

**Psychological Models Used to Explain Abnormal Behaviour**

- Part E


due to your previous knowledge, whilst unequal, our adversarial relationship is...
mediating (learning by imitation)

learning through observation/imitation and punishment (and

may be through that observing other's (social or other) behavior, rewarding/enhancing (temporal association)

Explain how you learned things through classical conditioning (temporal association)

If pressure you think behaviorally, what you learned through conditioning and

conditioning process which led to undesirable behavior

Learning can lead to abnormal behavior as a result of faulty learning.

According to the model, behavior, whether learned or observed, is

BEHAVIOURAL MODEL

will lead to injury.

unintended force for unintended change left can be hand lack in

unintended behavioral no physiological or unintended mental effect, u.r.

learning which could lead to instrumental learning. According to Freid

States that learn through observation of behavior and eye mindful,
Hence, if a person learns faulty behavioral patterns through any of these learning processes, maladaptive behavior occurs which can lead to abnormal behavior and psychological distress.

**Cognitive Model**

This model proposes that for abnormal behavior results from our irrational beliefs or faulty cognitions that can lead to psychological distress: (Way of thinking)

Also, an event can also be overgeneralized i.e. drawing out broad negative conclusions from a single insignificant event which can cause anxiety or depression and can cause the individual to function in a disturbed manner.

**Humanistic-Existential Model**

This model, the Humanistic model proposes that human beings are born with a tendency to be cooperative, constructive and creative and are driven to self-actualizing to fulfill their needs for fulfillment and growth.
untruthfully and you would get a long time with him or her.

Your nothing will factor from his manner. A person who knows his course.

Renumerous Mr. Keene...Peonically

may be a part of the

one can gained psychological structures. Behind our bodies that you wouldn't

ACT BEHAVIOURAL ATTRIBUTES used in Assessment of Personality

and the individual function in a

inductive educational institution. And the individual function in a

choice of educational institution and the individual function in a

much you linked by the family or school, it can hurt the individual

and manual aspects lives. Also, it an individual's life, affected academia

other who live with anyone personally the thing.

Unfortunately, his/her heart from birth, his human being have in fact.

Unfortunately, his/her heart from birth, his human being have in fact.
These ratings involve categorising the assesssee by the rater by using general descriptive adjectives or through the use of numbers.

However, the use of numeric values or general descriptive terms usually creates a confusion for the rater.

Hence, these values should be clearly defined using certain behavioral anchors to facilitate the rater to rate the assesssee.

**LIMITATIONS**

**HALO EFFECT**

Sometimes many times, a single trait colours the rater's judgement of the person and influences the rating. Raters are greatly influenced by the presence or absence of a particular trait which may form the basis of the overall judgement of the person, and create biases in the judgement.

This is known as the halo effect.
PART D

RELATIONSHIP BETWEEN CREATIVITY AND INTELLIGENCE

German in the 1920s found out that high levels of creativity could be found in children who had low intelligence or high intelligence.

Researchers found out that none of the gifted children who were followed in their lives had become well known for creativity in any field.

Hence, both high as well as low level of creativity can be found in children who have high intelligence and average intelligence and it does not mean that those who are unintelligent in the conventional sense necessarily have to be creative.

However, the relationship between creativity and intelligence was found to be positive. Every person must have a minimum ability to comprehend, retain, understand and retrieve.
They aren't abilities caused by the maturation process, finding relationships between creativity, originality, and creativity itself. These factors lead to open-ended questions and reproducing information, but cannot thrive out of the box.

For example, a girl may perform brilliantly academically and even better listening in school. However, she is not born with high intelligence, but has average intelligence. She is not dealt with language problems, but has a facility of dealing with language. For example, a girl may not do well in vocations, but has out-of-the-box thinking and can think accurately.
The individual.

The stimuli used are varied in terms of figures, shapes, and patterns.

Creative hats can have a variety of amusing alternative and

The psychologist who developed creativity lists are to kinetograms

and Hutterman Begetti Method Wallach.

Sources of psychological stress in our mind. They are unique to the individual and cause discomfort and our internal causes of stress.
FRUSTRATION

Frustration occurs when something or someone hinders us from achieving our goals or blocks us from fulfilling our motives.

For example, getting bad marks in school, not being able to improve by studying hard.

CONFLICT

Conflicts arise between two or more contradictions or motives.

For eg: Studying science or studying psychology, taking up values behaviors that run against the values that are held by you.

INTERNAL PRESSURE

These stem up from the belief about expectation from the beliefs based inside us to ourselves.

For eg: I must do everything perfectly or driving ourselves to achieve unrealistically high standards of achievement.
EXTERNAL PRESSURES
These pressures arise from the pressures imposed by those around us.

For example, facing a 'personal conflict' at work. These pressures may become more evident when we have to work with many persons with whom we have interpersonal difficulties.

RATIONAL EMOTIVE THERAPY AND REDUCING DISTRESS
The Rational Emotive Therapy was 'given' by Albert Ellis.

According to this therapy, irrational beliefs mediate between antecedent events and their consequences.

First, an ABC or Antecedent, Belief and Consequence analysis is made and the irrational beliefs that cause faulty cognitions are noted.
I have a feeling it's not going to be easy. I hope we succeed.

Are you sure you can handle it, sir?

Do you love everyone here, sir?
Dissociative Disorders

Dissociation can be viewed as the separation between ideas and emotions.

It involves feeling of enshrinement, loss of shift of identity and so on.

For blocking of the painful memories and experiences by sudden or alterations of consciousness can be the characteristics of dissociative disorders.

Types of Dissociative Disorders

Dissociative Amnesia: This is characterised by selective but extensive memory loss without any known organic cause (for eg: head injury).

A person may not remember that happened in the past and may have difficulty in recalling certain names, dates or places, whereas his memory for all the other events remains intact.
In this incident, you found you in confusion & felt frustrated.

DEPERSONALIZATION/DEPERSONALIZATION DISORDER

It is linked to previous traumatic experiences during offspring childhood.

Dissociative identity/multiple personality disorder

This is unrelated with experiencing here.

Unluckily, the issue is further identified.

Depersonalization occurs a new identity, identity, which he

Since we now understand enough from his behavior, et al.

A situation where for demonstrate among a chronic state. For
The person's sense of persecution and reality is also temporarily lost or changed.

A22 GROUP

A group may be defined as an organized system of two or more individuals who are interacting and interdependent, who have common motives and goals, and have a set by role relationships that guide the behaviors of the individual members.

WHY DO PEOPLE JOIN GROUPS?

Security: when we are alone, we feel insecure and vulnerable.

Being with people makes us feel less vulnerable to threats and we feel secure and stronger. Hence, groups reduce this insecurity and we feel confident and less vulnerable to threats.
Provided knowledge and information: Create practical knowledge and

Don't forget to be a force for learning and growth. 

Some philosophical rules such as: 

The satisfaction of our social and physiological needs. 

Decide your goals and priorities, and keep moving forward. 

Learn to understand your own strengths and weaknesses. 

Character, honesty, and integrity. 

Let your best self shine through. 

For example, if you excel in an unit - communicate your efforts. 

Share a little bit of power. 

Exercise, reflect on all the great work you've done so far.
In individuals, we may not have the required information and hence groups supplement this knowledge.

**Attainment**

**Goal Realization**: Groups help in achieving more goals that cannot be achieved individually. Hence, there is a power in majority.

**PASS MODEL OF INTELLIGENCE**

This model was given by J.P. Das, Jack Naglieri, and Kirby, which relates that the "intelligence is the independent functioning of three neurological systems of the brain." Attention

Here, P stands for Planning, A for Attention/Arousal, and S for simultaneous and successive processing.
Successive lists of the processes of attention can be processed for no particular order. You will be asked to attend to the mental objects you have heard, you will be asked to attend to the external objects. Try to keep your attention focused on the external objects, and to your immediate surroundings. This is a crucial activity for the information in any environment. An environment where a crucial activity focuses our attention on the

PATTERN RECOGNITION/ATTENTION: Awareness of attention shifts in the brain.
Successive processing takes place when we process information visually, so that the recall of one leads to the recall of another information.

For e.g.; learning mathematical tables.

Planning: Planning helps us to plan for organizing a schedule for achieving a particular goal, implementing it, and analyzing the effectiveness. If the plan does not work, then it can be modified to suit the situation.

For e.g.; creating a time-table to study for a test.

The PALS processes operate on the information box created formally (through reading and writing) or informally.

Das and Naglieri also created the Cognitive Assessment System (CAS) for testing the basic cognitive ability of the individuals, presumed to be independent of schooling.
Where work has children from 5 to 18 years of age and the results can be used to remedy the cognitive defects in children.

PART-C

Aad EFFECT OF NOISE ON HUMAN BEINGS

Any sound that is said to be irritating, annoying or unpleasant is termed as noise.

Noise can cause irritability and also hinder with our attention. For example, you cannot study in an environment with loud sounds or music.

Repeated exposure to noise can lead to hearing loss.

Noise also affects the human being according to the intensity, controllability or predictability.
If the task to be performed is a very simple task, such as adding numbers, the presence of a large amount of noise does not cause distress to the individuals. They adapt as we get used to the noise.

If the task to be performed is a very interesting task, then even the large amounts of noise do not cause distress and hinder with our attention, and we adapt to the noise.

If the task to be performed is difficult or complex, then intense, long-lasting and unpredictable noise can hinder with task performance.

If the noise is perceived to be most annoying when it occurs unpredictably, rather when it is continuously present.

If tolerating or switching off the noise is within the control of the person, when the task performance improves.
Noise in terms of emotional effects, the distress caused due to noise is less if it is a necessary part of the person's occupation. However, noise can cause sleep disturbance and irritability, irrespective of whether the person is used to it or not.

PREJUDICE

Prejudice refers to attitudes towards a specific group. They are usually negative and are embodied in schemas (the cognitive component) of that group.

Stereotypes fit whole groups into a cluster and then contain undesirable characteristics about the target group, and is an

DISCRIMINATION

Discrimination is the behavioural component of prejudice, and is accompanied by dislike or hatred (the affective component of prejudice).
If we are prejudiced towards a particular target group, when we may behave in a negative way towards the target group (discrimination).

THE DIFFERENCE

For eg; the ‘upper caste’ people behaved in a very negative way towards the ‘untouchables’.

- Legislation has abolished untouchability, hence discrimination (behavioural component) is restricted, however it may be difficult to bring a change in the attitude or prejudice and stereotype (the cognitive component).

A18. Yes, it is possible to enhance one’s listening skills.

- Buddhism has mindfulness & attention, which involves devoting your complete attention towards what you are doing. This may lead to better listening and sympathetic listening.
SOME LISTENING ENHANCING SKILLS:

- Remember, both the sender and the receiver have equal role in the listening process.

- Give the other person time to say. Do not interrupt or butt in or cut in.

- Refrain from avoiding judgements. Be open to all ideas.

- Control Distractions.

- Be aware of the emotional reactions that certain words are likely to bring about.

- Remember, your posture also affects your listening.

- If in doubt, try to paraphrase. Also confirm with the sender as to whether he or she feels properly be understood by you.
- Avoid ego speak. Do not speak only what you want to speak.
- Visualise your thoughts to turn the imagined scene into a reality.

Any three factors to be kept in mind while bringing attitude change.

Characteristics of the existing attitude.

- It would have to assess the extremeness, valence, simplicity, complexity (multiplicity) and centrality while trying to change the attitude of my friends towards junk food and food wastage.

Generally, extreme, more negative, complex, and central attitudes are difficult to change. Rather have less extreme, less negative...
such a way, that the student become aware of not wasting food.

Source Characteristics
This includes source credibility and attractiveness

In case of credibility, the student and schoolmates would be more convinced by someone who is their age, while to meet their attitude can be changed. Hence, they can be made to meet with food children of their own age to bring an attitude change who can tell them about the importance of food and not wasting it.

In case of attractiveness, I can also get as some expert who is well known to convince the children why it is important not to waste food.

Message Characteristics
The message is the information presented to bring about the attitude change. This information should be adequate, neither too much nor too little.
INTERPERSONAL COMMUNICATION

Take part with enthusiasm.

Talking to your friend.

After integrating as communicative activity.

For example,

All INTERPERSONAL COMMUNICATION - Taking part with enthusiasm.

PART 1-8

In order to make people aware of the message, and most people (including myself), can never imagine the much information that can be.

Meaning

It is an idea to be good listener and read a good book and make you the matcher & his meansage; is not wanting that make how do your.

Information to the poor people

Effective food measure by which people whom have so much to much to eat a waiting food gathering agreed to go on something again. I.e. The wrong can how a rational attitude. I.e. The consumerism.
PHYSIOLOGICAL EFFECTS OF STRESS

When the human body is placed under stressful conditions, changes

BURNOUT

People feel stressed when the constraints from the environment are too high and little support is available from family and friends.

Chronic daily stress diverts an individual's attention from himself or herself and can impair physical and psychological functioning.

The physical tension and stress is seen in chronic fatigue, tiredness, inability to sleep and so on.

The psychological effects are seen in irritability, anxiety, depression, hopelessness and helplessness. This situation of complete mental, emotional and physical exhaustion is known as burnout.
The views of the national that each one has the responsibility that can be
found realizing that concern as a child.

Children's reading led the nation for a number of questions and was important
during the reading. Realizing that many actions could be strengthened
understanding. Reading you can think much to our own or other nations
written. We can think on our place and other ways, such as from
teaching in English or other different languages. As you see, these
children's thoughts is reconstructed asdać but different,

nutrition. Adequate nutrition is important for a child. Without
care and the bright and clear words we can think and look at
thinking in the life. Because the were educated by the teacher
which we were educated by the person during childhood. A little too inward
when we were educated by the person during childhood.

A little too inward
because of the child's
development in the life, not just during the
adolescent or during childhood.

With this education need in a part of the world.

Am
Your argument is not clear. I can't follow it in a straight line.

However, if the evidence of behavior is presented, it is one of

Informed decision-making requires the exclusion of

And if we take the evidence and the behavior in the

Social aspects must also be taken into consideration.

The cumulative evidence until now likely to be attributed by

In conclusion, by the letter and the words, dear reader be warned.
TRUE

2. The school policy requires all students to wear uniforms. Which of the following is a violation of the policy?

a. A student was seen wearing a new dress in a concert.
b. A student was seen wearing a new dress in a concert.
c. A student was seen wearing a new dress in a concert.
d. A student was seen wearing a new dress in a concert.

3. The teacher must keep in mind...
High commitment on job of the gifted

According to research, students who have a high level of emotion-focused goal setting tend to have a high level of emotional engagement.

A strong attitude - Frustrated

An attitude change can lead to an improvement in the

Art (a) Logical Strategy

Art (b) Logical Strategy