Learning theories and classroom behavior assignment 2

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Defining Learning from the behaviorist point of view

"Learning is the process through which experience causes permnate changes in the behavior or knowledge. Behaviorism is concerned with environment stimuli in the learning process and responds to that learning". (Woolfulk, A. 2010).

What is a behavior? A behavior is a person or any living creature and their response to a stimulus. Behaviorists believe that the environment shapes our desires that lead us to our actions. It is believed that behaviors can be changed by positive reinforcement. "

Classical conditioning and Operant conditioning

Classical conditioning was defined by Ivan Pavlov. He discovered he could have a stimulus paired with repeated responses. With classical conditioning there are no consequences. For an example, while watching a tv show a person might develop a habit of going to get a favorite drink or snack during the commercials. Every time that person sees a commercial you automatically they think need to go have a drink or a snack. There are no consequences for their habits.

Operant conditioning was discovered by BF Skinner. Skinner experimented on animals for the positive reinforcement. Operant conditioning uses consequences. For example, a child can be rewarded for finishing their homework. The child will be able to watch TV or an activity of their choice. If the child does not do their homework, then they will not be able to watch TV or do that activity they want to do.

Classical conditioning is different from operant conditioning because one involves consequences, and one does not involve consequences. Classical conditioning is making some

kind of attention getter. The attention getter sound will allow the children to understand this means that it is time to follow a direction. Operant conditioning allows you to create positive reinforcement and consequences for the students.

Ways to classical and operant conditioning in the classroom

There are several different ways to use classical and operant conditioning in the classroom. One way, we use an attention getter is by saying "everyone freeze" the students know to stop moving or stop doing the activity they are doing. A third classical condition that we use is when we turn the lights off. The students know to be quiet and wait for the next activity.

Transition attention getters that are used in a classroom are a timer. The students know that the activity time is over when the timer goes off. Another transition attention getter that can be used is when staff call the students name and say "yellow table" they know to go to the yellow table.

Positive feedback is also something that needs to be continuously done through the day. Always praise the students when they are doing great work. They know that if they do not get a "great job" they don't get the praise. Most students enjoy hearing that they did so well. This can also be part of operant condition. Earning stars is a big deal in some classrooms depending on the grade level. They can earn up to ten stars a day and at the end of the day the students know they will receive a prize from the prize box. The students know the consequence is they will not receive a prize if they decide to have a behavior or simply refuse to do the work. Students also know that if they do not earn their stars or participate, they know they do not get to use the computers or do a fun activity.

Throughout the activity if a child refuses to do the work or has a behavior, the student has many chances of earning their star. Constantly remind the student that they can chose to earn their star if they follow the directions. Constantly tell the student to try again and they will receive their star. This is a way to remove the punishment out of the classroom simply by giving them the opportunity to take control of their choices.

Ways to encourage existing behaviors or teach new ones

An existing behavior in most classrooms are students being off tasked. One of the ways to encourage students to stay on task is to create a check list, and constantly remind the student that this is their choice to work. They can continue to work with their classmates or they have an option to sit in the back of the room and work while students have free time.

Fighting in the classroom with the teacher is also another existing behavior. A positive way to change this behavior is to be clear to the student what is expected from them. There can be a way to create a policy for the student to come in after school to talk to the teacher or staff. The teacher can tell the student to put their name on the board and after school to come in and talk with the teacher then. This way the fighting does not continue in the classroom.

Transitioning into another activity is a very common existing behavior. When a student refuses to follow directions, it is usually because it is an activity the child does not want to do. This is where positive reinforcement comes into play. Role modeling or putting on a skit with another student about why it is important to finish this activity. If the rest of the class is finished with their tasks and the student is still refusing the teacher can also have the student sit in the back of the room while everyone else moves on to the next fun tasks.

Disrespect happens a lot in the classrooms as well. When it comes to disrespect, staff can do a lesson on manners, read social stories, and make sure the students follow the be kind and respectful rule in the classroom. Again, this is where positive reinforcement can help with bad language, and with how the student treats others.

Three Specific Learning objectives

SEL: Social Emotional Language objective: he wor

Who: First graders will receive a lesson on being kind and respectful to all students and staff. Behavior: Within the first two months of school all the first graders will learn the meaning of the word kind and respectful. Condition: First graders will listen to social stories and picture books while sitting in a group on the carpet. Students will speak their feelings and thoughts about how they will treat others. Students will be reminded about how they want to be treated by others as well. Outcome: First graders should be able to complete this task 75% within the beginning of the first few months of school. By the end of the year students should be 100% be able to be kind to their peers and staff. According to the ASCA website these learning objectives should be under the Mindset Category M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment. Under the second category for the behavior standards will be B-SS 1. Effective oral and written communication skills and listening skills. Another Behavior standard this can be found under is B-SMS 1. Responsibility for self and actions. (ASCA student standards,2022.)

Part 2 Behavior Plan

Behavior Plan/strategies/problem in the classroom

Target behavior: Students in the classroom is some students tend to get upset if they are not finished with their work when the timer goes off. These students tend to start crying and have some melt downs such as stomping their feet, ripping up the paper, and yelling "teacher I am not finished".

Antecedent: Staff will continue praising students for keeping up the good work. Each table will have an empty jar. Staff will put marbles in the jar for students that are continuing working. For example: 3 minutes they will receive 3 marbles. They will need to reach a minimum of 20 marbles by the end of 45 minutes.

Reinforcement: Students will be able to brainstorm before they start earning the marbles what activity they would like to do for their free time. They can vote and make up their own reinforcement. This will make the students work and they will be excited to work.

Consequences: If one particular table did not reach the amount of marbles, they were supposed to reach they will continue to work on their work until it is completed. This is a great way to also make daily assessments to see if this behavior plan is improving the situation.

Overview

  The purpose of this paper was to learn about how a behaviorist views classicals and operant conditioning. Learning many different strategies of these type of conditions can help in the classroom. What makes this paper so different is the different strategies that were used to help replace existing behaviors and turning them into positive ones. The behavior plan that is included with this paper has some unique ideas that anyone can do in the classroom to help

students calm down while they are upset. As a counselor I find all these techniques very helpful

and hopefully it will make a successful classroom.

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