

PRINCIPLES OF LEARNING & TEACHING

SKINNER



Biography's newsletters (2019)

According to Slater (2004) Skinner was known for his work in the field of psychology, which entailed animal experiments which demonstrated the power of rewards and reinforcements to shape behaviour.

Statement of intent

The school this scrapbook is going to refer to when looking at the two theories and the strategies the theories may help or hinder situations, is a special school in South (SSISW) Wales. The school consists of 50+ pupils with a high staff ratio where most of the classes are 1:1 to pupil ratio. The school caters for ages 3-19 years, with an array of different abilities and specific needs, from pupils with Autism (ASD) to pupils with Profound and Multiple Learning Difficulties (PMLD) and many more.

PIAGET



The Editors of Encyclopaedia Britannica (2019)

According to Halpenny and Pettersen (2014) a constructivist perspective is where the individual learns actions and self-directed problem solving are the central path to learning and development. Halpenny and Pettersen also states the Piaget's theory believes the child has an active role in the progression of their thinking.

BEHAVIOURIST vs CONSTRUCTIVIST

SKINNER

According to Aubrey and Riley (2019) Skinner developed his own branch of behaviourism of 'operant conditioning', which he hypothesised behaviour is determined by consequences, such as positive and negative reinforcers, and the application of these will increase the chances of behaviour.

Critiquing Skinner

Aubrey and Riley (2019) states that Skinners work were all based round laboratory experiments on rats and pigeons, which he tried to generalise in humans.

Skinner VS Rogers

Rogers (1961) disagreed with the nature of both psychoanalysis and behaviourism, because he believed that we do as we do because of the way we perceive our situation.

According to Aubrey and Riley (2019) a child's behaviour can be increased by wide variety of rewards or reinforcers, meaning an individual can shape a persons behaviour rather than the person being their own deciders of how they perceive their behaviours and situations, what Rogers client centred approach really entails.

Operant Conditioning

Specific consequences are associated with a voluntary behavior

Rewards introduced to
increase a behavior

Punishment introduced to
decrease a behavior



Cherry (2019)



Cherry (2019)

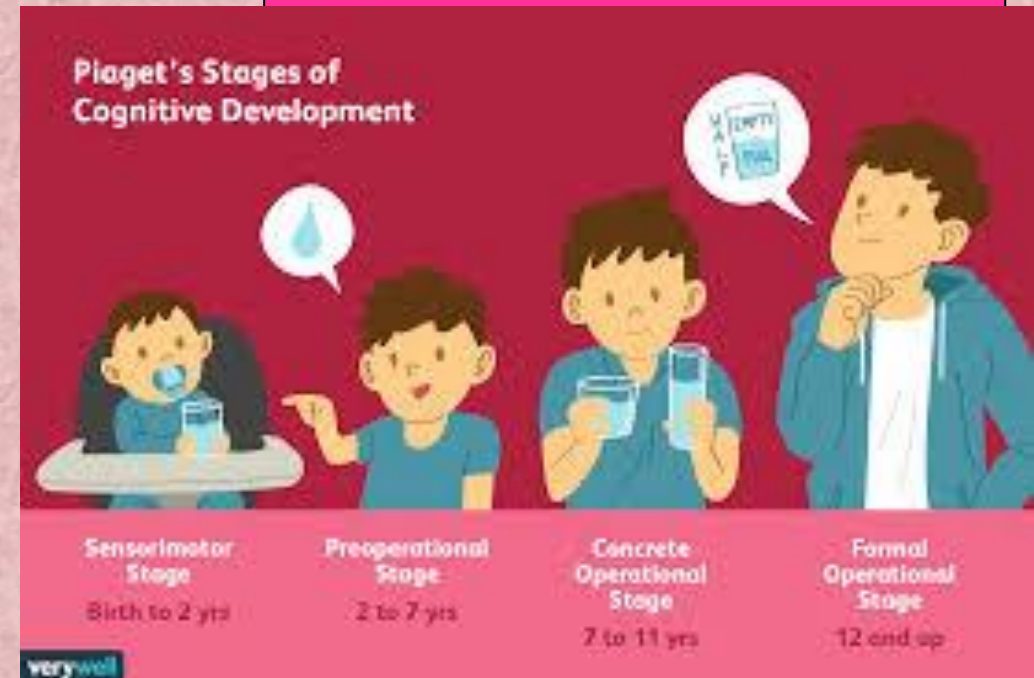
PIAGET

Stage	Characteristics
Sensorimotor Stage (Birth – 2 years old)	- Physical experiences through movement and five senses - Unaware of what they are experiencing, so a lot of physical experimenting is involved. E.g. shaking, putting things in mouth - Achieve <u>object permanence</u> at around 8 months → Understand that objects exist even if they are not in sight - Increased physical mobility leads to increased cognitive development - Early language development
Preoperational Stage (2 – 7 years old)	- Demonstrates <u>egocentrism</u> → Difficulty seeing things from perspective of others - Demonstrates lack of <u>conservation</u> → Cannot understand that things remain constant despite change in visible appearance - Inability to differentiate between fantasy/reality (magical thinking)
Concrete Operational Stage (7 – 11 years old)	- Begin to use logic but need concrete objects to manipulate in order to understand (<u>conservation</u>) - Able to understand other points of view
Formal Operational Stage (12 years old+)	- Able to think abstractly using reasoning and logic - Understands hypothetical problems - Can mentally <u>manipulate ideas</u>, numbers and concepts - Can use deductive reasoning

Crane and Hannibal (2009) highlights the four stages that Piaget believed children's learning progressed through a series of four cognitive stages, he also believed that a child cannot pass through the stages without grasping the lower stages.

Vygotsky's theory VS Piaget's

According to Blake and Pope (2008) Vygotsky highlighted the importance of social interaction within the child's learning. Blake and Pope also discovered that the differences between Piaget and Vygotsky was that Piaget's theory, the individual would develop purely within the primary learning process, where as Vygotsky social life was the primary status in the learning process.



Cherry (2019)

Theory to Practice

Constructivist

Within the SSISW under planning assessment and monitoring of the pupils, the school uses the Routes for Learning map (see appendix one) with the views on Piaget's belief that children progress through series of four cognitive stages.

"The impact of, and relationship between, the physical, sensory and learning disabilities of many learners with PMLD, mean that learning will not necessarily be hierarchical. Nor can we assume that it will follow the pattern of development of most young children without these impairments. To build in the flexibility necessary to cater for the very individual needs of these learners, the Routes for Learning materials show a range of learning pathways." (WAG, 2016).

The routes for learning is not only used in foundation phase of the school, but throughout, showing the school to be an active in the work of Piaget, meaning the individual cannot progress onto the next stages of the routes for learning map unless the basic principles are met.

Vickers (2019) states that PECS is behaviour modified analysis approach to develop a child/person with ASD communication.

The SSISW use timers within their classrooms which have the most severe behaviours, they use sand timers for consequences and a motive for rewards when a pupil is carrying out work. Skinners operant conditioning is like a sand timer, with the same principles being carried out, a visual stimulate to motivate a positive behaviour and negative behaviours are utilised the same way, with the sand timer being the positive reinforcer and a reminder to reduce acting out situations.

Behaviourist

The SSISW use soft play for both consequence and reward, in the light of consequence it is purely for the purpose of safety for the acting out child and safety of staff.

SOFT PLAY

SSISW

Assigned songs throughout the

The SSISW use different songs throughout the day, to prepare the children what is coming next i.e. good morning song, dinner song and going home song, like the work of Skinner, the songs indicate that change is happening, the children will learn the patterns of behaviour and structure of the classroom.

POSITIVES & NEGATIVES

SKINNER

- With the work of Skinner in the backs of SSISW mind, it has given many tools in which the school can utilise to promote positive behaviour and out way any negatives in a positive light.
- The resources are cost effective, meaning they are quick and easy to assemble

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- Piaget's work is very client centred, meaning the way in which children learn is at their level/pace.
- The route for learning map is structured and more personalised to where I work, special education schools were very well considered when the routes for learning was put into place.

SKINNER

- Aubrey and Riley (2019) made an interesting point that skinner's work was laboratory based, animal tested research, with the notion that humans will perceive the same results, this may not be the case.
- With the tools listed above there are some negatives; sand timers- have shown behaviours to escalate within the SSISW, because the child hasn't got the understanding what the timer is for, soft play- if one acting out child needs the soft play throughout the whole school day then the rest of the school is impacted on the use of soft play (especially on rainy days), assigned songs throughout the days- moving up the school songs are changed for age appropriateness which can confuse the child and PECS- can be time managing, costly gathering materials and costly to put everyone on the initial PECS course.

PIAGET

- Piaget's theory is client centred, which from an education's perspective can be quite a slow process, meaning the individual may not be progressing at the curriculum standards rate.

CONCLUSION

To conclude this scrapbook, by looking at two perspectives of learning theories, within my education setting, it is evident that both play an important role within a child's development. The SSISW clearly demonstrated both theories throughout the whole school which showed me that theory can be adapted adjusted and developed, with the best interests of the pupils at heart. A recommendation I would give the school would be to educate the Routes for Learning on a broader scale, and ensure the staff are all trained in PECS and behaviour management to the best level it can be.

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APPENDIX ONE

