Before You Read…Term Identification

Make flashcards using the following terms or, even better, develop mnemonics (memory strategies) to help you remember the different concepts and terms. Use the definitions in the margins of this chapter for help. Numbers refer to page numbers in the textbook.

Acquisition (96)  Neutral stimulus (96)
Behavioral learning (94)  Observational learning (118)
Classical conditioning (96)  Operant chamber (103)
Cognitive map (117)  Operant conditioning (103)
Conditioned reinforcer (106)  Positive punishment (108)
Conditioned response (CR) (99)  Positive reinforcement (103)
Conditioned stimulus (CS) (96)  Premack principle (107)
Continuous reinforcement (104)  Primary reinforcers (106)
Experimental neurosis (99)  Punishment (108)
Extinction (in classical conditioning) (94)  Ratio schedule (105)
Extinction (in operant conditioning) (105)  Reinforcement contingencies (103)
Fixed interval (FI) schedules (106)  Reinfoncer (102)
Fixed ratio (FR) schedules (105)  Schedules of reinforcement (105)
Habituation (93)  Secondary reinforcer (106)
Insight learning (116)  Shaping (104)
Instinctive drift (107)  Spontaneous recovery (98)
Intermittent reinforcement (109)  Stimulus discrimination (98)
Interval schedule (105)  Stimulus generalization (98)
Law of effect (102)  Token economy (107)
Learning (40)  Unconditioned response (UCR) (96)
Long-term potentiation (120)  Unconditioned stimulus (UCS) (96)
Mere exposure effect (94)  Variable interval (VI) schedules (106)
Negative punishment (108)  Variable ratio (VR) schedules (105)
Negative reinforcement (103)
Chapter Opening Problem: Assuming that Sabra’s fear of flying was a response that she had learned, could it also be treated by learning? If so, how?

- **Learning** =
  
  1) **Behavioral Learning versus Cognitive Learning** =
  
  2) **Learning versus Instincts** =
  
  3) **Simple and Complex Forms of Learning** =
    
    - **Habituation** =
    
    - **Mere Exposure Effect** =
    
    - **Behavioral Learning** =

### 3.1 What Sort of Learning Does Classical Conditioning Explain?

**Core Concept 3.1** =

A) **The Essentials of Classical Conditioning**

- **Neutral Stimulus** =
  
  1) **Acquisition** =
    
    - **Unconditioned Stimulus (UCS)** =
    
    - **Unconditioned Response (UCR)** =
    
    - **Conditioned Stimulus (CS)** =
    
    - **Conditioned Response (CR)** =
2) **Extinction and Spontaneous Recovery**
   - *Extinction* =
   - *Spontaneous Recovery* =

3) **Generalization** =
   - *Stimulus Generalization* =

4) **Discrimination Learning** =
   - *Stimulus Discrimination* =

5) **Conditioning an Experimental Neurosis** =
   - *Experimental Neurosis* =

**B) Applications of Classical Conditioning**

1) **The Notorious Case of Little Albert** =
   - John Watson and Rosalie Rayner =
   - *Counterconditioning* =

2) **Conditioned Food Aversions** =
   - John Garcia and Robert Koelling =

3) **Biological Predispositions: A Challenge to Pavlov** =

4) **Conditioning Coyotes: An Application** =

**C) Psychology Matters: Taste Aversions and Chemotherapy** =
3.2 HOW DO WE LEARN NEW BEHAVIORS BY OPERANT CONDITIONING?

Core Concept 3.2 =

A) Skinner’s Radical Behaviorism:

• Thorndike’s Law of Effect =

B) The Power of Reinforcement =

• Reinforcer =

• Positive Reinforcement =

1) Reinforcing Technology: The “Skinner Box” =

• Operant Chamber =

2) Contingencies of Reinforcement =

• Reinforcement Contingencies =

3) Continuous versus Intermittent Reinforcement =

• Continuous Reinforcement =

• Shaping =

• Intermittent Reinforcement =

• Extinction =

4) Schedules of Reinforcement =

• Fixed Ratio (FR) Schedules =

• Variable Ratio (VR) Schedules =

• Fixed Interval (FI) Schedules =
• Variable Interval (VI) Schedules

5) Primary and Secondary Reinforcers

• Primary Reinforcers

• Secondary Reinforcers (Conditioned Reinforcers)

6) Piggy Banks and Token Economies

• Instinctive Drift

• Token Economy

7) Preferred Activities as Reinforcers: The Premack Principle

• Premack Principle

8) Reinforcement Across Cultures

C) The Problem of Punishment

• Punishment

  o Positive Punishment

  o Negative Punishment

1) Punishment versus Negative Reinforcement

2) The Uses and Abuses of Punishment

3) Does Punishment Ever Work?

D) A Checklist for Modifying Operant Behavior
E) Operant and Classical Conditioning Compared =

F) Psychology Matters: Using Psychology to Learn Psychology =

3.3 HOW DOES COGNITIVE PSYCHOLOGY EXPLAIN LEARNING?

Core Concept 3.3 =

A) Insight Learning: Köhler in the Canaries with the Chimps =

• Insight Learning =

B) Cognitive Maps: Tolman Finds Out What’s on a Rat’s Mind =

1) Mental Images—Not Behaviors =

• Cognitive Map =

2) Learning Without Reinforcement =

• Latent Learning =

3) The Significance of Tolman’s Work =

C) Observational Learning: Bandura’s Challenge to Behaviorism =

• BoBo doll =

1) Learning by Observation and Imitation =

• Observational Learning (Social Learning) =

2) Effects of Media Violence =

• Psychic Numbing =

3) Observational Learning Applied to Social Problems Around the Globe =


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D) Rethinking Behavioral Learning in Cognitive Terms =

- *Cognitive-behavioral Psychologists* =

- Leon Kamin and “informativeness” =

E) Brain Mechanisms and Learning =

- *Long-Term Potentiation* =

1) The *Brain on Extinction* =

2) Linking Behavioral Learning with Cognitive Learning =

- Eric Kandel and Robert Hawkins =

3) Observational Learning and Mirror Neurons =

F) “Higher” Cognitive Learning =

G) Psychology Matters: Fear of Flying Revisited =

**ADDITIONAL NOTES**
As You Read…Practice Activities

What Sort of Learning Does Classical Conditioning Explain?

1. Fill in the blanks with the correct terms.

“A process through which experience produces change in behavior or mental processes” is the definition of ____________________. In contrast, ____________________ refers to “motivated behaviors that have a strong innate basis.”

2. Match each term with its best description by placing the letter corresponding to the term in the space next to its description. (Terms may be used more than once.)

TERMS
A. Mere exposure effect
B. Cognitive learning
C. Habituation
D. Behavioral learning
E. Walden Two
F. Species-typical behavior

DESCRIPTIONS
_____ Includes insight and imitation
_____ Leonard no longer notices or responds to the smell of the room deodorizer
_____ Classical and operant conditioning are two kinds
_____ Babies know how to nurse immediately after birth
_____ Jessica cries when she sees doctors because of all the shots she’s been given by doctors in the past
_____ A preference for stimuli we’ve experienced before
_____ Instincts
_____ Emphasizes that nurture is more important than nature

The Essentials of Classical Conditioning

3. Fill in the blanks with the correct terms.

A. Pavlov’s research on learning focused on manipulating simple, automatic responses known as ____________________ by associating such responses with ____________________ stimuli that had previously produced no response.

B. The initial stage of learning in classical conditioning is referred to as ____________________.
C. In classical conditioning, the stimulus that automatically brings on a reflexive response is called the ________________ stimulus, and the reflexive response is called the ________________ response.

D. Through classical conditioning the neutral stimulus becomes the ________________ stimulus, which then elicits a behavior called the ________________ response.

4. Indicate whether each statement is True (T) or False (F) by circling the appropriate letter after the statement.

A. During the initial stages of acquisition, the conditioned stimulus usually elicits strong responses. T   F

B. For classical conditioning to take place the UCS and CS need to occur only a few seconds apart. T   F

C. During classical conditioning, a conditioned stimulus becomes an unconditioned stimulus. T   F

D. According to the text, the building blocks of classical conditioning are the CS, CR, UCS, UCR, and the timing that connects them. T   F

E. Extinction of the CR occurs when the UCS is no longer presented with the CS. T   F

5. Complete the following chart with the elements of Pavlov’s famous experiment that match the terminology.

<table>
<thead>
<tr>
<th>Terminology</th>
<th>Element from the Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unconditioned Stimulus (UCS)</td>
<td></td>
</tr>
<tr>
<td>Unconditioned Response (UCR)</td>
<td></td>
</tr>
<tr>
<td>Neutral Stimulus (NS)</td>
<td></td>
</tr>
<tr>
<td>Conditioned Stimulus (CS)</td>
<td></td>
</tr>
<tr>
<td>Conditioned Response (CR)</td>
<td></td>
</tr>
</tbody>
</table>
6. Apply classical conditioning terminology to the following example.

Ann is a 12-year-old girl who has been diagnosed with diabetes and must now get daily insulin injections from her parents. The shots are painful and anxiety-producing for her so her heart races during the injections. After several weeks of painful shots, Ann’s heart now races when she merely smells the rubbing alcohol used to sterilize the injection site. In fact, any sort of alcohol smell, including the dinner wine her parents drink, makes her heart race.

Her parents notice this newfound behavior and buy lemon-scented alcohol wipes. After a few weeks of using the lemon-scented alcohol wipes, Ann no longer experiences a racing heart when she smells rubbing alcohol, wine, or other alcohol smells. However, two months later when she helps her mother use rubbing alcohol to remove some glue, Ann’s heart begins racing again.

7. Underline the word(s) in parentheses that will make each statement correct. (Both options may be correct!)

A. Extinction (suppresses/completely eliminates) the conditioned response.

B. When spontaneous recovery occurs, the CR nearly always reappears at a (higher/lower) intensity.

C. When an organism learns to respond to one stimulus but not to other similar stimuli, this is called stimulus (generalization/discrimination).

D. Pavlov created experimental (psychosis/neurosis) in dogs during a task that required the dogs to engage in stimulus (generalization/discrimination).

E. (Extinction/Spontaneous recovery) demonstrates that (extinction/spontaneous recovery) involves the suppression of a behavior.
Applications of Classical Conditioning

8. Watson and Rayner classically conditioned an 11-month-old named Albert to fear a white rat. When Albert first saw the rat, he showed no fear and tried to reach for it. Then whenever Albert reached for the rat, Watson and Rayner made a loud noise behind Albert, which scared Albert and made him cry. After Watson and Rayner did this many times, just seeing the rat was enough to make Albert scared and cry.

Match the classical conditioning terms with the stimuli and responses from Albert’s case.

A. unconditioned stimulus          D. conditioned response
B. conditioned stimulus           E. neutral stimulus
C. unconditioned response

_____ The white rat when Albert was first introduced to it
_____ Fear of the white rat
_____ Fear due to the loud noise
_____ The white rat after it was paired numerous times with the loud noise
_____ The loud noise

9. Fill in the blanks with the correct information.

In _________________________ therapy for phobias, the strategy is to combine _________________________ of the conditioned fear response with learning a _________________________ response to the conditioned stimulus.

10. This site from Dushkin Publishers contains a very helpful explanation of the process of classical conditioning.

   http://www.dushkin.com/connectext/psy/ch06/watson.mhtml

11. Garcia and Koelling (1966) found that they could condition rats to avoid water when that water became associated with the nausea caused by radiation. However, they could not condition the rats to associate water with pain from electric shocks.

   A) Use an evolutionary perspective to explain these findings.

   B) Then, explain how these findings challenge Pavlov’s theory.
12. Fill in the blanks in the following concept map about classical conditioning.

13. Explain how researchers classically conditioned coyotes to dislike eating sheep.
Psychology Matters: Taste Aversion and Chemotherapy

14. Briefly explain how knowledge about conditioned taste aversions has been used to help chemotherapy patients.

How Do We Learn New Behaviors By Operant Conditioning?

15. Fill in the blanks with the correct information.

A. A(n) ___________________ is an observable behavior that an organism uses to have an effect on the environment.

B. In operant conditioning, the ________________ of behavior, such as ________________ and ________________, influence the probability that the behavior will occur again.

C. ________________ conditioning accounts for a much wider spectrum of behaviors than does ________________ conditioning.

D. Operant conditioning explains ________________ behaviors, not just ________________ behaviors.

Skinner’s Radical Behaviorism

16. Underline the word(s) in parentheses that will make each statement correct. (Both options may be correct!)

A. (Skinner/Thorndike) believed that what happens immediately (after/before) a behavior is what influences the behavior the most.

B. Thorndike’s idea that responses that produce desirable consequences would be learned is called (radical behaviorism/the law of effect).

C. According to (SkINNER’S/Thorndike’S) (law of effect/radical behaviorism), the subjective and unscientific speculations about an organism’s thoughts, feelings, and intentions are not considered.
The Power of Reinforcement

17. Indicate whether each statement is True (T) or False (F) by circling the appropriate letter after the statement.

A. Negative reinforcement makes a behavior less likely to occur.  
T     F

B. Continuing to fasten one’s seatbelt in order to get rid of the awful buzzer sound is an example of positive reinforcement. 
T     F

C. A “Skinner box” is also known as an operant chamber. 
T     F

D. The word “negative” in negative reinforcement refers to the removal of an unpleasant or aversive behavior. 
T     F

E. The Skinner box is used to study classical conditioning in animals. 
T     F

F. Both the timing and frequency of reinforcement can be controlled in an operant chamber. 
T     F

G. Skinner preferred the term “Skinner box” to “operant chamber.” 
T     F

18. For each example, identify whether positive reinforcement, negative reinforcement, or neither is affecting YOUR behavior.

A. You take your cousin to the store and he whines until you buy him a candy bar. You tend to buy him a lot of candy to keep him from whining. ______________________

B. Your parents praise you when you show them the good grade on your psychology final exam, so you continue to get good grades. ______________________

C. The judge takes away your driver’s license because you have received ten speeding tickets. You no longer speed. ______________________

D. You miss curfew once again and your parents make you clean the garage. You hate cleaning the garage, so you don’t miss curfew as often in the future. ______________________

E. You get tired of hearing your mother nag about how dirty your room is, so you start cleaning it more often to keep her from nagging you. ______________________
19. For each example, identify whether positive reinforcement, negative reinforcement, or neither is affecting the OTHER PERSON’S behavior (rather than your own).

A. You take your cousin to the store and he whines until you buy him a candy bar. He tends to whine whenever he goes to the store with you. _______________________

B. Your parents praise you when you show them the good grade on your psychology final exam. They continue to praise you because the praise seems to get rid of your bad exam scores. _______________________

C. The judge takes away your driver’s license because you have received ten speeding tickets. You no longer speed. The judge is likely to continue taking away speeders’ driver’s licenses. _______________________

D. You miss curfew once again and your parents make you clean the garage. You hate cleaning the garage, so you don’t miss curfew as often in the future. Your parents are now more likely to make you clean the garage because it keeps you from misbehaving and missing curfew. _______________________

E. You get tired of hearing your mother nag about how dirty your room is, so you start cleaning it more often to keep her from nagging you. Her nagging is likely to continue in the future. _______________________

20. Explain the difference between continuous reinforcement and intermittent (partial) reinforcement. Then, explain which is better to use early in the learning process and which is better for maintaining behaviors already learned. Be sure to explain why!

21. What is “shaping” and why is it used?

22. This great tutorial from Athabasca University in Canada explains what positive reinforcement is and what it isn’t. The site also gives you some practice exercises with instant feedback.  
http://psych.athabascau.ca/html/prtut/reinpair.htm

23. Match each term with its correct description by placing the letter corresponding to the term in the space next to its description. (Terms may be used more than once.)

**TERMS**

A. Ratio schedule  
B. Interval schedule  
C. Variable ratio schedule  
D. Variable interval schedule  
E. Fixed interval schedule

F. Fixed ratio schedule  
G. Primary reinforcers  
H. Secondary reinforcers  
I. Instinctive drift  
J. Extinction

**DESCRIPTIONS**

_____ They fulfill basic biological needs  
_____ You buy lottery tickets every week because you win money now and then  
_____ Occurs more quickly with continuous reinforcement than partial reinforcement  
_____ Dogs trained to pick things up gently often revert back to chewing the items instead  
_____ Schedule that usually results in a low response rate  
_____ Reinforcement occurs after a number of responses  
_____ The local coffee shop gives you a “buy 9 get the 10th free” card for buying drinks so you buy a lot of drinks there  
_____ Also known as conditioned reinforcers  
_____ You keep staring at the night sky because sometimes you get to see a shooting star, which is exciting for you  
_____ Produces a “scalloped” pattern of behavior  
_____ Reinforcement occurs after an amount of time goes by  
_____ You find yourself clicking on the oven light more and more as it gets closer to the time that your favorite cookies are done  
_____ Your job is to pick strawberries and you receive 25 cents for every six quarts you pick  
_____ Usually produces more responding than any other partial reinforcement schedule  
_____ Schedule most widely adopted by businesses

24. Fill in the blanks with the correct terms.

A. A preferred activity can reinforce a less preferred one. This fact is referred to as the ______________________.

B. An organization that uses small, plastic “coins” as reinforcers (that people in the organization can exchange for privileges or other rewards) is referred to as a ______________________.

C. Cynthia loves playing basketball with her father, so he uses that as a reinforcer to get her to clean her room. Psychologists would say that Cynthia’s father is using the ______________________.
The Problem of Punishment

25. For each of the examples below, indicate whether it is an example of reinforcement (R) or of punishment (P).

A. Rima’s swearing declines after her parents take away her car privileges.  _____
B. Terrance shares a lot because his parents praise him when he does.  _____
C. Jordan argues with his parents. His parents keep sending him to his room, which gets him away from their nagging. The arguing now happens more frequently.  _____
D. Mei-Chin stops going to birthday parties because she hates loud noise.  _____
E. Hilda gets the teacher’s attention when she yells, so she continues to yell.  _____
F. Attiq doesn’t crawl near steps anymore after falling down the stairs.  _____

26. Underline the word(s) in parentheses that will make each statement correct. (Both options may be correct!)

A. To decrease the likelihood of a behavior occurring again, one can use (positive punishment/negative reinforcement).
B. Negative punishment differs from positive punishment in that negative punishment involves the (removal/presentation) of (a pleasant/an unpleasant) stimulus to weaken a behavior.
C. Darnell takes away his daughter’s cell phone privileges after she swears at him, so her swearing declines drastically. Darnell has successfully utilized (positive punishment/negative punishment).
D. Freddy is acting up in class, so his teacher yells at him. Freddy loves the attention, so continues to act up in class. His teacher’s yelling was a (positive reinforcer/positive punisher) for Freddy.
E. Rachael sprays her cat with water every time it jumps on the counter, so the cat is not jumping on the counter as often. Rachael has used (positive punishment/negative punishment) on her cat.
F. In order to weaken a behavior, you can use (positive/negative) punishment.
G. The most effective punishment is usually (negative/positive) punishment.
H. Not touching a hot stove after being burned is (negative/positive) punishment.

27. The following site has a compendium of strategies for pet owners and others who work with animals. They are explicitly based on operant conditioning, particularly positive reinforcement and negative punishment. Try them with your own pets!

http://www.wagntrain.com/OC/

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28. Explain five main reasons that punishment is difficult to use effectively.

A. _________________________________________________________________
B. _________________________________________________________________
C. _________________________________________________________________
D. _________________________________________________________________
E. _________________________________________________________________

29. Your friend Robert’s 5-year-old daughter keeps hitting her 3-year-old brother. Needless to say, your friend wants to make that behavior go away. Knowing what you now know about punishment, what would you tell Robert concerning punishment and the ways to make it most effective?

A Checklist for Modifying Operant Behavior

30. In the table below, explain the effects of each operant conditioning technique, including the potential problems with it.

<table>
<thead>
<tr>
<th>Operant Conditioning Technique</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Positive Reinforcement</td>
<td></td>
</tr>
<tr>
<td>B. Negative Reinforcement</td>
<td></td>
</tr>
<tr>
<td>C. Punishment</td>
<td></td>
</tr>
<tr>
<td>D. Extinction</td>
<td></td>
</tr>
</tbody>
</table>
31. Fill in the blanks in the following concept map about operant conditioning.

Operant and Classical Conditioning Compared

32. Fill in the following chart comparing operant and classical conditioning.

<table>
<thead>
<tr>
<th>Question</th>
<th>Operant Conditioning</th>
<th>Classical Conditioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. When does the stimulus occur?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. What type of stimuli is used?</td>
<td>both pleasant and unpleasant</td>
<td>“old,” reflexive behaviors</td>
</tr>
<tr>
<td>C. What type of behavior is produced?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. How does extinction occur?</td>
<td>reinforcement is withheld</td>
<td></td>
</tr>
<tr>
<td>E. Is the learner passive or active?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

33. **NEED A BREAK?**
   To get a better understanding of classical conditioning, operant conditioning, and other learning theories, visit MyPsychLab.
How Does Cognitive Psychology Explain Learning?

34. In your own words describe Core Concept 3.3, which deals with cognitive learning.

Insight Learning: Köhler in the Canaries with the Chimps

35. Define “insight learning” and then explain how Köhler was able to demonstrate its existence in chimps.

Cognitive Maps: Tolman Finds Out What’s on a Rat’s Mind

36. What is a “cognitive map”? Describe Tolman’s studies with rats that provided evidence of the existence of cognitive maps.

Observational Learning: Bandura’s Challenge to Behaviorism

37. Describe how Bandura was able to demonstrate the occurrence of observational learning in young children through the use of a BoBo doll.

38. What is meant by “psychic numbing”?

39. Dr. Boeree’s site from Shippensburg University tells you all about Albert Bandura and his social learning theory.

   http://www.ship.edu/~cgboeree/bandura.html
40. Match each researcher’s name with concepts related to his theory and research by placing the letter corresponding to his name in the space next to the concept.

NAMES
A. Tolman  B. Bandura  C. Köhler

CONCEPTS
___ showed the importance of social learning  ___ showed the existence of insight learning
___ showed the existence of cognitive maps  ___ worked with young children
___ worked with chimps  ___ showed the existence of latent learning
___ showed the importance of observation  ___ worked with rats

Rethinking Behavioral Learning in Cognitive Terms

41. Underline the word(s) in parentheses that will make each statement correct. (Both options may be correct!)

A. Kamin showed that a crucial feature of the (CS/UCS) is its (informativeness/intensity).

B. The most effective (CS/UCS) is one that precedes the (CS/UCS).

C. Cognitive-behavioral psychologists point out that reinforcement changes an organism’s (biology/expectations).

Brain Mechanisms and Learning

42. Fill in the blanks with the correct terms.

A. The term _________________________ refers to physical changes that strengthen the synapses in a group of neurons.

B. In operant conditioning, the brain’s reward circuitry gets activated, especially the _________________________ and parts of the ________________ cortex.

C. Neuroscientists have found that extinction occurs when certain _________________________, such as _________________________ and _________________________, are blocked.

D. _________________________ neurons are specifically involved in observational learning.

43. What did neuroscientists Kandel and Hawkins propose concerning brain circuitry and types of learning?
PRACTICE TEST #1

1. Tolman’s work with rats demonstrated the existence of _____ learning.
   A. latent    B. observational    C. insight    D. social

2. The type of learning in which associations between stimuli play a major role is
   A. classical conditioning.    C. social learning.

3. Pavlov discovered _____ while studying _____.
   A. cognition; mazes    C. operant conditioning; rabbits
   B. classical conditioning; cats    D. classical conditioning; dogs

4. When you learn to ignore the sounds of traffic on the busy street where you live, you are exhibiting

5. Acquisition is most likely to occur when the conditioned stimulus is presented
   A. after the UCS.    C. along with the UCS.
   B. before the UCS.    D. only once.

6. In Pavlov’s studies, when salivation was elicited by food, the food was
   A. a reflex.    C. a conditioned stimulus.
   B. an unconditioned stimulus.    D. a conditioned response.

7. In Pavlov’s studies, when the bell elicited salivation, the salivation was
   A. a reflex.    C. a conditioned stimulus.
   B. an unconditioned response.    D. a conditioned response.

8. In classical conditioning, sometimes an extinguished behavior suddenly reappears. This is known as
   A. extinction.    C. spontaneous recovery.
   B. reconditioning.    D. generalization.

9. You were frightened by a yellow cat when you were a child. Now you get scared whenever you see any cat. In classical conditioning, this response would be known as
   A. spontaneous recovery.    C. generalization.
   B. discrimination.    D. insight.

10. The behavior elicited by the unconditioned stimulus is _____ in nature.
    A. involuntary    B. voluntary    C. complex    D. prosocial
PRACTICE TEST #2

1. Janelle is trying to get her daughter, Leena, to play quietly by herself for 20 minutes. First Janelle gives Leena a favorite sticker after she plays alone quietly for just 5 minutes. Then Leena has to play quietly for 10 minutes before she gets a sticker, and, after that, for 15 minutes. Eventually, Leena only gets a sticker after 20 minutes of quiet play. This is
   A. extinction.    C. classical conditioning.
   B. habituation.    D. shaping.

2. Portia has a client who is exhibiting an undesirable conditioned fear. Portia decides to try a therapeutic strategy called _____ to extinguish the response.
   A. appetitive conditioning   C. reflex conditioning
   B. aversive conditioning   D. counterconditioning

3. Thorndike trained animals to connect a stimulus with a response. His theory is called

4. Mark is babysitting Sue who throws tantrums in order to get candy. In the future when Mark continues to give Sue candy to make her tantrums stop, Mark's behavior is being
   A. negatively punished.   C. negatively reinforced.

5. Mark is babysitting Sue who throws tantrums in order to get candy. When Mark continues to give Sue candy to make her tantrums stop, Sarah’s tantrums are likely to increase. Sue is being
   A. positively reinforced.   C. positively punished.
   B. negatively reinforced.   D. negatively punished.

6. Pigs taught to pick up coins in their mouth and drop them in a slot often revert back to pushing the coins around with their snouts instead. This is known as

7. Gambling by using a slot machine is reinforced on a _____ schedule.
   A. fixed ratio   B. variable ratio   C. continuous   D. variable interval

8. Which schedule of reinforcement is most likely to produce a “scalloped” pattern of behavior?
   A. fixed ratio   B. variable ratio   C. fixed interval   D. variable interval

9. Which usually produces more responding than any other partial reinforcement schedule?
   A. fixed ratio   B. variable ratio   C. fixed interval   D. variable interval

10. We tend to have a preference for stimuli we’ve experienced before. This is known as
    A. the mere exposure effect.   C. habituation.
    B. shaping.   D. classical conditioning.
PRACTICE TEST #3

1. You throw a wild party while your parents are out of town. They find out and you are grounded for two weeks. You never again throw a party when they are out of town. This is
   A. negative reinforcement.  C. positive reinforcement.
   B. negative punishment.   D. positive punishment.

2. The Law of Effect is most similar to which of the following?
   A. the Premack principle   C. operant conditioning
   B. classical conditioning   D. habituation

3. Stimuli that fulfill basic needs and act as a reinforcer are called ____ reinforcers.
   A. secondary   B. primary  C. conditioned  D. neutral

4. You show up at your little cousin’s home wearing earplugs every time you baby-sit for an entire month. You watch him serenely as he throws a tantrum until he becomes exhausted and falls asleep. After two weeks, he no longer throws tantrums. This is an example of
   A. negative reinforcement.  C. shaping.
   B. prompting.    D. extinction.

5. You promise your brother that when he finishes his history term paper you will buy him the new CD from his favorite group. This is an example of
   A. the Premack principle.   C. classical conditioning.
   B. a token economy.   D. shaping.

6. Punishment _____ a behavior, and negative reinforcement _____ a behavior.
   A. increases; decreases   C. increases; increases
   B. decreases; increases   D. decreases; decreases

7. In Pavlov’s research, when salivation was elicited by the presentation of food, salivation was
   A. an unconditioned stimulus.  C. a conditioned response.
   B. a conditioned stimulus.   D. an unconditioned response.

8. When a characteristic in the environment decreases the probability that a behavior will be repeated, this is known as
   A. punishment.   C. an unconditioned response.
   B. reinforcement.   D. a conditioned response.

9. Köhler developed his theory of cognitive learning by studying

10. Lisa is goofing around in class, so her teacher yells at her. Lisa likes annoying the teacher, so she goofs around in class even more. The teacher has _____ Lisa’s annoying behavior.
    A. negatively reinforced   C. positively reinforced
    B. negatively punished   D. positively punished
COMPREHENSIVE REVIEW TEST

1. When you push the buttons on the vending machine and get your favorite drink, you are likely in the future to use the vending machine again. This is an example of
   A. classical conditioning.   C. habituation.
   B. operant conditioning.   D. shaping.

2. All of the following statements about classical conditioning are true EXCEPT
   A. timing is relatively unimportant as long as the UCS is presented before the CS.
   B. presenting the neutral stimulus before the UCS is important for conditioning to take place.
   C. the organism must see a connection between the UCS and CS.
   D. conditioning will occur only if the CS is a unique source of information about the UCS.

3. Elmer rings a bell and blows a puff of air through a straw into Susie’s right eye causing her to blink. After seven trials, he rings a bell and there is no air puff. Susie blinks anyway. The bell was a _____ and is now a _____.
   A. CS; neutral stimulus   C. neutral stimulus; CS
   B. neutral stimulus; UCS   D. negative stimulus; positive stimulus

4. Maggie, the dog, hides under the bed when she hears her human saying he is going to take her to the V-E-T for her S-H-O-T-S. Through an unintentional process of _____ the spelled out words have become a _____.
   A. classical conditioning; CS   C. operant conditioning; CS
   B. negative reinforcement; CS   D. conditioned reinforcement; CR

5. Which of the following pairings is correct?
   A. Skinner and operant conditioning   C. Bandura and classical conditioning
   B. Pavlov and operant conditioning   D. Skinner and classical conditioning

6. You are in the grocery store waiting to check out. Your son cries because he wants candy, so you give in to his demands to make the tantrum stop. In the future when he has tantrums you are likely to give him candy. Your behavior of giving him candy has been
   A. positively reinforced.   C. positively punished.
   B. negatively reinforced.   D. classically conditioned.

7. You are in the grocery store waiting to check out. Your son cries because he wants candy, so you give in to his demands to make the tantrum stop. His tantrums now occur every time you take him to the grocery store. Your son’s tantrums have been
   A. positively reinforced.   C. positively punished.
   B. negatively reinforced.   D. classically conditioned.

8. The research of _____ suggests that watching violent television programs causes some children to become more aggressive.
   A. Bandura   B. Skinner   C. Premack   D. Watson
9. A garment worker earns $5.00 for every thirty sweaters she finishes. She is being reinforced on a _____ schedule.
   A. continuous  B. fixed interval  C. fixed ratio  D. variable ratio

10. I received a $150 ticket for speeding about a year ago. According to Skinner, the fact that I now no longer speed is an example of the effectiveness of
   A. punishment. C. classical conditioning.

11. A(n) _____ is an internal representation of an organism’s environment that is acquired through experience.
   A. insight  B. concept map  C. cognitive map  D. latent structure

12. Köhler’s study of chimpanzees suggests that they reorganize their perceptions, a mental process he called _____ learning.
   A. operant  B. latent  C. insight  D. perceptual

13. Jack learned how to shoot a basketball free throw by watching his older brother. Bandura called this _____ learning.
   A. insight  B. observational  C. latent  D. representational

14. A preferred activity can reinforce a less preferred one. This fact is referred to as

15. The removal of a pleasant stimulus to weaken a behavior is referred to as
   A. negative reinforcement.  B. negative punishment.  C. positive reinforcement.  D. positive punishment.

CRITICAL THINKING ESSAYS

1. Using theory and terminology you learned in this chapter, explain how someone might now always get anxious and sweaty when approaching a revolving door after getting painfully pinched and caught in one two years earlier. Why do you think this anxiety about revolving doors has persisted for two years instead of going away?

2. Your friend’s dog is chewing up his shoes and your friend is convinced that the best way to stop this behavior is to hit his dog with a rolled-up newspaper if he arrives home after work and finds his shoes chewed up. He asks you if you’ve learned anything in psychology that can help him stop the dog from destroying his shoes.

   Knowing what you know about operant conditioning, what suggestions would you make?

3. Your cousin tells you that there’s no evidence that watching violent media causes people to behave aggressively. She points out that it’s all a bunch of correlational research.

   Based on what you’ve learned in this chapter, what do you tell her?