|  |  |  |
| --- | --- | --- |
| 1. Explain how learning can be adaptive.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 2. What are the two main forms of learning, and how do they differ?   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 3. Compare and contrast respondent and operant behavior. Provide at least one example of each in your explanation.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 4. Explain how traditional behaviorists viewed learning and how those views would be disputed by today’s psychologists.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 5. Provide an example of classical conditioning, making sure to identify the NS, UR, US, CS, and CR.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 6. How would you use classical conditioning to (a) teach an adventuresome 3-year-old to be more cautious when crossing a busy street near her house, and (b) teach a preschool child who is afraid of cats to enjoy playing with a neighbor’s friendly cat? Be sure to identify the US, NS, CS, UR, and CR in both answers.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 7. Provide an example of classical conditioning, specifying how the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination would fit in your example.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 8. Explain why the work of Pavlov remains an important contribution to psychology.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 9. Whenever Emily feels anxious, she craves and eats cookies and cakes that she keeps in her house for this reason. She feels better while she’s eating them, but afterward, she feels slightly ill and worries that she may be harming her health. Using the processes of classical conditioning, explain why Emily consistently repeats this process. Then, explain how Emily could use counterconditioning principles to break her habit and create healthier ways of coping with stress.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 10. How did Pavlov’s research influence that of Watson and modern researchers?   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 11. Explain what operant conditioning is, and give a personal example of an operant behavior being conditioned.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 12. Explain how Skinner's research demonstrated the principles of behavior control.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 13. Briefly describe B. F. Skinner’s experiments on operant conditioning.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 14. How could you use operant conditioning to train a 3-year-old not to chase after strange animals in her backyard?   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 15. How could you use operant conditioning to teach a young child table manners and to say please and thank you?   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 16. Mr. Davidson consistently yells at his seventh-grade students for their disruptive classroom behaviors. He doesn’t understand why this has the effect of making them more unruly. Explain Mr. Davidson’s predicament in terms of operant conditioning principles. Then, show how he could use operant conditioning techniques to (a) reduce his students’ disruptive behaviors and (b) increase their cooperative behaviors.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 17. Vanessa vapes to reduce the stress she feels at work. Lately, she has begun to develop a chronic cough and breathing difficulties, and she is becoming concerned about her health. Use the principles of operant conditioning to explain the development and continuation of Vanessa’s self-defeating vaping habit. Identify whether the reinforcement for Vanessa’s vaping is positive or negative, primary or conditioned, immediate or delayed, partial or continuous.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 18. Your friend’s 16-year-old son consistently forgets to do his chores. What advice could you give your friend that makes use of both reinforcement and punishment? Be sure to describe the use of both positive and negative reinforcers, as well as positive and negative punishment.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 19. Compare and contrast the fixed-ratio, fixed-interval, variable-ratio, and variable-interval schedules of reinforcement. When is each reinforcement schedule most effective?   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 20. Casey’s cat loves to rest on her comfortable living room chair, but Casey usually won’t allow it. Every once in a while, however, Casey gives in and lets the cat join her on the chair. Use your understanding of partial reinforcement to explain how this will likely affect the cat’s future behavior.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 21. Ryan believes that punishment is the same as negative reinforcement. Explain to Ryan how these concepts differ, and provide specific examples of each to support your claim.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 22. Simone, who was spanked as a child, believes that she should start spanking her 4-year-old daughter Lila when Lila misbehaves. Her partner Riley disagrees. What drawbacks of physical punishment could Riley emphasize when she makes her case to Simone? What research-backed techniques could she suggest they use with Lila instead?   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 23. Imagine you’ve just been promoted to manager of the retail store where you work. You’ll have a staff of 10 employees working under you. Your previous manager was not especially effective, so most employees are relatively unengaged and do the minimum they need to do before leaving for the day. Using operant conditioning principles, what specific actions could you take to motivate your staff and increase their productivity and enjoyment of their work?   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 24. Imagine that you have a bad habit that you want to stop, such as biting your nails. What are some things you can do to change your own behavior?   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 25. Compare and contrast operant and classical conditioning.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 26. Explain how biological constraints affect operant and classical conditioning.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 27. Explain how cognitive processes affect operant and classical conditioning.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 28. (a) A few days after smoking two packs of cigarettes and feeling ill, Gianna becomes nauseous simply from the smell of a lit cigarette. The sight of the half-empty cigarette pack does not, however, bother her. Explain what Gianna’s different responses indicate about the limits of associative learning.  (b) If Everett’s father drops a book, producing a frightening bang, immediately *after* Everett picks up his toy horse, Everett may become fearful when picking up the horse in the future. If Everett’s father drops the book immediately *before* Everett picks up the horse, Everett is not likely to become fearful when picking up the horse in the future. What do these different possibilities suggest about the role of cognitive processes in associative learning?   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 29. Define observational learning, and provide an example of how a child might learn a behavior in this way.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 30. Mr. Baral allows his children to watch violent movies and television shows, but only if the acts of violence portrayed are justifiable and his children do not witness the physical injury and suffering caused by these acts. “That way, the violence won’t affect my kids,” he explains. Use your understanding of observational learning and the violence-viewing effect to describe why you agree or disagree with Mr. Baral.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 31. Explain the research connecting observational learning to mirror neurons.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 32. Lisa is watching a friend eat ice cream. How might neural mirroring be involved in her experience?   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 33. Outline how observational learning and modeling can be related to both prosocial and antisocial behaviors.   |  |  | | --- | --- | | *ANSWER:* |  | |

|  |  |  |
| --- | --- | --- |
| 34. Your friend believes that media have relatively little effect on aggressive behavior. Based on the text discussion, how would you refute your friend’s belief? Specify how the research in this area explains the media’s effect on aggressive behavior.   |  |  | | --- | --- | | *ANSWER:* |  | |