

## **APPENDIX III.**

**\*TERMS RELATED TO DISABILITY ISSUES IN THE FIELDS OF PSYCHOLOGY AND SOCIOLOGY:**

### **SOCIOLOGY TERMS:**

**Achieved Status:** A social position attained by a person largely through his or her own efforts.

**Agents of socialization:** are the family, as well as the nearest kinsmen and are the first and the most important agents of socialization. In modern complex society, the most important socializing agents next to the family are educational institutions.

**Alienation:** Following Karl Marx and Ferdinand Tonnies (thus treating alienation as a sociological concept) and defined in a sentence, alienation is those social structural - social processual forces that accentuate and create "the false separation of individual and society," or do not promote the dialectical interrelation of individual.

**Amalgamation:** The process by which a majority group and a minority group combine through intermarriage to form a new group.

**Americans with Disabilities Act:**

**Anticipatory Socialization:** Processes of socialization in which a person "rehearses" for future positions, occupations, and social relationships.

**Ascribed Status:** A social position "assigned" to a person by society without regard for the person's unique talents or characteristics.

**Assimilation:** The process by which a person forsakes his or her own cultural tradition to become part of a different culture.

**Bias:** is an inclination to present or hold a partial perspective at the expense of (possibly equally valid) alternatives. Bias can come in many forms.

**Class:** A term used by Max Weber to refer to a group of people who have a similar level of wealth and income.

**Class consciousness:** In Karl Marx's view, a subjective awareness held by members of a class regarding their common vested interests and need for collective political action to bring about social change.

**Class System:** A social ranking based primarily on economic position in which achieved characteristics can influence mobility.

**Closed System:** A social system in which there is little or no possibility of individual mobility.

**Communism:** As an ideal type, an economic system under which all property is communally owned and no social distinctions are made on the basis of people's inability to produce.

**Community:** A special or political unit of social organization that gives people a sense of belonging, based either on shared residence in a particular place or on a common identity.

**Major theory on Community:** Ferdinand Tonnies Gemeinschaft; communal society or organization. In Marxian terms we may see community as a positive social phenomenon; as that social structural arrangement that promotes and enhances the natural and theoretical dialectical unity of individual and society. It is the "nonalienating" human society; it is human-humane community and human-humane identity at the same time.

**Competition:** The simultaneous demand by two or more organisms for limited environmental resources, such as nutrients, living space, or light.

**Conflict Perspective:** A sociological approach that assumes that social behavior is best understood in terms of conflict or tension between competing groups.

**Conflict Theory:** A view that sees society and social phenomena, past, present, and future, as a result of conflict (a social process). Conflict is seen as a creative, inevitable fact of social life and not merely a destructive avoidable deviation. Conflict is generally held to be inevitable because of the inherent limitation of a finite universe of "knowable" social reality and because of misunderstandings in communication. Conflict is usually direct conscious struggle between individuals or groups for the same goal (as compared with competition, which can take place without contact and individuals and groups being aware of others striving for the same goal) with the intent of the individuals or groups involved to inhibit the goal striving and goal attainment of others.

**Conformity:** Going along with one's peers, individuals of a person's own status, who have no special right to direct that person's behavior; Behavior or appearance consistent with norms

**Discrimination:** Positive or negative behavior based on stereotyped beliefs about the occupants of a status.

**De jure:** Segregation that is required by law.

**De facto:** Segregation that is an unintended consequence of social or ecological arrangements.

**Groupthink:** An example of group process in which a shared desire for consensus outweighs members' better judgment.

**Marginalized:** To relegate or confine to a lower or outer limit or edge, as of social standing.

**Marginalization:** is the social process of becoming or being made marginal or relegated to the fringe of society e.g.; "the marginalization of the underclass", etc.

**Norm:** A rule that attaches sanctions to the behavior or appearance of status occupants.

**Norms:** A norm is a rather specific rule of the group that the members share and that serves to guide their conduct along grooves deemed desirable by them. Norms are standards of behavior, rules for conduct, what the group expects its members to do.

**Out Group:** A group toward which hostile attitudes are directed by members of another group.

**Polio Disease:** Poliomyelitis, also called polio or infantile paralysis, is a highly infectious viral disease that may attack the central nervous system and is characterized by symptoms that range from a mild nonparalytic infection to total paralysis in a matter of hours.

**Physically Disabled:** lacking one or more physical powers, such as the ability to walk or to coordinate one's movements, as from the effects of a disease or accident, people collectively who are crippled or otherwise physically handicapped; in operate or impaired physically. Persons with physical disabilities that affect or limit their activities of daily living and that may require special accommodations.

**Social Cohesion:** The degree to which participants in social systems feel committed to the system and the well-being of other participants.

**Social Conflict:** is the struggle for agency or power in society. Social conflict or group conflict occurs when two or more actors oppose each other in social interaction, reciprocally exerting social power in an effort to attain scarce or incompatible goals and prevent the opponent from attaining them.

**Social Deviance:** in a sociological context describes actions or behaviors that violate cultural norms including formally-enacted rules (e.g., crime) as well as informal violations of social norms (e.g., rejecting folkways and mores). It is the purview of sociologists, psychologists, psychiatrists, and criminologists to study how these norms are created, how they change over time and how they are enforced.

**Social Distance:** Bogardus developed the concept of social distance to measure the degree of closeness or acceptance we feel toward other groups. While most often used with reference to racial groups social distance refers to closeness between groups of all kinds. Social distance is measured either by direct observation of people interacting or more often by questionnaires in which people are asked what kind of people they would accept in particular relationships.

**Social Distance Scale:** is an attempt to measure one's feeling of unwillingness to associate equally with a group. What a person will actually do in a situation also depends upon the circumstances of the situation.

**Socio-economic Status:** (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based

on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

**Social Mobility:** The process through which people move from one position in a stratification system to another.

**Social Oppression:** The systematic, socially supported mistreatment and exploitation of a group or category of people by another.

**Social Identity:** Who we think we are based on the statuses we occupy.

**Social Labeling Perspective:** A perspective that holds that societies often reinforce their boundaries by labeling people as well as their acts as deviant.

**Social Psychology:** The study of the effects of social environments on the psychological functioning of individuals

**Socialization:** is predominately an unconscious process by which a newborn child learns the values, beliefs, rules and regulations of society or internalizes the culture in which it is born.

**The 3 Processes of Socialization:** (1) cognitive; (2) affective, and (3) evaluative. Sociology also includes the knowledge of how things are caused and the establishment of emotional links with the rest of the members of the society. Socialization, equips an individual in such a way that he can perform his duties in his society.

**Stages of socialization:** The (1) oral stage, (2) anal stage (3) oedipal stage, and (4) adolescence. In all these stages, especially in the first three, the main socializing agent is the family.

- (1) **Oral Stage:** The first stage is that of a new-born child when he is not involved in the family as a whole but only with his mother. He does not recognize anyone except his mother.
- (2) **Anal Stage:** The time at which the second stage begins is generally after first year and ends when the infant is around three. At this stage, the child separates the role of his mother and his own. Also during this time force is used on the child, that is, he is made to learn a few basic things.
- (3) **Oedipal Stage:** The third stage extends from about fourth year to 12th to 13th year, that is, till puberty. During this time, the child becomes a member of the family as a whole and identifies himself with the social role ascribed to him.
- (4) **Adolescence Stage:** The fourth stage begins at puberty when a child wants freedom from parental control. He has to choose a job and a partner for himself. He also learns about incest taboo.

**Socialized Knowledge: (Knowledge of Sociology):** is the study of the relationship between human thought and the social context within which it arises, and of the effects prevailing ideas have on

societies. This sociology concept deals with broad fundamental questions about the extent and limits of social influences on individual's lives and the social-cultural basics of our knowledge about the world.

**Social Stigmas:** is a severe social disapproval of or personal discontent with a person on the grounds of their unique characteristics distinguishing them from others in society. Almost all stigma is based on a person differing from social or cultural norms. Erving Goffman defined stigma as 'the process by which the reaction of others spoils normal identity'.

**Stereotype:** A rigid, oversimplified belief that is applied to all members of a group or social category.

**Social role:** A socially defined pattern of behavior that is expected of a person who is functioning in a given setting or group.

**Social perception:** The process by which a person comes to know or perceive the personal attributes of himself or herself and other people.

## **PSYCHOLOGY TERMS:**

**Accommodation:** According to Piaget, the process of restructuring or modifying cognitive structures so that new information can fit into them more easily; this process works in tandem with assimilation.

**Adapt:** To make suitable to or fit for a specific use or situation. In Psychological terms, one's ability to change and fit to new situations, either imagined or real.

**Altruism** Prosocial behaviors a person carries out without considering his or her own safety or interests.

**Anticipatory coping:** Efforts made in advance of a potentially stressful event to overcome, reduce, or tolerate the imbalance between perceived demands and available resources.

**Anxiety:** An intense emotional response caused by the preconscious recognition that a repressed conflict is about to emerge into consciousness.

**Assimilation:** According to Piaget, the process whereby new cognitive elements are fitted in with old elements or modified to fit more easily; this process works in tandem with accommodation.

**Attachment:** Emotional relationship between a child and the "regular caregiver.

**Attitude** The learned, relatively stable tendency to respond to people, concepts, and events in an evaluative way.

**Behavior** The actions by which an organism adjusts to its environment.

**Behavior analysis** The area of psychology that focuses on the environmental determinants of learning and behavior.

**Behavior modification** The systematic use of principles of learning to increase the frequency of desired behaviors and/or decrease the frequency of problem behaviors.

**Belief-bias effect:** A situation that occurs when a person's prior knowledge, attitudes, or values distort the reasoning process by influencing the person to accept invalid arguments.

**Body image** The subjective experience of the appearance of one's body.

**Bystander intervention:** Willingness to assist a person in need of help.

**Classical conditioning** A type of learning in which a behavior (conditioned response) comes to be elicited by a stimulus (conditioned stimulus) that has acquired its power through an association with a biologically significant stimulus (unconditioned stimulus).

**Cognition** Processes of knowing, including attending, remembering, and reasoning; also the content of the processes, such as concepts and memories.

**Cognitive development** The development of processes of knowing, including imagining, perceiving, reasoning, and problem solving.

**Cognitive dissonance:** The theory that the tension-producing effects of incongruous cognitions motivate individuals to reduce such tension.

**Cognitive perspective** The perspective on psychology that stresses human thought and the processes of knowing, such as attending, thinking, remembering, expecting, solving problems, fantasizing, and consciousness.

**Cognitive processes:** Higher mental processes, such as perception, memory, language, problem solving, and abstract thinking

**Compensation:** The term compensation refers to a type of defense mechanism in which people overachieve in one area to compensate for failures in another. For example, individuals with poor family lives may direct their energy into excelling above and beyond what is required at work.

**Conditioned reinforcers:** In classical conditioning, formerly neutral stimuli that have become reinforcers.

**Conditioned response (CR)** In classical conditioning, a response elicited by some previously neutral stimulus that occurs as a result of pairing the neutral stimulus with an unconditioned stimulus.

**Conditioned stimulus (CS)** In classical conditioning, a previously neutral stimulus that comes to elicit a conditioned response.

**Conditioning:** The ways in which events, stimuli, and behavior become associated with one another.

**Conformity: (sociology)** The tendency for people to adopt the behaviors, attitudes, and values of other members of a reference group.

**Consciousness** A state of awareness of internal events and of the external environment.

**Coping:** The process of dealing with internal or external demands that are perceived to be threatening or overwhelming.

**Coping Mechanism:** An adaptation to environmental stress that is based on conscious or unconscious choice and that enhances control over behavior or gives psychological comfort.

**Cultural perspective** The psychological perspective that focuses on cross-cultural differences in the causes and consequences of behavior.

**Depression:** An illness that involves the body, mood, and thoughts, that affects the way a person eats and sleeps, the way one feels about oneself, and the way one thinks about things.

**Drives:** Internal states that arise in response to a disequilibrium in an animal's physiological needs.

**Ego** The aspect of personality involved in self-preservation activities and in directing instinctual drives and urges into appropriate channels.

**Ego defense mechanisms:** Mental strategies (conscious or unconscious) used by the ego to defend itself against conflicts experienced in the normal course of life.

**Emotion:** A complex pattern of changes, including physiological arousal, feelings, cognitive processes, and behavioral reactions, made in response to a situation perceived to be personally significant.

**Fear:** A rational reaction to an objectively identified external danger that may induce a person to flee or attack in self-defense.

**Fight-or-flight response:** A sequence of internal activities triggered when an organism is faced with a threat; prepares the body for combat and struggle or for running away to safety; recent evidence suggests that the response is characteristic only of males.

**Fixation:** A state in which a person remains attached to objects or activities more appropriate for an earlier stage of psychosexual development.

**Fundamental attribution error (FAE)** The dual tendency of observers to underestimate the impact of situational factors and to overestimate the influence of dispositional factors on a person's behavior.

**Freud's Psychosexual Stages:** The focal objects for the developing child's energy serves to define five main stages of psychological development: Oral, Anal, Phallic, Latency and Genital.

### **1. Oral stage: Birth - 18 months (approx.)**

A. *Physical focus:* mouth, lips tongue (sucking). Sucking is the primary source of pleasure for a newborn. Everything goes in the mouth. Sucking = food.

B. *Psychological theme:* dependency. A baby is very dependent and can do little for itself. If babies needs properly fulfilled can move onto the next stage. But if not fulfilled baby will be mistrustful or over-fulfilled baby will find it hard to cope with a world that doesn't meet all of his/her demands.

C. *Adult character:* highly dependent/highly independent. If baby becomes fixated at this stage Freud felt that he or she would grow to be an oral character. Mostly these people are extremely dependent and passive people who want everything done for them. However Freud also suggests that another type of oral character is the person who is highly independent and that when under stress the orally fixated person may flip from one type to the other.

### **2. Anal Stage: 18 months - 3.5 years (approx.)**

A. *Physical focus:* anus (elimination). Until now the baby has had it pretty easy. Now baby is supposed to control bowels. Freud believed baby's sexual pleasure centred around the anus at this time.

B. *Psychological theme:* self-control/obedience. These things are not just related to toilet training but also the baby must learn to control urges and behaviors (terrible twos). What goes wrong here is either parents being too controlling or not controlling enough (Freud was a great believer in moderation).

C. *Adult character:* anally retentive (rigid, overly organized, subservient to authority) vs. anally expulsive (little self-control, disorganized, defiant, hostile).

### **3. Phallic Stage: 3.5 - 6 years (approx.)**

A. *Physical focus*: penis. Freud believed that boys and girls both focussed on the penis. Boys: why hasn't she got one? Girls: why haven't I got one? Children become particularly interested in playing with their genitals at this stage.

B. *Psychological theme*: morality and sexuality identification and figuring out what it means to be a girl/boy. Children, according to Freud have sexual feelings for the opposite sexed parent at this stage (and deal with Oedipus / Electra complexes - basically erotic attachment to parent of opposite sex, but since these feelings are not socially acceptable, it may become hostility) and feel some hostility to same-sex parent. Boys experience castration anxiety and girls suffer penis envy. During this time emotional conflicts are resolved by eventually identifying with the same sex parent.

C. *Adult character*: promiscuous and amoral/ asexual and puritanical (Doctrine of opposites again)

#### **4. Latency Stage: 6 years to puberty --> (approx.)**

The latency stage is the period of relative calm. The sexual and aggressive drives are less active and there is little in the way of psychosexual conflict.

#### **5. Genital stage: post puberty**

A. *Physical focus*: genitals

B. *Psychological theme*: maturity and creation and enhancement of life. So this is not just about creating new life (reproduction) but also about intellectual and artistic creativity. The task is to learn how to add something constructive to life and society.

C. *Adult character*: The genital character is not fixed at an earlier stage. This is the person who has worked it all out. This person is psychologically well-adjusted and balanced. According to Freud to achieve this state you need to have a balance of both love and work. If you have had problems during any of the psychosexual stages which are not effectively resolved, then you will become fixated at one of the earlier stages and when under stress will regress more and more to characteristics of that stage.

**Gender** A psychological phenomenon that refers to learned sex-related behaviors and attitudes of males and females.

**Gender identity** One's sense of maleness or femaleness; usually includes awareness and acceptance of one's biological sex.

**Gender roles** Sets of behaviors and attitudes associated by society with being male or female and expressed publicly by the individual.

**General adaption syndrome (GAS)** The pattern of nonspecific adaptational physiological mechanisms that occurs in response to continuing threat by almost any serious stressor.

**Generalized anxiety disorder** An anxiety disorder in which an individual feels anxious and worried most of the time for at least six months when not threatened by any specific danger or object.

**Hierarchy of needs:** Maslow's view that basic human motives form a hierarchy and that the needs at each level of the hierarchy must be satisfied before the next level can be achieved; these needs progress from basic biological needs to the need for transcendence.

1. **Physiological Needs**

These include the most basic needs that are vital to survival, such as the need for water, air, food and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met.

2. **Security Needs**

These include needs for safety and security. Security needs are important for survival, but they are not as demanding as the physiological needs. Examples of security needs include a desire for steady employment, health insurance, safe neighborhoods and shelter from the environment.

3. **Social Needs**

These include needs for belonging, love and affection. Maslow considered these needs to be less basic than physiological and security needs. Relationships such as friendships, romantic attachments and families help fulfill this need for companionship and acceptance, as does involvement in social, community or religious groups.

4. **Esteem Needs**

After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition and accomplishment.

5. **Self-actualizing Needs**

This is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others and interested fulfilling their potential.

**Hospitalization:** The act of placing a person in a hospital as a patient, the condition of being hospitalized.

**Humanistic perspective** A psychological model that emphasizes an individual's phenomenal world and inherent capacity for making rational choices and developing to maximum potential.

**Individual Psychology: Alfred Adler**

**Inferiority Complex:** in the fields of psychology is a feeling that one is inferior to others in some way. Such feelings can arise from an imagined or actual inferiority in the afflicted person. It is often subconscious, and is thought to drive afflicted individuals to overcompensate, resulting either in spectacular achievement or extreme schizotypal behavior, or both. Unlike a normal feeling of inferiority, which can act as an incentive for achievement (or promote discouragement), an inferiority complex is an advanced state of discouragement, often embedding itself into one's lifestyle, and sometimes resulting in a retreat from difficulties.

**Internalization** According to Vygotsky, the process through which children absorb knowledge from the social context.

**Judgment** The process by which people form opinions, reach conclusions, and make critical evaluations of events and people based on available material; also, the product of that mental activity.

**Motivation:** Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

**Intrinsic Motivation:** Intrinsic motivations are those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem.

**Extrinsic Motivation:** Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise.

**Need for achievement (n Ach)** An assumed basic human need to strive for achievement of goals that motivates a wide range of behavior and thinking.

**Norms:** Standards based on measurements of a large group of people; used for comparing the scores of an individual with those of others within a well-defined group.

**Operant conditioning** Learning in which the probability of a response is changed by a change in its consequences.

**Out-groups** The groups with which people do not identify

**Overcompensation:** characterized by a superiority goal, leads to striving for power, dominance, self-esteem and self-devaluation.

**Parenting Styles:** There are 4 different styles talked about in the field of psychology and they deal with disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control.

1. **Authoritative:** In this style of parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children. According to Baumrind, these parents "are obedience- and status-oriented, and expect their orders to be obeyed without explanation" .
2. **Authoritarian:** Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to

listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. Baumrind suggests that these parents "monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative".

3. **Permissive:** Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind, permissive parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (1991). Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.
4. **Uninvolved:** An uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children.

**Personality:** is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life.

**Physical development:** The bodily changes, maturation, and growth that occur in an organism starting with conception and continuing across the life span.

**Post-Traumatic Stress Disorder:** (PTSD) is an emotional illness that that is classified as an anxiety disorder and usually develops as a result of a terribly frightening, life-threatening, or otherwise highly unsafe experience. PTSD sufferers re-experience the traumatic event or events in some way, tend to avoid places, people, or other things that remind them of the event (avoidance), and are exquisitely sensitive to normal life experiences (hyperarousal).

**Prejudice:** A learned attitude toward a target object, involving negative affect (dislike or fear), negative beliefs (stereotypes) that justify the attitude, and a behavioral intention to avoid, control, dominate, or eliminate the target object.

**Prosocial behaviors:** Behaviors that are carried out with the goal of helping other people.

**Psychology:** The scientific study of the behavior of individuals and their mental processes.

**Psychosocial development:** In child development, a description devised by Erik Erikson of the normal serial development of trust (birth to 12 months), autonomy (1 to 2 years), initiative (3 to 5 years), industry (6 to 11 years), identity (12 to 18 years), intimacy, generativity, and ego integrity (60s and above). The development begins in infancy and progresses as the infantile ego interacts with the

environment. For the child to reach a new stage successfully, the tasks of the preceding one should be fully mastered.

**Reciprocal altruism:** The idea that people perform altruistic behaviors because they expect that others will perform altruistic behaviors for them in turn.

**Rules** Behavioral guidelines for acting in certain ways in certain situations

**Schemas** General conceptual frameworks, or clusters of knowledge, regarding objects, people, and situations; knowledge packages that encode generalizations about the structure of the environment.

**Schemes** Piaget's term for cognitive structures that develop as infants and young children learn to interpret the world and adapt to their environment.

**Self-actualization:** A concept in personality psychology referring to a person's constant striving to realize his or her potential and to develop inherent talents and capabilities.

**Self-awareness:** The top level of consciousness; cognizance of the autobiographical character of personally experienced events.

**Self-concept:** A person's mental model of his or her abilities and attributes.

**Self-efficacy:** The set of beliefs that one can perform adequately in a particular situation.

**Self-esteem:** A generalized evaluative attitude toward the self that influences both moods and behavior and that exerts a powerful effect on a range of personal and social behaviors.

**Self-fulfilling prophecy** A prediction made about some future behavior or event that modifies interactions so as to produce what is expected.

**Self-handicapping:** The process of developing, in anticipation of failure, behavioral reactions and explanations that minimize ability deficits as possible attributions for the failure.

**Self-perception theory:** The idea that people observe themselves in order to figure out the reasons they act as they do; people infer what their internal states are by perceiving how they are acting in a given situation.

**Self-serving bias:** A class of attributional biases in which people tend to take credit for their successes and deny responsibility for their failures.

**Social development:** The ways in which individuals' social interactions and expectations change across the life span.

**Social-learning theory:** The learning theory that stresses the role of observation and the imitation of behaviors observed in others.

**Social-learning therapy:** A form of treatment in which clients observe models' desirable behaviors being reinforced.

**Social norms** (sociology): The expectation a group has for its members regarding acceptable and appropriate attitudes and behaviors.

**Social psychology:** The branch of psychology that studies the effect of social variables on individual behavior, attitudes, perceptions, and motives; also studies group and intergroup phenomena.

**Social support:** Resources, including material aid, socio-emotional support, and informational aid, provided by others to help a person cope with stress.

**Socialization:** The lifelong process whereby an individual's behavioral patterns, values, standards, skills, attitudes, and motives are shaped to conform to those regarded as desirable in a particular society

**Stereotype threat:** The threat associated with being at risk for confirming a negative stereotype of one's group.

**Stereotypes:** Generalizations about a group of people in which the same characteristics are assigned to all members of a group.

**Stigma** The negative reaction of people to an individual or group because of some assumed inferiority or source of difference that is degraded.

**Stress** The pattern of specific and nonspecific responses an organism makes to stimulus events that disturb its equilibrium and tax or exceed its ability to cope.

**Stressor** An internal or external event or stimulus that induces stress.

**Superiority Complex:** An exaggerated feeling of being superior to others. A psychological defense mechanism in which a person's feelings of superiority counter or conceal his or her feelings of inferiority.

**Unconditioned Stimulus:** In classical conditioning, the unconditioned stimulus is one that unconditionally, naturally, and automatically triggers a response. For example, when you smell one of your favorite foods, you may immediately feel very hungry. In this example, the smell of the food is the unconditioned stimulus.