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| **Theory** | **Theorists** | **Main ideas** | **What kind of relevance does the theory have to your role?** | **Give an example of how the theory relates and is applied in your practice.** |
| Cognitive | Piaget | Believed that the age and stage of a child was fundamental in the way a child thinks and learns, learning is based on experiences undertaken and will build up as they group up and experience more. | Way school system is structured into year groups and expected stages of development. Curriculum is designed  Around ages and stages. Some children may not fit into this and may experience difficulties. |  |
| Psychoanalytic | Freud  Melanie Klein  John Bowlby  Wilfred Bion | Freud states that’s our personalities are made up of 3 sections:  ID  I want --- biological ---- reflecting instinct  Superego  I can ----- physiological - reflecting intelligence  Ego  I should -- social/moral - reflecting institution  Object relations theory    It is a psychodynamic theory within psychoanalytic psychology. The theory describes the process of developing a psyche as one grows in relation to others in the environments. It is a theory of relationships between people, in particular within a family and especially between the mother and her child. A basic tenet is that we are driven to form relationships with others and that failure to form successful early relationships leads to later issues.  Melanie Klein started from Freud but developed her own approach. In doing so, she was opposed by Anna Freud, which split the British Psychoanalytical Society into separate camps. She used observation of children at play with selected toys (her 'play technique') as a substitute for the adult free association | Dysfunctional relationships with primary care givers will have an effect on later relationships with students and with staff. Relationships that are transferential in nature will make learning more difficult, because the learner experiences the teacher /support assistant as all bad or all good  and this will prevent the development of more positive aspects of the relationship  such as a working alliance and independence.    Also experiences in groups and large groups will have effect on emotional life as well as social development and achievement. | . |
| Operant conditioning | B F Skinner | Believes that our learning is based on consequences which follow particular behavioural habits, in so much as we repeat experiences that we find enjoyable and avoid those that are not.  Operant conditioning (sometimes referred to as instrumental conditioning) is a method of learning that occurs through rewards and punishments for behaviour. Through operant conditioning, an association is made between a behaviour and a consequence for that behaviour. | Assertive discipline and use of rewards and sanctions to get results | . |
| Behaviourist | John Watson  Ivan Pavlov | Believed that we are all born with the same abilities and that anyone can be taught anything.  While behaviourism is not as dominant today as it was during the middle of the 20th-century, it still remains an influential force in psychology. Outside of psychology, animal trainers, parents, teachers and many others make use of basic behavioural principles to help teach new behaviours and discourage unwanted ones. | School routines that create manageable young people    Exposure to different kinds of school and environment affects behaviour and achievement. E.g. public schools compared to sink schools.    Children copy behaviour of others both positively and negatively. |  |
| Social learning | Bandura | Bandura’s Social Learning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation. | Modelling functional behaviour in school with relationships and management of the environment  i.e. role models both negative and positive |  |
| Humanistic | Maslow  Carl Rogers  Erikson | Hierarchy of needs  Stages of psychosocial development  Person centred approach  Core conditions of respect empathy congruence  Working with the person holistically  in an attempt to engender understanding of themselves and create opportunities  Avoiding power dynamics  The teacher/therapist should be focusing ensuring that all of the client’s feelings are being considered and that the therapist has a firm grasp on the concerns of the client while ensuring that there is an air of acceptance and warmth. | Inclusion  Communication  Differentiation  Building relationships that are functional and positive |  |