner</td><td>Learned language development</td><td>Language development takes place through parent-child interactions
Language acquisition support system (LASS)- describes how parents’ guide & support language through interaction
LASS needs LAD- innate ability to learn + adult frameworks to facilitate it.
Scaffolding: interactional frameworks to allow language development
Formats: micro-interactional routines used to assist L.D eg. Bath time</td></tr>
</table>

<table>
<tr><td></td><td></td><td></td><td>Referencing: the use of language or non-linguistic means to manage and direct the attention of others
Joint attention: sustained eye contact between a parent and child, or parent and a child and an object, to encourage language development
Book reading: format with routine structure. Growth of reference</td></tr>
<tr><td rowspan="3">Developmental Psych</td><td colspan="3">Developmental theorists</td></tr>
<tr><td>Piaget</td><td>Cognitive development</td><td>Adaptation: the continuous process of using the environment to learn & to adjust to changes
Schemas: Mental idea, or organised representation of what something is and how to deal with it.
Assimilation: taking new information and fitting it into an existing mental idea
Accommodation: changing an existing mental idea in order to fit new info
Children progressed through fixed sequence of 4 development stages
<table>
<tr><th>stage</th><th>age</th><th>characteristics</th><th>Test of cog. stage</th></tr>
<tr><td>Sensori-motor</td><td>0-2</td><td>Views world through senses & interaction with it
Object permanence- concept that item continues to exist even when it cannot be seen</td><td>Hiding object to see if child will look for it</td></tr>
<tr><td>Pre-operational</td><td>2-7</td><td>Egocentric: perceives world from own standpoint
Cannot conserve volume
Pretend/symbolic play</td><td>Choice of gift for parent
Three mountains task</td></tr>
<tr><td>Concrete operational</td><td>7-11</td><td>Can think logically & classify items into groups
Can conserve mass and volume</td><td>Conservation
Classification</td></tr>
<tr><td>Formal operational</td><td>11+</td><td>Can think hypothetically & test hypothesises
Capable of abstract and logical thinking</td><td>Pendulum task</td></tr>
</table>
Criticisms:
Little emphasis on how child’s minds develop through interactions w others
Tasks did not always measure what he thought they measured, leading to an underestimation of young minds
Use of unfamiliar materials & situations
Failure to distinguish between competence and performance (lack in verbal skills may mask competence in reasoning)
Measuring education rather than cognitive development</td></tr>
<tr><td>Kohlberg</td><td>Moral development</td><td>Universal sequence of moral reasoning stages
Used moral dilemmas (Heinz dilemma) to investigate reasoning behind answers</td></tr>
</table>

stage	Moral focus	characteristics	Typical answer to H.D
		preconventional	
1	Punishment & obedience Egocentric	Obeys authority Doesn't recognise other points of view	Heinz shouldn't steal the medicine because he will go to jail
2	Individual, instrumental & concrete	Fair exchange Makes a good deal	Heinz should steal because he will be much happier if he saves his wife
		Conventional	
3	Interpersonal expectations, conformity & relationships	Follows rules Maintains loyalty, trust and respect	Heinz should steal the medicine because his wife expects it
4	Social system & maintenance of one's conscience	Obeys laws Doing one's duty Upholding social order	Heinz should steal because it is his duty to save his wife, but must take his punishment because he's broken the law
		Postconventional	
5	Rights & social contract	Respects law as social contract Law does have limits	H. should steal because everyone has a right to live, regardless of the law
6	Universal ethical principles & moral P.O.V	Equality & Justice Respect for human rights	H. should steal because saving a human life is a more fundamental value than the property right

Criticisms

gender & culture bias (participants western white males)

Erikson

Stage theory of identity

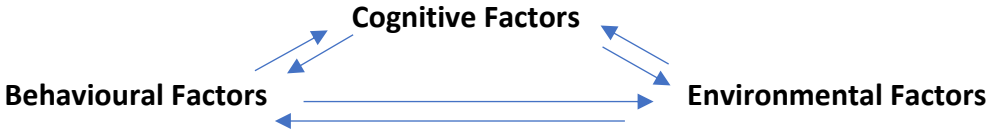
stage	crisis	description
Infancy Age 0-1	Trust vs mistrust	Children develop sense of trust when caregivers provide reliability, care & affection (secure attachment). Lack of this leads to mistrust
Toddler Age 1-3	Autonomy vs shame & doubt	Children need to develop sense of personal control over physical skills & sense of independence. Success=autonomy. Failure= shame & doubt
Preschool Age 3-6	Initiative vs guilt	Children begin asserting control and power over the environment. Success=sense of purpose i.e. Initiative. Exerting too much power results in disapproval resulting in sense of guilt
School age Age 6-12	Industry vs inferiority	Children need to cope with the academic and social demands. Success= competence (industry). Failure= feelings of inferiority
Adolescence Age 12-18	Identity vs role confusion	Teens need to develop a sense of self & personal identity. Success=ability to stay true to yourself (identity). Failure=weak sense of self (role confusion)
Young adulthood Age 19-40	Intimacy vs isolation	Young adults need to form intimate, loving relationships with other people. Success= strong relationships. Failure= loneliness & isolation
Middle adulthood 40-65	Generativity vs stagnation	Adults need to create or nurture things that will outlast them eg. Children or positive change. Success= feelings of usefulness & accomplishment. Failure= shallow involvement in world
Late adulthood 65-death	Ego integrity vs despair	Older adults need to look back on life & feel a sense of fulfilment. Success= feelings of wisdom. Failure= regret, despair and bitterness

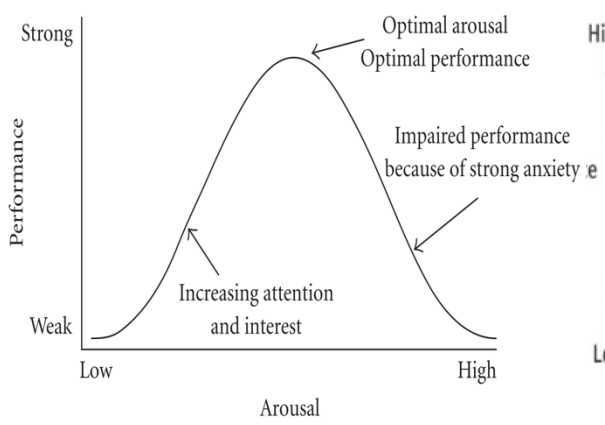
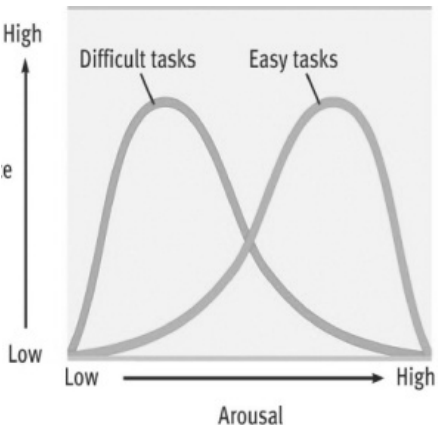
Criticisms

Vague about the actual causes of development

No universal mechanism for crisis resolution

	Bandura	Social learning theory	Revised bobo doll experiment; people can choose whom they copy Learners will **copy** those who are important to them and **behaviours that match their beliefs & values** (children copy idols, peers & family) Children wouldn't copy behaviours that didn't follow their own values
personality	***Personality theories & theorists***		
	Maslow	Humanistic approach	Theories based on the belief that humans try to reach their potential throughout their lives. Personality arises from people striving to achieve their potential. **Hierarchy of needs** 
	Rogers	Humanistic approach	People are born good with potential for enormous growth Need relationships with significant people who **are genuine, accepting (unconditional positive regard**) and **empathetic** in order to grow and self-actualise. **Well-adjusted personality** needs to have good **match** between our **ideal self** (who we would like to be), our **self-image** (person we think we are) and our **true self** (person we objectively are). • High congruence makes it easier to self-actualise • Incongruence leads to mental illness and low self-worth **Limitations** Vagueness of some of the concepts- self-actualisation dependant on values Overly optimistic & fails to account for human capacity for evil
	McCrae & Costa	Trait theory	**Personality traits**: stable forms of behaviour that people display in various situations. Differ among individuals & influence behaviour. **Big Five** (OCEAN) • **Openness to experience:** degree of intellectual curiosity, creativity & preference for novelty/variety • **Conscientiousness**: tendency towards self-discipline, competence, goal driven behaviour. Focuses on deliberate thought & intention • **Extraversion:** Extent of an individual's demonstrating high energy, sociability, talkativeness & assertiveness • **Agreeableness:** Tendency to be cooperative & compassionate towards others, helpfulness & trusting of others • **Neuroticism:** Degree of emotional stability and emotional control **Limitations** Doesn't explain why someone behaves in a certain way Requires personal observations or subjective self-reports- observer bias Can't predict behaviour in every situation- ignores social influences

	Bandura	Social cognitive	Personality by itself doesn't determine behaviour, it only influences it Personality is shaped by cognitive, environmental and behavioural factors **Reciprocal determinism** • States that a person's behaviour both influences and is influenced by personal factors and the social environment  **Self-efficacy:** a belief that one has the ability to achieve an effective outcome impacted by: • **Performance accomplishments**: throwing yourself into some task provides you with the clearest feedback on whether you're likely to succeed • **Vicarious experiences**: seeing other people succeed or fail affects how we see our own chances. By modelling ourselves on successful people, we increase our belief that we can accomplish what they've done. • **Social persuasion**: when people are told they can succeed in something or someone believes in them, they will make more of an effort and keep going despite obstacles • **Emotional state**: physical and mental fitness allows us to get correct feedback on progress and to persevere; if you are exhausted, you may feel like giving up; stay energised, and it will be easier to stay positive
	Mischel	Social cognitive	Behaviour is influenced by two things: specific attributes given to a given situation and the manner in which he perceives it. • Person only behaves in same manner whenever actions likely to yield same result • Emphasised individual differences, value & expectancies must be considered in predicting behaviour & personality Acknowledges **importance of situation** and the **individual context** in the determination of behaviour **5 personal variables:** • **Competencies**: intellectual capabilities and skills • **Cognitive strategies:** different perceptions of a specific event eg. What is 'threatening' to you may be 'positively challenging' to others • **Expectancies:** how the person expects the behaviour to result • **Subjective values:** respective value of each possible outcomes of various behaviours • **Self-regulatory systems:** groups of rules & standards that people adopt in order to regulate behaviour Mischel believes personality per se doesn't exist: our traits are merely cognitive strategies or things we do to obtain the kind of reward we want • *Marshmellow test* **Limitations:** Doesn't explain how personality changes over time Tends to ignore maturation & developmental stages over a lifetime Cannot be directly observed so difficult to quantify the effect social cognition has on personality development Some traits are consistent across all situations with relevant example e.g. intellect

Social psych	***Influence of others on behaviour***		
	Yerkes & Dodson	Optimal Arousal	 
	Myers & Bishop	Group Polarisation	**Group polaristaion**: strengthening of attitudes in individuals when in groups with similar attitudes Found that when students with low racial prejudice talked together about racial issues they became more accepting. Also found that highly prejudiced students who talked, became more prejudiced. • Idea is often linked to terrorist mentality
	Asch	Conformity	**Conformity**: the changing of behaviour in response to group pressure ***Asch line study*** • 6 participants; 1 subject, 5 actors • Which of three lines Is equal to first line? Actors gave wrong answers • Conformed 75% of the time despite being obviously wrong **Findings:** • Partner reduced conformity • People would ignore own ideas & give into group influence particularly when there was **unanimity** and **group size 3-5** **Normative social influence**: influence of others that leads to conformity in order to be liked & accepted. **Information social influence:** when we conform to others because we believe they have accurate information.
	Milgram	obedience	**Obedience**: when someone follows the instruction of an authority figure ***Milgram shock study*** • 2 groups; learners (actors), teachers (subject) • Teacher told to shock student with increasing voltage for every wrong memory answer given • Each shock requested by experimenter **Findings** • **More likely** to administer high voltage shocks when **authority** of experimenter is high, and the student couldn't be seen Stretched ethical boundaries: use of deception
	Zimbardo	Obedience and conformity	***Stanford prison study*** • Participants either guards or prisoners allocated randomly • Roles they played became their reality • Guards aggressive: Prisoners withdrawn & anxious • Subjects displayed conformity & obedience to their fictional roles Stretched ethical boundaries: stopped after 6 days

	Theories of social psychology		
	Heider	Attribution Theory	Behaviours are explained by either **internal dispositions (personality**) or **external situation (the environment**). **Fundamental attribution error**: when we either underestimate the external situation or overestimate the internal situation We tend to explain behaviours of others by the person they are (internal) and explain our own behaviour by the environment (external)
	Kelley	Casual Attribution Theory	Look at antecedents & the consequences for behaviour to be understood Kelley's **general model of attribution** **Antecedents** → **Attributions** → **Consequences** Information, Beliefs, Motivation → Perceived causes → Behaviour, Affect, Expectancy Kelley's covariation model allows us to make a judgement on a person's behaviour because we have had multiple observations of it. **Covariation model** • **Consensus:** do all people behave in the same way • **Distinctiveness:** does the person behave the same in all situations? • **Consistency:** does the person behave the same way every time the situation occurs?
	Festinger	Cognitive dissonance	People do not like inconsistency between their thoughts and behaviours; they will try to change their thoughts to match their behaviours to reduce cognitive dissonance
Culture & Values	***Sense of community***		

	McMillan & Chavis	Sense of Community	**Sense of community: a feeling that members have of belonging, a feeling that members matter to one another and to the group, members have a shared faith (experience/history/purpose) and members needs will be met through their commitment to be together**
			
			4 elements of sense of community
			• **Membership:** a feeling of belonging, of being a part of something bigger than yourself; sharing a sense of personal relatedness.
			  ○ **Boundaries:** provides sense of emotional safety by separating "us" from "them"
			  ○ **Emotional safety:** members feel safe and protected
			  ○ **Personal investment**: members contributed to community & earned their membership
			  ○ **Sense of belonging & identification:** environment to be ourselves & our expression is valued & accepted
			  ○ **Common symbol system:** dress rituals & language
			• **Influence**: two-way relationship, members have an influence (made a difference) over the group & group can influence their members causes group cohesion
			• **Integration and fulfillment of needs**: members needs will be met by the group, use of positive reinforcement by having membership within the community
			• **Shared emotional connection**: members share events, experiences and history together; they form a spiritual bond through interactions within the community
			Definitive element of a sense of community- shared emotional connection

	Kobasa	Responses to stress	Studied 600 executives & managers Individuals with a hardy personality less likely to become Ill. **Hardiness** is a quality demonstrated by an individual who responds positively to stressors Hardiness type of characteristic of resilience **Resilience**: the capacity to act positively in the face of difficult or traumatic experiences