Beyond One Cause

Use multiple perspectives to explain one behavior

SS24.P.1c "Describe how modern psychologists utilize multiple perspectives to understand behavior and mental processes, citing examples.*"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one clue for each of the biological, cognitive, learning, and sociocultural perspectives. Circle the behavior these clues may help explain so you can see how several explanations can fit one behavior.

Why Did Jordan Stop Speaking?

1. At the start of debate club, Jordan used to volunteer for every round. After one presentation in which Jordan's voice shook and several classmates laughed, Jordan began passing when the coach asked for speakers. Before the next meeting, Jordan had slept only five hours and felt a racing heart. A psychologist would not treat passing as proof of one cause. From a biological perspective, too little sleep and the body's stress response could make speaking feel harder. The psychologist might ask about sleep and physical signs of stress, while remembering that a racing heart does not explain everything.

2. Jordan also thinks, "If I pause, everyone will laugh again." From a cognitive perspective, that expectation could raise anxiety before any speech begins, even if most classmates are now supportive. A psychologist could ask Jordan what thoughts appear when the coach calls for volunteers. A learning perspective adds another piece: passing brings quick relief from fear, so Jordan may keep passing even though it means less practice. The psychologist could observe whether relief follows each missed chance to speak. These two perspectives describe different processes that might help maintain the same behavior.

3. Context matters, too. Jordan's new club has a rule that speakers must start without notes, and the group often applauds fast, confident answers. From a sociocultural perspective, those shared expectations might affect who feels comfortable taking a turn. A psychologist could compare Jordan's participation in this club with participation in a smaller group that allows notes. No single observation proves which explanation matters most. By combining sleep reports, Jordan's thoughts, patterns of passing, and club conditions, a psychologist can build a fuller explanation and test whether changes in support help Jordan speak more often.

2 ANSWER WITH EVIDENCE

Use the passage

1. How might a biological perspective explain Jordan's change in behavior? Cite one detail from the passage.

2. How do the cognitive and learning perspectives explain Jordan's passing in different ways? Cite one passage detail for each.

3. How could comparing Jordan's participation in the two groups help a psychologist investigate a sociocultural explanation?

4. Why would a psychologist use more than one perspective instead of deciding that the classmates' laughter is the only cause? Support your answer with two details from different perspectives.

3 YOUR TURN

Your own words

A classmate checks a phone again and again while trying to finish homework. In one paragraph, use three different psychological perspectives to suggest possible explanations, and name one observation or question that could help investigate each explanation.

Beyond One Cause

PART 1 · READ AND MARK

Underline one clue for each of the biological, cognitive, learning, and sociocultural perspectives. Circle the behavior these clues may help explain so you can see how several explanations can fit one behavior. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How might a biological perspective explain Jordan's change in behavior? Cite one detail from the passage.	**Too little sleep or a stress response could make speaking feel harder. Jordan slept only five hours before a meeting and felt a racing heart.**
2	How do the cognitive and learning perspectives explain Jordan's passing in different ways? Cite one passage detail for each.	**The cognitive perspective focuses on Jordan's expectation that classmates will laugh at a pause. The learning perspective focuses on the quick relief Jordan feels after passing, which may make passing more likely again.**
3	How could comparing Jordan's participation in the two groups help a psychologist investigate a sociocultural explanation?	**The psychologist could see whether Jordan speaks more in the smaller group that allows notes than in the club that requires speaking without notes and praises fast answers.**
4	Why would a psychologist use more than one perspective instead of deciding that the classmates' laughter is the only cause? Support your answer with two details from different perspectives.	**Other factors may also affect Jordan's behavior. For example, too little sleep could make speaking harder, while the expectation of being laughed at could raise anxiety before Jordan speaks.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A cognitive perspective suggests the classmate may worry about missing an important message; a psychologist could ask what thoughts come up before each check. From a learning perspective, finding an interesting notification may make checking more likely next time; the psychologist could note what appears on the phone after each check. A sociocultural perspective suggests friends may expect quick replies; the psychologist could ask about the group's response when someone answers late. These are possible explanations, not proof of any single cause.

Accept explanations that connect a named perspective to a specific passage detail. For the open task, accept other plausible perspectives if the student gives a distinct explanation and a relevant way to investigate each one.