

# **1. The Effect of Infant Attachment**

## **Communication**

- Humans are social animals which involves communicating with each other.
- Social Behaviour involves transmitting and receiving information using signs and signals.
- Communication in humans begins at birth.
- The period of dependency of a human infant upon adults is lengthy.

## **Infant attachment**

- Is the emotional tie that binds a baby to its carer.
- Contact comfort plays basic role in attachment between human infants and their carer.
- At first attachment is indiscriminate on the baby's part.
- Specific attachment to the mother becomes evident between 6 and 9 months.
- Early infant attachment is important in laying the foundation for the future formation of stable relationships.
- Infants that form secure attachments are more likely to investigate their immediate environment helping develop cognitive abilities

*(Cognitive abilities are the brain-based skills we need to carry out any task from the simplest to the most complex.)*

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**Unit 3 Notes**  
**Communication and Social Behaviour**

## Socialisation and Learning

- Socialisation is the gradual modification of developing individual's behaviour in order to accommodate the demands of an active social life within the community.
- Young humans are dependent on adults for a long period of development during childhood and adolescence.
- This provides time for socialisation and learning.

## Methods of Control

- The quality of a developing child's social competence is affected by the method of control adopted by their parents.
- Authoritative control generally results in greater social competence than permissive control

### • Examples of Control

Method Of Control	Behaviour Adopted By Parent
<b>Authoritative</b>	Is warm, nurturing and emotionally supportive towards the child
(demanding but responsive)	Sets limits, rules, high standards and explains reasons
	Gives direction and expects responsible behaviour in return.
	Reasons with the child and demonstrates respect
<b>Permissive</b>	Is warm and nurturing
(excessively lenient)	Does not set limits, lay down rules or assign responsibilities
	Adopts 'no discipline' approach
	Allows the child to regulate their own behaviour

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**Unit 3 Notes**  
**Communication and Social Behaviour**

**Parental Control**

- As children develop, different methods of control can influence social competence.
- Children with authoritative parents are more likely to develop into self-reliant, academically successful and socially accepted adults.

## **2. The Effect of Communication**

- Communication is the exchange of information from one individual to another.
- Communication can be non-verbal and verbal.

**Non-Verbal Communication**

- Non-verbal communication is sending and receiving wordless messages.
- Facial expressions can convey messages.
- Eye Contact is another method of non verbal communication.
- Non verbal communication can be measured by observing facial expression, eye contact, touching, tone of voice and physical proximity.
- Tongue, eyebrows, hands and eyes can all be used in non verbal communication
- Non verbal communication is important in forming relationships between individuals and can signal attitudes and emotions as well as acting as an aid to verbal communication.

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**Unit 3 Notes**  
**Communication and Social Behaviour**

## **Verbal Communication**

- Language is a system that combines basic sounds and symbols.
- Short term- language allows humans to convey information for day to day living.
- Long term –language allows transfer of information from one generation to the next. This promotes acceleration of learning and intellectual development.
- Verbal communication is used in the transmission of knowledge, development of culture and social evolution.

## **3. The Effect of Experience**

- Learning is a change in behaviour as a result of experience

### **Effect of Practice on Motor Skills**

- A motor skill is a function, which involves the precise movement of muscles in order to perform a specific act.
- Practice improves performance as neural pathways are established
- The repeated use of a motor skill results in a Repetition of the skill is thought to increase synaptic connections between neurons. This leads to formation of a 'motor memory'
- motor pathway in the nervous system being established

### **Imitation**

- Human behaviour maybe learned by observation and imitation.
- Most people learn a new task more quickly by imitating an expert than following instructions

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**Unit 3 Notes**  
**Communication and Social Behaviour**

**Trial and Error Learning**

- Trial and Error Learning is the process of finding a solution to a problem by trying many possible solutions and learning from mistakes until a way is found.

**Reinforcement**

- Animals are motivated to learn by factors such as hunger and thirst.
- The hungry rat's behaviour was rewarded by food –positive consequence.
- The behaviour is repeated and as result becomes reinforced.
- Reinforcement is the process that makes an organism tend to repeat a certain piece of behaviour.
- The reinforcer increases the probability of response being repeated.

**Shaping**

- Shaping is the process by which a desired pattern of behaviour is eventually obtained from the learner by the trainer reinforcing successive approximations of the desired response. e.g. tying shoe laces.

**Extinction of Behaviour**

- Extinction is the name given to the eventual disappearance of a behaviour pattern when it is no longer reinforced.

**Learning**

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**Unit 3 Notes**  
**Communication and Social Behaviour**

- Reinforcement, shaping and extinction of behaviour are part of trial and error learning.
- Reinforcement is when behaviour patterns that have a positive consequence for the individual are likely to be repeated.
- Shaping is rewarding of behaviour that approximates to the desired behaviour.
- Extinction happens when behaviour patterns are not rewarded and so are likely to disappear.

**Generalisation**

- Generalisation is the ability to respond in the same way to many different but related stimuli.

**Discrimination**

- Discrimination is the ability to distinguish between related stimuli and give different responses.
- Discrimination is taught by reinforcing the desired response.
- Learning to discriminate is an essential part of a child's preparation for coping with everyday life.

**Generalisation and Discrimination**

Generalisation and Discrimination may result in for example a child who has been bitten by dog to fear all dogs ( generalisation ) or only to fear large dogs (discrimination).

## **4. The Effect Of Group Behaviour And Social Influence**

### **Social Facilitation**

- The presence of others improves performance (especially in a competitive situation) is called social facilitation.

### **De-individuation**

- Once under group pressure, individuals think and act differently from the way that they would if they were on their own.
- Decisions and behaviour now depend less on the members' individual personalities and more on the collective influence of the group.
- The loss by an individual of personal identity when in a group is called de-individuation
- De-individuated people feel indistinguishable from others in the group and are more likely to act mindlessly and do things that they would never consider doing on their own.
- De-individuation is often used to explain the anti-social behaviour of some groups which would not be shown by individuals from these groups on their own.
- Loss of personal identity in a group leading to diminished restraints of behaviour.

### **Internalisation**

- Internalisation is the changing of beliefs as a result of persuasion.
- *Media, advertising, governments attempt to persuade people to change their current beliefs and adopt a different set of beliefs.*
- *They attempt to persuade us to internalise their beliefs.*

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**Unit 3 Notes**  
**Communication and Social Behaviour**

**Identification**

- Identification is the changing of beliefs to be like an admired influencing source.
- *Identification can result in a person changing their beliefs to be deliberately like another admired person.*