

Name:

Ch6 Study Guide SP14

Completion

Complete each statement.

1. In Pavlov's classic research on classical conditioning, the meat powder was the _____ stimulus.
2. _____ refers to the initial stage of learning something.
3. In higher-order conditioning, a conditioned stimulus functions as if it were a(n) _____ stimulus.
4. Food would be considered a(n) _____ reinforcer, while money would be considered a(n) _____ reinforcer.
5. _____ reinforcement occurs when every instance of a designated response is reinforced; _____ reinforcement occurs when a designated response is reinforced only some of the time.
6. _____ reinforcement occurs when a response is strengthened because it is followed by the presentation of a desirable stimulus; _____ reinforcement occurs when a response is strengthened as the result of the removal of an unpleasant stimulus.
7. Sally developed a nasty stomach bug a few hours after she ate sushi for the first time; now every time Sally sees sushi, she feels sick to her stomach. Sally is demonstrating a(n) _____.

True/False

Indicate whether the statement is true or false.

- _____ 1. Stimulus discrimination occurs when an organism has learned a response to a specific stimulus and does NOT respond in the same way to new stimuli that are similar to the original stimulus.
- _____ 2. A toddler has an established conditioned fear of snow. Over the past few weeks, every time he sees Santa Claus, snow is always present, so he develops a fear of Santa Claus. This example is an illustration of higher-order conditioning.
- _____ 3. According to Skinner, if an event following a response leads to a decrease in an organism's tendency to make that response, reinforcement has occurred.
- _____ 4. In positive reinforcement, the response is strengthened as a result of the presentation of an unpleasant stimulus; in negative reinforcement, a response is strengthened as a result of the removal of a desirable stimulus.
- _____ 5. Various studies of response-outcome relations have shown that reinforcement is automatic when favorable consequences follow responses.

Multiple Choice

Identify the choice that best completes the statement or answers the question.

Name:

- _____ 1. When a conditioned response shows spontaneous recovery, the rejuvenated response typically
- is weaker than the previously conditioned response.
 - is stronger than the previously conditioned response.
 - occurs before the conditioned stimulus.
 - changes to an unconditioned stimulus.
- _____ 2. If a classically conditioned response undergoes extinction in an environment that is different from the one in which the response was acquired, the extinguished response will often reappear if the individual is returned to the original environment where acquisition took place. This phenomenon is called
- second-order conditioning.
 - the renewal effect.
 - stimulus generalization.
 - vicarious conditioning.
- _____ 3. A dog is first conditioned to salivate to a tone. Then, a light is paired with the tone for a number of trials. Finally, the light is presented alone, and the dog salivates. This procedure is known as
- chaining
 - higher-order conditioning.
 - compound conditioning.
 - sensory preconditioning.
- _____ 4. Nate is watching the cumulative recorder that is connected to a box where a rat is pressing a lever to receive food reinforcement. The slope of the line is becoming flatter and flatter over time. Based on this output, Nate can conclude that the rat's response rate
- is increasing over time.
 - will soon show spontaneous recovery.
 - is decreasing over time.
 - is caused by inadequate stimulus generalization.
- _____ 5. A circus trainer wants to train a cat to pull a rope as part of an animal act. The probability that the cat will just pull a rope is very low. What technique would be the best choice to use to help the cat learn to emit the desired response?
- Shaping
 - Stimulus generalization
 - Extinction
 - Stimulus discrimination
- _____ 6. Bart used to go to his health club every day after work because he almost always saw Abigail there. For two full weeks, Abigail wasn't at the club when Bart went there for his workout, and now Bart has stopped going to his health club. This example illustrates the operant conditioning process of
- extinction.
 - punishment.
 - avoidance.
 - resistance.
- _____ 7. An operantly conditioned response that is very durable and relatively hard to extinguish is said to show
- high resistance to extinction.
 - low resistance to extinction.
 - high association with reinforcement.
 - low association with reinforcement.
- _____ 8. Julie has a desk right next to her manager's office. Whenever her manager is in his office, Julie makes sure that she works hard at her computer. However, if the manager is away from his office, she often works much more slowly and takes more breaks. In this case, the manager being in his office is acting as
- a positive reinforcer for working hard.
 - a negative reinforcer for working hard.
 - a discriminative stimulus for working hard.
 - an unconditioned stimulus for working hard.
- _____ 9. Which of the following is an example of a primary reinforcer?

Name:

- a. approval
- b. food
- c. a toy for a child
- d. money

- _____ 10. In a variable-ratio schedule, the reinforcer is given
- a. after a fixed number of nonreinforced responses.
 - b. after a variable number of nonreinforced responses.
 - c. for the first response that occurs after a fixed amount of time has elapsed.
 - d. for the first response that occurs after a variable amount of time has elapsed.
- _____ 11. A schedule of reinforcement is
- a. the reinforcement of closer and closer approximation of a desired response.
 - b. a specific pattern of presentation of reinforcers over time.
 - c. a pattern of resistance to extinction.
 - d. a description of whether positive or negative reinforcement is in use.
- _____ 12. Henry got a bad sunburn on his face when he was skiing last winter. Now, before he starts a day of skiing, he uses sunscreen on his face to prevent another sunburn. This is an example of
- a. escape learning.
 - b. avoidance learning.
 - c. an unconditioned stimulus.
 - d. shaping.
- _____ 13. Which of the following is an example of negative reinforcement?
- a. grounding a teenager for missing curfew
 - b. making a child sit in the corner until he says "I'm sorry"
 - c. giving a student extra credit for class participation
 - d. allowing a student to take a make-up exam
- _____ 14. A rat learns to press a bar to turn off an electric shock. This is an example of
- a. escape learning.
 - b. avoidance learning.
 - c. an unconditioned response.
 - d. positive reinforcement.
- _____ 15. As a teenager, it seemed that your mom was always nagging you to clean your room. Eventually, you learned that if you cleaned your room every Saturday morning, you would not have to listen to her nagging. Your mother was successful in getting you to clean your room through the use of _____ to establish _____.
- a. negative reinforcement; avoidance learning
 - b. negative reinforcement; escape learning
 - c. punishment; avoidance learning
 - d. punishment; escape learning
- _____ 16. Rafael's brother always says, "I'm going to get you," just before he hits Rafael. Alan's brother sometimes says, "I'm going to get you," just before he hits Alan; other times, he just hits Alan with no warning. Based on the work by Rescorla, you should predict that when these boys hear the words, "I'm going to get you," Rafael will show
- a. an unconditioned response, while Alan will show a conditioned response.
 - b. a stronger conditioned response than Alan will show.
 - c. a weaker conditioned response than Alan will show.
 - d. a conditioned response, while Alan will show an unconditioned response.
- _____ 17. Studies of response-outcome relations and reinforcement have found that
- a. operant behavior is automatically strengthened when it is followed by desirable consequences.
 - b. people actively reason out the relations between responses and the outcomes that follow.
 - c. there are species-specific predispositions to form certain types of associations.
 - d. on concurrent schedules of reinforcement, organisms emit responses that maximize the

Name:

total number of reinforcers they will receive.

- _____ 18. According to the cognitive explanation of classical conditioning, a CS that is a “good” signal associated with a US is a CS that
- is novel or intense.
 - has been paired with the US many times.
 - accurately predicts the presentation of the US.
 - is presented immediately after the US.
- _____ 19. Earlier learning viewpoints considered classical and operant conditioning to be automatic processes involving only environmental events that did not depend at all on biological or cognitive factors. Research on which of the following concepts cast doubt on this point of view?
- signal relations and preparedness
 - extinction and generalization
 - ratio and interval schedules
 - discrimination and spontaneous recovery
- _____ 20. Imagine a husband and wife asking Bandura for advice on how they should teach their young child to say “please” and “thank you.” Which of the following would Bandura be MOST likely to suggest?
- Punish the child when she fails to say “please” and “thank you”
 - Give the child positive reinforcement for saying “please” and “thank you”
 - Use negative reinforcement and withhold the requested item until the child says “please”
 - Consistently say “please” and “thank you” in your interactions with others
- _____ 21. According to Albert Bandura, expectations concerning reinforcement primarily influence the probability of an individual
- initially acquiring or learning a new behavior.
 - actually performing a behavior that has been learned.
 - initially attending to the behavior of another person.
 - accurately retaining information about a behavior.
- _____ 22. The learning theory that is best able to explain why physical punishment tends to increase aggressive behavior in children is
- Skinner’s theory of operant conditioning.
 - Pavlov’s theory of classical conditioning.
 - Bandura’s theory of observational learning.
 - Rescorla’s theory of signal relations.
- _____ 23. The first step in a behavior modification program is to
- | | |
|-----------------------------|---------------------------------|
| a. gather baseline data. | c. specify the target behavior. |
| b. specify the antecedents. | d. design a program. |
- _____ 24. Harold begins to chew his fingernails every time his teacher enters the classroom. In this case, the antecedent is
- the teacher entering the classroom.
 - the fear associated with the teacher.
 - anticipated punishment.
 - chewing the fingernails.
- _____ 25. When gathering baseline data for a behavior modification program, all of the following are necessary EXCEPT
- monitoring the antecedents of the target behavior.
 - monitoring the consequences of the target behavior.

Name:

- c. determining the initial frequency of the target behavior.
- d. determining how you can reduce the frequency of the target behavior.

Name:

Ch6 Study Guide Answer Section

COMPLETION

1. ANS: unconditioned
PTS: 1 REF: Classical Conditioning OBJ: 6.1
2. ANS: Acquisition
PTS: 1 REF: Classical Conditioning OBJ: 6.3
3. ANS: unconditioned
PTS: 1 REF: Classical Conditioning OBJ: 6.4
4. ANS: primary; secondary
PTS: 1 REF: Operant Conditioning OBJ: 6.7
5. ANS:
Continuous; intermittent (partial)
Continuous; partial (intermittent)
Continuous; intermittent
Continuous; partial
PTS: 1 REF: Operant Conditioning OBJ: 6.7
6. ANS: Positive; negative
PTS: 1 REF: Operant Conditioning OBJ: 6.8
7. ANS: conditioned taste aversion
PTS: 1 REF: Changing Directions in the Study of Conditioning
OBJ: 6.1

TRUE/FALSE

1. ANS: T PTS: 1 REF: Classical Conditioning
OBJ: 6.4
2. ANS: T PTS: 1 REF: Classical Conditioning
OBJ: 6.4
3. ANS: F PTS: 1 REF: Operant Conditioning
OBJ: 6.5
4. ANS: F PTS: 1 REF: Operant Conditioning
OBJ: 6.8
5. ANS: F PTS: 1 REF: Changing Directions in the Study of Conditioning
OBJ: 6.11

MULTIPLE CHOICE

1. ANS: A PTS: 1 DIF: Correct = 70%

Name:

- REF: Classical Conditioning OBJ: 6.3 KEY: Factual
2. ANS: B PTS: 1 REF: Classical Conditioning
OBJ: 6.3 KEY: Factual
3. ANS: B PTS: 1 DIF: Correct = 77%
REF: Classical Conditioning OBJ: 6.4 KEY: Concept | Applied
4. ANS: C PTS: 1 REF: Operant Conditioning
OBJ: 6.5 KEY: Concept | Applied
5. ANS: A PTS: 1 REF: Operant Conditioning
OBJ: 6.6 KEY: Concept | Applied
6. ANS: A PTS: 1 REF: Operant Conditioning
OBJ: 6.6 KEY: Concept | Applied
7. ANS: A PTS: 1 REF: Operant Conditioning
OBJ: 6.6 KEY: Factual
8. ANS: C PTS: 1 REF: Operant Conditioning
OBJ: 6.6 KEY: Concept | Applied
9. ANS: B PTS: 1 REF: Operant Conditioning
OBJ: 6.7 TOP: WWW KEY: Concept | Applied
10. ANS: B PTS: 1 DIF: Correct = 74%
REF: Operant Conditioning OBJ: 6.7 KEY: Factual
11. ANS: B PTS: 1 REF: Operant Conditioning
OBJ: 6.7 KEY: Factual
12. ANS: B PTS: 1 REF: Operant Conditioning
OBJ: 6.8 KEY: Concept | Applied
13. ANS: B PTS: 1 REF: Operant Conditioning
OBJ: 6.8 KEY: Concept | Applied
14. ANS: A PTS: 1 REF: Operant Conditioning
OBJ: 6.8 KEY: Concept | Applied
15. ANS: A PTS: 1 REF: Operant Conditioning
OBJ: 6.8 KEY: Concept | Applied
16. ANS: B PTS: 1 REF: Changing Directions in the Study of Conditioning
OBJ: 6.11 KEY: Concept | Applied
17. ANS: B PTS: 1 REF: Changing Directions in the Study of Conditioning
OBJ: 6.11 KEY: Factual
18. ANS: C PTS: 1 REF: Changing Directions in the Study of Conditioning
OBJ: 6.11 KEY: Factual
19. ANS: A PTS: 1 REF: Changing Directions in the Study of Conditioning
OBJ: 6.10 | 6.11 KEY: Concept | Applied
20. ANS: D PTS: 1 REF: Observational Learning
OBJ: 6.12 KEY: Critical Thinking
21. ANS: B PTS: 1 REF: Observational Learning
OBJ: 6.12 KEY: Factual
22. ANS: C PTS: 1 REF: Observational Learning
OBJ: 6.13 KEY: Concept | Applied
23. ANS: C PTS: 1 DIF: Correct = 75%
REF: Personal Application: Achieving Self-Control Through Behavior Modification
OBJ: 6.15 KEY: Factual
24. ANS: A PTS: 1 DIF: Correct = 44%
REF: Personal Application: Achieving Self-Control Through Behavior Modification
OBJ: 6.15 KEY: Concept | Applied

Name:

25. ANS: D PTS: 1
REF: Personal Application: Achieving Self-Control Through Behavior Modification
OBJ: 6.15 KEY: Factual