**Hypothesis**

This is the first attempt to counter-condition evaluative responses that had been previously established via intersections between operant contingencies (it is also exploratory research). If learning represents a change in behavior that is due to regularities in the environment, then counter-conditioning represents a novel change in behavior due to subsequent modifications to those original regularities. For instance, when it comes to changes in behavior due to the pairing of stimuli (e.g., evaluative conditioning), counter-conditioning refers to the phenomenon whereby post-acquisition presentations of the CS with an US of opposite valence (compared to that presented in the acquisition phase) lead to a reduction of the previously acquired conditioned response.

Therefore, two possibilities arise. The first is that evaluative responses established via intersecting regularities can be counter-conditioned through post-acquisition modifications to the intersections. This hypothesis is in line with the fact that counter-conditioning reduces EC effects (Baeyens, Eelen, Van den Bergh, & Crombez, 1989; Kerkhof, Vansteenwegen, Baeyens, & Hermans, 2011; Gast & De Hower, 2013). It is also in-line with our previous findings (see Study 6).

The alternative hypothesis is that changes in behavior that result from intersecting regularities are more difficult to counter-condition (at least when counterconditioning occurs via ‘rewiring the intersection’). Our initial prediction is that we will observe a reduction in implicit and explicit evaluations for those in the counter-conditioning phase relative to those in the acquisition only condition.