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| 1. Our capacity to learn new behaviors that help us cope with our changing world is known as   |  |  |  | | --- | --- | --- | |  | a. | learning. | |  | b. | cognition. | |  | c. | association. | |  | d. | adaptability. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 2. Psychologists define *learning* as the process of   |  |  |  | | --- | --- | --- | |  | a. | adapting to the environment. | |  | b. | responding to external stimuli. | |  | c. | rewarding behavioral responses. | |  | d. | acquiring through experience new and relatively enduring information or behaviors. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 3. Sam so strongly associates watching football games with eating hamburgers that he habitually eats them while at the stadium even when he’s not hungry. His eating habit best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | unconditioned responses. | |  | b. | spontaneous recovery. | |  | c. | neutral stimuli. | |  | d. | learning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 4. When our mind naturally connects events that occur in sequence, we learn via   |  |  |  | | --- | --- | --- | |  | a. | observation. | |  | b. | association. | |  | c. | generalization. | |  | d. | averting. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 5. After enjoying listening to the music of Justin Bieber on the radio, you expect that attending one of his concerts will also be enjoyable. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | unconditioned responses. | |  | c. | learned associations. | |  | d. | behaviorism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 6. Acquiring new habits best illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | generalization. | |  | c. | learning. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 7. Noah bites his nails in math class because math—which isn’t his best subject—makes him nervous. Repeating this behavior in the same context is likely to   |  |  |  | | --- | --- | --- | |  | a. | increase Noah’s math performance. | |  | b. | lead to math anxiety. | |  | c. | cause Noah to form a habit. | |  | d. | reduce Noah’s ability to concentrate. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 8. The sea slug *Aplysia* will withdraw its gills if it is squirted with water. If the squirts continue, as they do in nature, the withdrawal response will diminish. But if the sea slug receives an electric shock right after being squirted, the withdrawal of the gills will grow stronger. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | cognitive learning. | |  | b. | associative learning. | |  | c. | adaptability. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 9. Conditioning is the process of   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | spontaneous recovery. | |  | c. | learning associations. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 10. Classical conditioning is a type of learning   |  |  |  | | --- | --- | --- | |  | a. | in which a behavior becomes more likely to recur if followed by a reinforcer or less likely to recur if followed by a punisher. | |  | b. | in which we link two or more stimuli. | |  | c. | that occurs as an automatic response to some stimulus. | |  | d. | that references mental processes. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 11. In classical conditioning a stimulus is any event or situation that   |  |  |  | | --- | --- | --- | |  | a. | triggers imitation. | |  | b. | signals a reward. | |  | c. | elicits operant behavior. | |  | d. | evokes a response. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 12. Hayley is frightened by the sound of an ambulance siren. The sound is a(n)   |  |  |  | | --- | --- | --- | |  | a. | unconditioned response. | |  | b. | generalization. | |  | c. | acquisition. | |  | d. | stimulus. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 13. Julia's poodle has learned that the buzzing of an electric can opener signals the arrival of its food. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | spontaneous recovery. | |  | c. | classical conditioning. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 14. Respondent behavior is defined as a(n) \_\_\_\_\_\_\_\_ response to some stimulus.   |  |  |  | | --- | --- | --- | |  | a. | novel | |  | b. | operant | |  | c. | automatic | |  | d. | generalized |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 15. Classically conditioned habits are said to involve   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | respondent behavior. | |  | c. | spontaneous recovery. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 16. Which of the following is an example of a respondent behavior?   |  |  |  | | --- | --- | --- | |  | a. | studying for a test | |  | b. | blushing when embarrassed | |  | c. | thanking someone for her help | |  | d. | sniffing to locate the source of a strange odor |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 17. Zach smells the food his father is cooking for dinner and begins to salivate. He is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | respondent behavior. | |  | c. | spontaneous recovery. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 18. Respondent behavior is to \_\_\_\_\_\_\_\_ as operant behavior is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | generalization; discrimination | |  | b. | associative learning; cognitive learning | |  | c. | unconditioned stimulus; conditioned stimulus | |  | d. | an automatic response; a behavior that produces consequences |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 19. In \_\_\_\_\_\_\_\_, we learn to repeat acts followed by good results and avoid acts followed by bad results.   |  |  |  | | --- | --- | --- | |  | a. | cognitive learning | |  | b. | observational learning | |  | c. | operant conditioning | |  | d. | classical conditioning |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 20. People learn to associate their putting money in a vending machine and pressing a button with the delivery of a snack. This best illustrates the process underlying   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | respondent behavior. | |  | c. | spontaneous recovery. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 21. Behaviors that operate on the environment, producing a consequence, are called   |  |  |  | | --- | --- | --- | |  | a. | respondent behaviors. | |  | b. | associative behaviors. | |  | c. | operant behaviors. | |  | d. | conditioned responses. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 22. When Bert’s little sister accidentally locked herself inside the family car, Bert used his father’s car key to unlock the door. Bert’s action could best be described as a(n)   |  |  |  | | --- | --- | --- | |  | a. | unconditioned response. | |  | b. | respondent behavior. | |  | c. | spontaneous recovery. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 23. The acquisition of mental information by observing events, watching others, or through language is called   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | cognitive learning. | |  | c. | operant conditioning. | |  | d. | introspection. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 24. Learning specific behaviors simply by watching others perform them is known as   |  |  |  | | --- | --- | --- | |  | a. | behaviorism. | |  | b. | spontaneous recovery. | |  | c. | observational learning. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 25. Abigail, who is 16 years old, is replacing a battery as her 7-year-old sister Johanna watches. The following week, when Johanna’s talking toy breaks, she replaces the battery herself. Johanna is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | respondent behavior. | |  | c. | spontaneous recovery. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 26. After one monkey sees a second monkey open a box that contains a banana, the first animal opens a similar box with great speed. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | spontaneous recovery. | |  | c. | respondent behavior. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 27. The type of learning in which one comes to associate two stimuli and thereby anticipate events is called   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | classical conditioning. | |  | c. | spontaneous recovery. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 28. The first experimental studies of associative learning were conducted by   |  |  |  | | --- | --- | --- | |  | a. | John B. Watson. | |  | b. | Rosalie Rayner. | |  | c. | B. F. Skinner. | |  | d. | Ivan Pavlov. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 29. John B. Watson considered himself to be a   |  |  |  | | --- | --- | --- | |  | a. | physiological psychologist. | |  | b. | cognitive psychologist. | |  | c. | behaviorist. | |  | d. | psychoanalyst. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 30. Behaviorism was the view that psychology should scientifically study behavior without reference to   |  |  |  | | --- | --- | --- | |  | a. | conditioning. | |  | b. | neutral stimuli. | |  | c. | discrimination. | |  | d. | mental processes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 31. John B. Watson would have expressed the greatest disapproval of attempts to scientifically study whether   |  |  |  | | --- | --- | --- | |  | a. | consumer buying habits are influenced by newspaper advertisements. | |  | b. | worker productivity is influenced by hourly wage rates. | |  | c. | academic achievement is influenced by a positive self-concept. | |  | d. | aggressive behavior is influenced by threats of punishment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 32. Which researcher first realized that certain “psychic secretions” pointed to a simple but important form of learning?   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner | |  | b. | Rosalie Rayner | |  | c. | John B. Watson | |  | d. | Ivan Pavlov |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 33. Last year, Dr. Thomas used hydrogen peroxide to clean the spot where he planned to administer a vaccination shot to Serena. Which of the following processes accounts for the fact that Serena now becomes fearful every time she sees hydrogen peroxide?   |  |  |  | | --- | --- | --- | |  | a. | cognitive learning | |  | b. | classical conditioning | |  | c. | observational learning | |  | d. | operant conditioning |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 34. How many researchers on Ivan Pavlov’s team were women?   |  |  |  | | --- | --- | --- | |  | a. | none of them | |  | b. | about 10 percent of them | |  | c. | over half of them | |  | d. | almost 80 percent of them |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 35. In classical conditioning, a stimulus that elicits no response before conditioning is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | unconditioned stimulus. | |  | b. | primary stimulus. | |  | c. | neutral stimulus. | |  | d. | secondary stimulus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 36. Before Pavlov conditioned a dog to salivate in response to a tone, the tone was a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned stimulus. | |  | b. | unconditioned stimulus. | |  | c. | partial conditioner. | |  | d. | neutral stimulus. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 37. Each morning, Lucinda deactivates her home’s alarm system, producing a loud *beep*; opens the back door; and places her cat Fluffy’s food on the back porch. Now, Fluffy salivates to the *beep*. What is the neutral stimulus in this example?   |  |  |  | | --- | --- | --- | |  | a. | food | |  | b. | salivation | |  | c. | the back door | |  | d. | the *beep* sound |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 38. Salena is afraid of spiders. Recently, when she went to put on her blue jacket a spider surprised her. She screamed, quickly took her jacket off, and began stomping on it. Several days later, when Salena sees her blue jacket, she is fearful and refuses to put it on. In this example, the neutral stimulus is   |  |  |  | | --- | --- | --- | |  | a. | the spider. | |  | b. | her fear. | |  | c. | her blue jacket. | |  | d. | her screaming. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 39. Before Ivy painfully learned that the hissing sound made by the snake signaled she was about to receive a bite, Ivy felt no fear in response to the hissing sound. At that time, the sound of the hissing snake was most clearly a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned stimulus. | |  | b. | neutral stimulus. | |  | c. | conditioned response. | |  | d. | unconditioned stimulus.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 40. In classical conditioning, an unlearned, naturally occurring response to an unconditioned stimulus is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned response. | |  | b. | unconditioned response. | |  | c. | neutral stimulus. | |  | d. | unconditioned stimulus. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 41. Which of the following is an unconditioned response?   |  |  |  | | --- | --- | --- | |  | a. | playing marbles | |  | b. | running through a maze to get a food reward | |  | c. | shaking in cold weather | |  | d. | clapping after an exciting concert performance |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 42. Nolan hears the bell from the ice cream truck and immediately begins to salivate. He is exhibiting a(n)   |  |  |  | | --- | --- | --- | |  | a. | unconditioned response. | |  | b. | conditioned response. | |  | c. | neutral response. | |  | d. | acquired response. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 43. In Pavlov's experiments, the taste of food triggered the dog's salivation. Salivation to the taste of food was a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned response. | |  | b. | unconditioned response. | |  | c. | unconditioned stimulus. | |  | d. | conditioned stimulus. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 44. In classical conditioning, a stimulus that naturally and automatically triggers an unconditioned response is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned stimulus. | |  | b. | generalized stimulus. | |  | c. | neutral stimulus. | |  | d. | unconditioned stimulus. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 45. In Pavlov's experiments on the salivary conditioning of dogs, the US was   |  |  |  | | --- | --- | --- | |  | a. | a tone. | |  | b. | salivation to the sound of a tone. | |  | c. | the food. | |  | d. | salivation to the food in the mouth. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 46. In Aldous Huxley's *Brave New World*, infants develop a fear of books after books are repeatedly presented with a loud noise. In this fictional example, the loud noise is a(n)   |  |  |  | | --- | --- | --- | |  | a. | unconditioned stimulus. | |  | b. | unconditioned response. | |  | c. | conditioned stimulus. | |  | d. | conditioned response. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 47. When Jay is with his partner, he feels happy and content. Because they text and talk frequently, Jay has set up a special ring tone for his partner. Now, when he hears the ring tone, Jay feels happy and content. Which of the following is the unconditioned stimulus in this example?   |  |  |  | | --- | --- | --- | |  | a. | Jay's partner | |  | b. | feelings of happiness and contentment | |  | c. | Jay's phone | |  | d. | the ring tone |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 48. In Pavlov's experiments, the sound of the tone triggered the dog's salivation. Salivation to the sound of a tone was a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned response. | |  | b. | unconditioned stimulus. | |  | c. | unconditioned response. | |  | d. | conditioned stimulus. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 49. The “psychic secretions” that Pavlov initially considered an annoyance were   |  |  |  | | --- | --- | --- | |  | a. | unconditioned responses. | |  | b. | unconditioned stimuli. | |  | c. | conditioned responses. | |  | d. | conditioned stimuli. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 50. In classical conditioning, a learned response to a previously neutral stimulus is referred to as a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned stimulus. | |  | b. | unconditioned stimulus. | |  | c. | conditioned response. | |  | d. | unconditioned response. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 51. Claire, who is 5 years old, has learned to fear the sight of a syringe. This is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned response. | |  | b. | unconditioned stimulus. | |  | c. | conditioned stimulus. | |  | d. | unconditioned response. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 52. In classical conditioning, an originally neutral stimulus that comes to trigger a conditioned response is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | unconditioned stimulus. | |  | b. | neutral stimulus. | |  | c. | conditioned stimulus. | |  | d. | unconditioned response. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 53. A dog salivates to the sound of a tone because the tone has regularly been associated with the delivery of food. In this case, the tone is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | unconditioned stimulus. | |  | b. | primary stimulus. | |  | c. | conditioned stimulus. | |  | d. | neutral stimulus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 54. To assess whether Dana had suffered brain trauma after a car accident, researchers conditioned her to blink in response to a sound that signaled the delivery of a puff of air directed toward her face. In this application of classical conditioning, the sound was a   |  |  |  | | --- | --- | --- | |  | a. | US. | |  | b. | UR. | |  | c. | CS. | |  | d. | CR. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 55. A real estate agent showed George several pictures of a house situated on a golf course while they were eating a mouth-watering bowl of chili. Later, when George was given a tour of the house, he drooled with delight. For George, the house was a   |  |  |  | | --- | --- | --- | |  | a. | US. | |  | b. | CS. | |  | c. | UR. | |  | d. | CR. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 56. Which of the following is NOT a process of classical conditioning that Pavlov explored?   |  |  |  | | --- | --- | --- | |  | a. | acquisition | |  | b. | extinction | |  | c. | operant behavior | |  | d. | spontaneous recovery |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 57. In classical conditioning, the initial stage of learning is referred to as   |  |  |  | | --- | --- | --- | |  | a. | acquisition. | |  | b. | generalization. | |  | c. | discrimination. | |  | d. | extinction. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 58. Dr. Sparta and his assistants condition a flatworm to contract its body to a light by repeatedly pairing the light with electric shock. The stage in which the flatworm’s contraction response to light is first established and gradually strengthened is called   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | acquisition. | |  | c. | generalization. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 59. Monica took her 4-year-old son Bryce to watch the July 4th fireworks. The fireworks were repeatedly accompanied by loud, frightening explosive sounds. The mere sight of fireworks first began to trigger a learned fear reaction in Bryce during the process of   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | extinction. | |  | c. | discrimination. | |  | d. | acquisition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 60. In classical conditioning, the conditioned stimulus signals the impending occurrence of   |  |  |  | | --- | --- | --- | |  | a. | a neutral stimulus. | |  | b. | generalization. | |  | c. | an unconditioned stimulus. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 61. In classical conditioning, the NS becomes a \_\_\_\_\_\_\_\_ after it reliably signals the impending occurrence of the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | US; CS | |  | b. | UR; CR | |  | c. | CS; US | |  | d. | CR; UR |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 62. Professor Warburton plans to condition a dog to salivate to the ringing of a bell by pairing the ringing bell with food. The dog will learn to salivate to the sound of the bell most quickly if the experimenter rings the bell   |  |  |  | | --- | --- | --- | |  | a. | five seconds before the food. | |  | b. | half a second before the food. | |  | c. | at precisely the same time as the food. | |  | d. | half a second after the food. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 63. Male Japanese quail became sexually aroused by a red light that was repeatedly associated with the presentation of a female quail. The sexual arousal triggered by the red light was a   |  |  |  | | --- | --- | --- | |  | a. | UR. | |  | b. | US. | |  | c. | CR. | |  | d. | CS. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 64. A smell is most likely to trigger sexual arousal if presented immediately   |  |  |  | | --- | --- | --- | |  | a. | after an appropriate UR. | |  | b. | after an appropriate US. | |  | c. | before an appropriate UR. | |  | d. | before an appropriate US. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 65. Classical conditioning is most clearly biologically adaptive because it enables us to learn that the \_\_\_\_\_\_\_\_ predicts the onset of the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | US; UR | |  | b. | US; CS | |  | c. | UR; CR | |  | d. | CS; US |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 66. Extinction occurs when a \_\_\_\_\_\_\_\_ is no longer paired with a \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | UR; CR | |  | b. | CS; UR | |  | c. | US; UR | |  | d. | CS; US |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 67. In classical conditioning, the diminishing of a conditioned response is referred to as   |  |  |  | | --- | --- | --- | |  | a. | acquisition. | |  | b. | generalization. | |  | c. | discrimination. | |  | d. | extinction. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 68. After Tim was scratched by a cat, he became afraid of all cats. He has since been exposed to many non-aggressive cats in safe settings, and his fear of cats has gradually faded. Tim’s diminishing fear of cats best illustrates   |  |  |  | | --- | --- | --- | |  | a. | operant behavior. | |  | b. | spontaneous recovery. | |  | c. | extinction. | |  | d. | acquisition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 69. Allison, who was recently stung by a bee in her neighbor Gia’s garden, now tenses with fear every time she passes Gia’s house. As weeks go by without her getting stung again, however, the association weakens and Allison begins to relax. This process is called   |  |  |  | | --- | --- | --- | |  | a. | acquisition. | |  | b. | extinction. | |  | c. | spontaneous recovery. | |  | d. | generalization.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 70. The reappearance, after a time lapse, of an extinguished CR is called   |  |  |  | | --- | --- | --- | |  | a. | generalization. | |  | b. | spontaneous recovery. | |  | c. | discrimination. | |  | d. | secondary conditioning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 71. Evan twisted his ankle after he accidentally ran into another skateboarder. As a result, he developed a conditioned fear of skateboarding. However, he was able to extinguish his conditioned fear by practicing alone on a quiet neighborhood street for a week. The reappearance of his previously extinguished fear when he skateboarded at the skate park two weeks later best illustrates   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | operant behavior. | |  | c. | generalization. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 72. The occurrence of spontaneous recovery suggests that during extinction the   |  |  |  | | --- | --- | --- | |  | a. | CS is eliminated. | |  | b. | CR is eliminated. | |  | c. | CS is suppressed. | |  | d. | CR is suppressed. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 73. In classical conditioning, generalization refers to the tendency for the conditioned response to be evoked by stimuli that are similar to the   |  |  |  | | --- | --- | --- | |  | a. | unconditioned stimulus. | |  | b. | respondent behavior. | |  | c. | conditioned stimulus. | |  | d. | unconditioned response. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 74. Three-year-old Juan was bitten by the neighbor’s dog yesterday. Juan now fears all small, four-legged animals. His fear demonstrates the process of   |  |  |  | | --- | --- | --- | |  | a. | generalization. | |  | b. | operant conditioning. | |  | c. | spontaneous recovery. | |  | d. | extinction. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 75. Darleen’s therapist seems to her to be very much like her mother. As a result, Darleen tends to react to the therapist in much the same way she reacts to her mom. Her reactions to her therapist best illustrate the influence of   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | discrimination. | |  | c. | an unconditioned response. | |  | d. | generalization. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 76. Colin tends to wet his bed because he is dreaming and doesn’t wake up in time to get to the bathroom. Because his bedwetting is embarrassing, Colin now becomes nervous whenever he senses an urge to urinate. If getting ready for bed to go to sleep at night subsequently makes Colin unusually anxious, this would best illustrate   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | generalization. | |  | c. | spontaneous recovery. | |  | d. | an unconditioned response. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 77. Joseph is 3 years old and is afraid of a moving car. He is also afraid of moving trucks, motorcycles, and bicycles. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | acquisition. | |  | b. | extinction. | |  | c. | spontaneous recovery. | |  | d. | generalization. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 78. When a toddler who fears moving cars also becomes afraid of moving trucks and motorcycles, their \_\_\_\_\_\_\_\_ fear has proven to be adaptive.   |  |  |  | | --- | --- | --- | |  | a. | generalized | |  | b. | discriminated | |  | c. | extinguished | |  | d. | acquired |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 79. Recent research has documented that \_\_\_\_\_\_\_\_ fears linger in memory.   |  |  |  | | --- | --- | --- | |  | a. | generalized | |  | b. | discriminated | |  | c. | extinguished | |  | d. | acquired |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 80. Dogs conditioned to salivate when rubbed on their back also begin to salivate when rubbed on their stomach or head. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | an unconditioned response. | |  | c. | an operant behavior. | |  | d. | generalization. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 81. At Golda’s baby shower, each guest receives an amusing party favor: a “dirty diaper”-shaped sugar cookie filled with melted chocolate. The cookies are from the best bakery in town, but most guests feel too repulsed to eat them. It is likely the guests’ reactions to a naturally disgusting stimulus have \_\_\_\_\_\_\_\_ other stimuli.   |  |  |  | | --- | --- | --- | |  | a. | discriminated between | |  | b. | generalized to | |  | c. | spontaneously recovered from | |  | d. | been extinguished by |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 82. Years after being tortured, one Argentine writer reported still flinching with fear at the sight of black shoes. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | operant behavior. | |  | b. | generalization. | |  | c. | spontaneous recovery. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 83. Compared with nonabused children, abused children react more strongly to an angry face. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | operant behavior. | |  | b. | generalization. | |  | c. | spontaneous recovery. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 84. The ability to distinguish between a conditioned stimulus and similar stimuli that do not signal an unconditioned stimulus is called   |  |  |  | | --- | --- | --- | |  | a. | acquisition. | |  | b. | discrimination. | |  | c. | generalization. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 85. Your heart may pound when a wolf approaches but not when a puppy approaches you. This best illustrates the adaptive value of   |  |  |  | | --- | --- | --- | |  | a. | operant behavior. | |  | b. | discrimination. | |  | c. | observational learning. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 86. Professor Miu has identified specific neural circuits that link a conditioned stimulus with an upcoming unconditioned stimulus. His research is clearly influenced by the findings of   |  |  |  | | --- | --- | --- | |  | a. | Tirrell. | |  | b. | Pavlov. | |  | c. | Skinner. | |  | d. | Winfrey. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 87. In one study, conditioning neutral brand logos with positive or negative images caused people to like or dislike those brands. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | that classical conditioning is adaptive. | |  | b. | an application of classical conditioning. | |  | c. | that learning can be studied objectively. | |  | d. | the power of consumerism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 88. Pavlov's research on classical conditioning was important because   |  |  |  | | --- | --- | --- | |  | a. | it highlighted the role of cognitive processes in learning. | |  | b. | so many different species of animals, including humans, can be classically conditioned. | |  | c. | it demonstrated an essential difference between animal and human learning. | |  | d. | all learning depends on respondent behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 89. Who showed us how a process such as learning could be studied objectively?   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner | |  | b. | Ivan Pavlov | |  | c. | Michael Tirrell | |  | d. | John B. Watson |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 90. Pavlov's studies of classical conditioning were most clearly valuable because they provided the young discipline of psychology with a model of   |  |  |  | | --- | --- | --- | |  | a. | animal consciousness. | |  | b. | scientific methodology. | |  | c. | cognitive processes. | |  | d. | introspection. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 91. People who formerly abused drugs often feel a craving when they are again in the drug-using context. Their brains have become conditioned to associate that context with a drug’s reward because of   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | classical conditioning. | |  | c. | cognitive learning. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 92. Brad, who has alcohol use disorder, usually drinks at parties with a particular group of friends. It is likely that these friends have become a \_\_\_\_\_\_\_\_ for Brad’s alcohol cravings.   |  |  |  | | --- | --- | --- | |  | a. | UR | |  | b. | CR | |  | c. | US | |  | d. | CS |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 93. When a particular taste accompanies a drug that influences an immune response, the taste by itself can come to produce an immune response. This demonstrates the power of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | operant conditioning. | |  | c. | observational learning. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 94. Professor Berdheart is studying learning in mice. In his study, just after the mice taste a sweet liquid, they are injected with a drug that produces a nausea response. Later, the taste of the sweet liquid by itself triggers a nausea response. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | spontaneous recovery. | |  | c. | classical conditioning. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 95. The type of learning that makes it difficult to avoid eating sweets is   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | operant conditioning. | |  | c. | observational learning. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 96. Watson and Rayner's study of Little Albert demonstrated how specific fears   |  |  |  | | --- | --- | --- | |  | a. | can interfere with the process of learning. | |  | b. | can be extinguished. | |  | c. | are acquired through observational learning. | |  | d. | may be produced through classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 97. After learning to fear a white rat, Little Albert also feared a furry coat. This best illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | generalization. | |  | c. | operant conditioning. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 98. After his parents yelled at him for spilling his milk at a restaurant, Arnie became afraid to go to the restaurant. In this case, yelling was a(n) \_\_\_\_\_\_\_\_ for Arnie's fear.   |  |  |  | | --- | --- | --- | |  | a. | unconditional response | |  | b. | conditioned stimulus | |  | c. | secondary conditioner | |  | d. | unconditioned stimulus |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 99. By using a therapist’s conditioning strategy and entering 20 elevators a day for 10 days, a client successfully eliminated his longtime fear of elevators. His reduction of fear best illustrated the process of   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | extinction. | |  | c. | spontaneous recovery. | |  | d. | generalization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 100. What conditioning technique have psychologists used to promote personal growth?   |  |  |  | | --- | --- | --- | |  | a. | counterconditioning | |  | b. | operant conditioning | |  | c. | discrimination | |  | d. | observational learning |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 101. Following an accident, Kate—an experienced driver—has developed an intense fear of highway driving. Kate’s therapist tells her to drive for a short time on the highway daily for two weeks to diminish her fear. What conditioning technique does this represent?   |  |  |  | | --- | --- | --- | |  | a. | counterconditioning | |  | b. | operant conditioning | |  | c. | discrimination | |  | d. | observational learning |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 102. Psychologist Mary Cover Jones was the first to extend Watson and Rayner’s results by showing how conditioning can also \_\_\_\_\_\_\_\_ fear in children.   |  |  |  | | --- | --- | --- | |  | a. | create | |  | b. | trigger | |  | c. | reduce | |  | d. | augment |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 103. Learning to associate two stimuli is to \_\_\_\_\_\_\_\_ as learning to associate one’s behavior with its consequences is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | shaping; reinforcement | |  | b. | generalization; discrimination | |  | c. | operant behavior; respondent behavior | |  | d. | classical conditioning; operant conditioning |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 104. Behavior that occurs automatically in response to a stimulus is to \_\_\_\_\_\_\_\_ as behavior that operates on the environment to produce a consequence is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | unconditioned stimulus; unconditioned response | |  | b. | respondent behavior; operant behavior | |  | c. | generalization; discrimination | |  | d. | associative learning; cognitive learning |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 105. In which form of learning is behavior influenced by its consequences?   |  |  |  | | --- | --- | --- | |  | a. | primary conditioning | |  | b. | classical conditioning | |  | c. | operant conditioning | |  | d. | delayed conditioning |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 106. Janet is trying to teach her daughter to say “please” and “thank you.” She is most likely to use principles associated with   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | operant conditioning. | |  | c. | learning by observation. | |  | d. | cognitive learning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 107. Jazmine associates a rainstorm with the electricity going out in her house, so when the rain starts, she gets the candles ready. Jazmine’s behavior results from   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | a partial reinforcement schedule. | |  | c. | operant conditioning. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 108. Because Liam was given a time-out on several occasions for throwing food, he no longer does so. Liam's behavior change best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcement. | |  | b. | classical conditioning. | |  | c. | conditioned reinforcers. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 109. Voluntary behaviors that become more frequent when followed by reinforcers are called   |  |  |  | | --- | --- | --- | |  | a. | associative behaviors. | |  | b. | respondent behaviors. | |  | c. | operant behaviors. | |  | d. | unconditioned responses. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 110. Marisa’s nail biting has become habitual because her feelings of anxiety decrease when she bites her nails. This best illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | generalization. | |  | b. | classical conditioning. | |  | c. | discrimination. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 111. A type of learning in which behavior is diminished if followed by a punisher is called   |  |  |  | | --- | --- | --- | |  | a. | delayed conditioning. | |  | b. | classical conditioning. | |  | c. | secondary conditioning. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 112. Steven used to hit his sister. After his parents took his toys and games away for one week, Steven stopped hitting his sister. This demonstrates the process of   |  |  |  | | --- | --- | --- | |  | a. | generalization. | |  | b. | classical conditioning. | |  | c. | discrimination. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 113. B. F. Skinner is most closely associated with   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | classical conditioning. | |  | c. | the law of effect. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 114. The psychologist who elaborated on what Edward Thorndike called the law of effect was   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner. | |  | b. | Keller Breland. | |  | c. | Norman Guttman. | |  | d. | Marian Breland. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 115. B. F. Skinner's work elaborated what Edward Thorndike had called   |  |  |  | | --- | --- | --- | |  | a. | shaping. | |  | b. | conditioned reinforcement. | |  | c. | the law of effect. | |  | d. | resistance to extinction. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 116. Behaviors followed by favorable consequences become more likely, and behaviors followed by unfavorable consequences become less likely. This principle is called   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | intermittent reinforcement. | |  | c. | spontaneous recovery. | |  | d. | the law of effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 117. Nadine curses more frequently around her friends, who laugh approvingly; she curses less frequently around her parents, who criticize her language. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | the law of effect. | |  | c. | spontaneous recovery. | |  | d. | shaping. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 118. Thorndike used fish rewards to encourage cats to learn their way out of a puzzle box. In doing so, he showed that   |  |  |  | | --- | --- | --- | |  | a. | rewarded behavior tends to recur. | |  | b. | punishment teaches new behaviors. | |  | c. | reinforcers and punishers have similar results. | |  | d. | spontaneous recovery is unlikely to occur in such situations. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 119. Skinner’s operant conditioning revealed principles of   |  |  |  | | --- | --- | --- | |  | a. | reinforcement schedules. | |  | b. | behavior control. | |  | c. | punishment. | |  | d. | acquisition and extinction. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 120. The Skinner box is the popular name for   |  |  |  | | --- | --- | --- | |  | a. | a puzzle box. | |  | b. | behavior control. | |  | c. | identifying reinforcement schedules. | |  | d. | an operant chamber. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 121. A Skinner box is a(n)   |  |  |  | | --- | --- | --- | |  | a. | aversive or punishing event that decreases the occurrence of certain undesirable behaviors. | |  | b. | “slot machine” used to study the effects of partial reinforcement on human gambling practices. | |  | c. | chamber containing a bar or key that an animal can manipulate to obtain a reward. | |  | d. | television projection device designed for use in laboratory studies of operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 122. Professor Zang and her team are studying how rapidly a hungry rat will learn to press a bar for a food reward. The researchers are probably using a(n) \_\_\_\_\_\_\_\_ to study learning.   |  |  |  | | --- | --- | --- | |  | a. | Pavlovian maze | |  | b. | conditioned reinforcer | |  | c. | operant chamber | |  | d. | variable-ratio schedule |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 123. Renee gives her young daughter a star every time she cleans her room before going to bed. This is a great idea as the star will come to serve as a(n) \_\_\_\_\_\_\_\_ for cleaning the room, strengthening the behavior.   |  |  |  | | --- | --- | --- | |  | a. | reinforcer | |  | b. | stimulus | |  | c. | punisher | |  | d. | aversion |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 124. An event that strengthens the behavior it follows is a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned stimulus. | |  | b. | unconditioned stimulus. | |  | c. | reinforcer. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 125. If bears find insects after they move decaying logs, they more frequently move decaying logs. This most clearly indicates that finding insects is a   |  |  |  | | --- | --- | --- | |  | a. | reinforcer. | |  | b. | respondent behavior. | |  | c. | spontaneous recovery. | |  | d. | classically conditioned habit. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 126. Shaping is a(n) \_\_\_\_\_\_\_\_ procedure.   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery | |  | b. | operant conditioning | |  | c. | classical conditioning | |  | d. | positive punishment |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 127. Shaping is a procedure in which reinforcers are   |  |  |  | | --- | --- | --- | |  | a. | designed to evoke respondent behavior. | |  | b. | interspersed with punishers to speed the process of learning. | |  | c. | used to guide actions closer and closer to a desired behavior. | |  | d. | given on a variable-ratio schedule. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 128. Shaping is effective by rewarding \_\_\_\_\_\_\_\_ to the desired behavior.   |  |  |  | | --- | --- | --- | |  | a. | respondent behaviors related | |  | b. | primary reinforcers related | |  | c. | operant behaviors related | |  | d. | successive approximations |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 129. When Aurora makes rewards given to her pet contingent on specific desired behaviors, such as sitting, she is \_\_\_\_\_\_\_\_ her dog’s behavior.   |  |  |  | | --- | --- | --- | |  | a. | shaping | |  | b. | averting | |  | c. | modeling | |  | d. | preparing |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 130. You would be most likely to use operant conditioning to teach a dog to   |  |  |  | | --- | --- | --- | |  | a. | fear cars in the street. | |  | b. | dislike the taste of dead birds. | |  | c. | wag its tail whenever it is excited. | |  | d. | walk on its hind legs. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 131. Arcanjo is teaching a German Shepherd to jump through hoops. Initially, he gives the dog a treat for approaching the hoop, then only for jumping up in front of the hoop, and finally only for jumping through the hoop. Arcanjo is using the method of   |  |  |  | | --- | --- | --- | |  | a. | successive approximations. | |  | b. | delayed reinforcement. | |  | c. | classical conditioning. | |  | d. | secondary reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 132. Gianna is toilet training her 2-year-old son. Gianna will probably have more success if she rewards him based on   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | respondent behavior. | |  | c. | a conditioned stimulus. | |  | d. | successive approximations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 133. Seven-year-old Amir often becomes distracted as he’s getting ready for school, making the whole family late. His father offers him a sticker for brushing his teeth on Monday; on Tuesday, for brushing his teeth *and* getting dressed; and on Wednesday, for brushing his teeth, getting dressed, *and* putting on his shoes. His father is using the method of   |  |  |  | | --- | --- | --- | |  | a. | secondary reinforcement. | |  | b. | delayed reinforcement. | |  | c. | spontaneous recovery. | |  | d. | shaping. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 134. An event or situation signaling that an operant response will be reinforced is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | shaping stimulus. | |  | b. | unconditioned stimulus. | |  | c. | primary reinforcer. | |  | d. | discriminative stimulus. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 135. A pigeon is consistently reinforced with food for pecking a key after seeing an image of a human face, but not reinforced for pecking after seeing other images. By signaling that a pecking response will be reinforced, the image of a human face is a(n)   |  |  |  | | --- | --- | --- | |  | a. | unconditioned stimulus. | |  | b. | partial reinforcement. | |  | c. | discriminative stimulus. | |  | d. | primary reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 136. Mr. Stevenson rewards students only when they answer questions correctly. As a result, the students have stopped participating in class. Mr. Stevenson most clearly needs to be informed of the value of   |  |  |  | | --- | --- | --- | |  | a. | generalization. | |  | b. | spontaneous recovery. | |  | c. | shaping. | |  | d. | partial reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 137. Pigeons have been trained to discriminate cancerous from healthy tissue by means of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | spontaneous recovery. | |  | c. | operant conditioning. | |  | d. | modeling. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 138. Any stimulus that, when presented after a response, strengthens the response is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned stimulus. | |  | b. | unconditioned stimulus. | |  | c. | positive reinforcer. | |  | d. | negative reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 139. To help Camila learn how to use a pencil to write her name, her mother gives her a special treat each time she uses the pencil correctly. The treat is an example of a   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcer. | |  | b. | positive reinforcer. | |  | c. | negative punishment. | |  | d. | positive punishment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 140. Every Sunday morning, Frank makes breakfast for the family so that his parents will allow him to use the car. In this instance, using the car is a(n)   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcer. | |  | b. | unconditioned response. | |  | c. | conditioned response. | |  | d. | negative reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 141. To help Oliver learn how to use a spoon to eat his cereal, his mother gives him a sticker each time he holds the spoon correctly so that he gets the cereal into his mouth. The sticker is an example of a   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcer. | |  | b. | positive reinforcer. | |  | c. | negative punishment. | |  | d. | positive punishment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 142. Kathryn suffers terrible leg cramps during the night. To relieve the pain, Kathryn performs several stretching exercises. The exercises are an example of a   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcer. | |  | b. | negative reinforcer. | |  | c. | primary reinforcer. | |  | d. | conditioned reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 143. Ned, a banker, works out at the local gym every day after work because it reduces his work anxiety. Ned’s habit of going to the gym is maintained by a \_\_\_\_\_\_\_\_ reinforcer.   |  |  |  | | --- | --- | --- | |  | a. | positive | |  | b. | negative | |  | c. | conditioned | |  | d. | partial |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 144. Receiving delicious food is to escaping electric shock as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcer; negative reinforcer | |  | b. | primary reinforcer; secondary reinforcer | |  | c. | immediate reinforcer; delayed reinforcer | |  | d. | reinforcement; punishment |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 145. Positive reinforcers \_\_\_\_\_\_\_\_ behaviors, and negative reinforcers \_\_\_\_\_\_\_\_ behaviors.   |  |  |  | | --- | --- | --- | |  | a. | decrease; increase | |  | b. | increase; decrease | |  | c. | increase; increase | |  | d. | have no effect on; decrease |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 146. Any stimulus that, when removed after a response, strengthens the response is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned stimulus. | |  | b. | unconditioned stimulus. | |  | c. | positive reinforcer. | |  | d. | negative reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 147. Stacey has a migraine headache and takes medicine to relieve the pain. In this case, the medicine is a   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcer. | |  | b. | positive reinforcer. | |  | c. | negative punishment. | |  | d. | positive punishment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 148. Primary reinforcers could best be described as   |  |  |  | | --- | --- | --- | |  | a. | discriminative stimuli. | |  | b. | conditioned stimuli. | |  | c. | conditioned reinforcers. | |  | d. | innately satisfying stimuli. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 149. When you give your dog a treat for coming to you after you call his name, you are using a   |  |  |  | | --- | --- | --- | |  | a. | neutral reinforcer. | |  | b. | negative reinforcer. | |  | c. | primary reinforcer. | |  | d. | conditioned reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 150. Carla is teaching her daughter how to print. Every time her daughter successfully writes a letter, Carla gives her a small cookie. In this instance, the cookie is a   |  |  |  | | --- | --- | --- | |  | a. | conditioned reinforcer. | |  | b. | delayed reinforcer. | |  | c. | primary reinforcer. | |  | d. | secondary reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 151. The taste of a cold drink on a hot day and relief from the pain of a sprained wrist are both \_\_\_\_\_\_\_\_ reinforcers.   |  |  |  | | --- | --- | --- | |  | a. | positive | |  | b. | neutral | |  | c. | primary | |  | d. | conditioned |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 152. A stimulus that gains its reinforcing power through its learned association with a primary reinforcer is a \_\_\_\_\_\_\_\_ reinforcer.   |  |  |  | | --- | --- | --- | |  | a. | delayed | |  | b. | negative | |  | c. | partial | |  | d. | conditioned |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 153. Which of the following is the best example of a conditioned reinforcer?   |  |  |  | | --- | --- | --- | |  | a. | clapping for a delightful dance recital | |  | b. | a scolding for eating popcorn before dinner | |  | c. | a cold ginger ale for mowing the lawn on a hot day | |  | d. | ending the pain from a burn after lifting one’s hand from a hot stove |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 154. Leonard was paid $75 for six hours of work. The money was a(n)   |  |  |  | | --- | --- | --- | |  | a. | primary reinforcer. | |  | b. | spontaneous recovery. | |  | c. | conditioned reinforcer. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 155. After a long walk to campus in uncomfortable shoes, Deena sits down on a bench and enjoys resting her aching feet. She has a few minutes before class, so she checks her social media feed and feels pleased that many friends have liked her recent post. In this case, sitting down is a \_\_\_\_\_\_\_\_ and the social media likes are a \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | conditioned reinforcer; primary reinforcer | |  | b. | primary reinforcer; conditioned reinforcer | |  | c. | primary reinforcer; primary reinforcer | |  | d. | conditioned reinforcer; conditioned reinforcer |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 156. The removal of electric shock is to the receipt of money as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | delayed reinforcer; immediate reinforcer | |  | b. | primary reinforcer; conditioned reinforcer | |  | c. | discrimination; generalization | |  | d. | partial reinforcement; continuous reinforcement |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 157. In an effort to condition a rat to press a bar, you reward it immediately when it presses the bar, before it has a chance to engage in other “unwanted” behaviors such as sniffing or scratching. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | secondary reinforcement. | |  | c. | intermittent reinforcement. | |  | d. | immediate reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 158. If you want to teach a parrot to talk by dinnertime, you would be best advised to use   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning rather than operant conditioning. | |  | b. | partial reinforcement rather than continuous reinforcement. | |  | c. | immediate reinforcers rather than delayed reinforcers. | |  | d. | negative reinforcers rather than positive reinforcers. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 159. Clarissa works much harder pulling grapes off the vine if she gets paid when she fills each bucket rather than at the end of the workday. This best illustrates that her grape picking is strongly influenced by   |  |  |  | | --- | --- | --- | |  | a. | primary reinforcers. | |  | b. | spontaneous recovery. | |  | c. | immediate reinforcers. | |  | d. | a fixed-interval schedule. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 160. Iris and Annette are college students who study hard throughout the semester, thinking all the while about their final grades and how these will impact their employment opportunities. This best illustrates that human behavior can be influenced by   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | primary reinforcers. | |  | c. | latent learning. | |  | d. | delayed reinforcers. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 161. Researchers have found that when rewarding rats with food for desired behavior, a delay of more than\_\_\_\_\_\_\_\_ in administering the reward will prevent the rat from actually learning the desired behavior.   |  |  |  | | --- | --- | --- | |  | a. | 10 seconds | |  | b. | 15 seconds | |  | c. | 30 seconds | |  | d. | 45 seconds |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 162. Paul’s food selections at mealtimes are more strongly influenced by his momentary enjoyment of high-calorie foods than by the prospect of an unhealthy weight gain and elevated blood pressure levels. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | shaping. | |  | b. | classical conditioning. | |  | c. | a fixed-interval schedule. | |  | d. | immediate reinforcers. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 163. This is Michael’s third season playing football. He knows that at the end of the season he will receive a trophy, just as he did at the end of the last two seasons. He really wants to get another trophy. Michael is clearly responding to a   |  |  |  | | --- | --- | --- | |  | a. | delayed reinforcer. | |  | b. | partial reinforcer. | |  | c. | primary reinforcer. | |  | d. | variable reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 164. A pattern that defines how often a desired response will be reinforced is referred to as   |  |  |  | | --- | --- | --- | |  | a. | continuous reinforcement. | |  | b. | a reinforcement schedule. | |  | c. | partial reinforcement. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 165. Hernando wants to teach his dog to come when he calls. To ensure that the behavior will not later become extinct, he should use \_\_\_\_\_\_\_\_ reinforcement until the response is mastered followed by \_\_\_\_\_\_\_\_ reinforcement.   |  |  |  | | --- | --- | --- | |  | a. | positive; negative | |  | b. | negative; positive | |  | c. | continuous; partial | |  | d. | partial; continuous |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 166. Each time is to some of the time as   |  |  |  | | --- | --- | --- | |  | a. | continuous reinforcement is to partial reinforcement. | |  | b. | ratio reinforcement is to fixed-interval reinforcement. | |  | c. | internal reinforcement is to variable reinforcement. | |  | d. | partial reinforcement is to continuous reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 167. When a behavior is reinforced every time it occurs, what has occurred?   |  |  |  | | --- | --- | --- | |  | a. | continuous reinforcement | |  | b. | positive reinforcement | |  | c. | partial reinforcement | |  | d. | negative reinforcement |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 168. Camila is house training her new puppy Taffy. She gives Taffy a tasty treat each time the dog lets her know it needs to go out. She is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | continuous reinforcement. | |  | b. | positive reinforcement. | |  | c. | partial reinforcement. | |  | d. | negative reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 169. When a person reinforces a response only part of the time, it is referred to as   |  |  |  | | --- | --- | --- | |  | a. | continuous reinforcement. | |  | b. | positive reinforcement. | |  | c. | partial reinforcement. | |  | d. | negative reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 170. A response is learned most rapidly and is most resistant to extinction if it is acquired under conditions of   |  |  |  | | --- | --- | --- | |  | a. | continuous reinforcement followed by partial reinforcement. | |  | b. | primary reinforcement followed by secondary reinforcement. | |  | c. | partial reinforcement followed by continuous reinforcement. | |  | d. | secondary reinforcement followed by primary reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 171. Resistance to extinction is most strongly encouraged by \_\_\_\_\_\_\_\_ reinforcement.   |  |  |  | | --- | --- | --- | |  | a. | delayed | |  | b. | intermittent | |  | c. | conditioned | |  | d. | negative |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 172. The way slot machines reward gamblers with money best illustrates   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | partial reinforcement. | |  | c. | generalization. | |  | d. | shaping. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 173. Five-year-old Kelly asks his parents for ice cream every time they open the freezer. At first they granted every request, but now they do so less consistently. Research suggests that Kelly will   |  |  |  | | --- | --- | --- | |  | a. | soon give up asking for ice cream entirely. | |  | b. | come to ask for ice cream only occasionally. | |  | c. | continue to ask for ice cream nearly every time the freezer is opened. | |  | d. | ask for ice cream only when he and his parents are outside the house. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 174. A fixed-ratio schedule of reinforcement is one in which a response is reinforced only after a(n)   |  |  |  | | --- | --- | --- | |  | a. | specified time period has elapsed. | |  | b. | unpredictable time period has elapsed. | |  | c. | specified number of responses have been made. | |  | d. | unpredictable number of responses have been made. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 175. Sue shops at a discount store for her children’s clothes. For every $100 she spends, she receives a 10 percent discount on her next purchase. She is being rewarded on a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | variable-ratio | |  | b. | variable-interval | |  | c. | fixed-ratio | |  | d. | fixed-interval |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 176. Callum is a painter who wants to be paid for each room he paints rather than with an hourly wage. Callum prefers working on a \_\_\_\_\_\_\_\_ schedule of reinforcement.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | fixed-interval | |  | c. | variable-interval | |  | d. | variable-ratio |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 177. Pedro and Alan sell insurance policies by phone. Pedro is paid $100 for every six calls he makes, while Alan is paid $100 for every policy he sells, regardless of the number of calls he makes. Pedro’s telephoning is reinforced on a \_\_\_\_\_\_\_\_ schedule, whereas Alan’s is reinforced on a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | variable-ratio; fixed-ratio | |  | b. | fixed-ratio; variable-ratio | |  | c. | fixed-ratio; variable-interval | |  | d. | fixed-interval; variable-ratio |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 178. A partial reinforcement schedule that reinforces a response after an unpredictable number of responses is a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-ratio | |  | c. | fixed-interval | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 179. Kavi likes to play scratch-off lottery tickets and occasionally wins. This is an example of a(n) \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | variable-ratio | |  | b. | variable-interval | |  | c. | fixed-ratio | |  | d. | fixed-interval |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 180. People who play roulette are reinforced on a \_\_\_\_\_\_\_\_ schedule because the numbers they bet do not always come up.   |  |  |  | | --- | --- | --- | |  | a. | fixed-interval | |  | b. | variable-interval | |  | c. | fixed-ratio | |  | d. | variable-ratio |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 181. Asking potential partners for a date is most likely to be reinforced on a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-interval | |  | b. | fixed-ratio | |  | c. | variable-interval | |  | d. | variable-ratio |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 182. A fixed-interval schedule of reinforcement is one in which a response is reinforced only after a(n)   |  |  |  | | --- | --- | --- | |  | a. | unpredictable time period has elapsed. | |  | b. | specified time period has elapsed. | |  | c. | specified number of responses has been made. | |  | d. | unpredictable number of responses has been made. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 183. You go clothes shopping at your favorite store every Wednesday because you know that each Wednesday is “Wacky Discount Wednesday” and that you will get 15 percent off your total purchase. This is an example of a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-ratio | |  | c. | fixed-interval | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 184. Ms. Avila is the CEO for a social media firm and stays inside her office most of the time. At the same time every hour, however, she steps outside her office to see what her employees are doing. The employees have learned to work especially hard during the five minutes before and while she is outside her office. Their work pattern is typical of responses that are reinforced on a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-interval | |  | b. | fixed-ratio | |  | c. | variable-ratio | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 185. A partial reinforcement schedule that reinforces a response that occurs after an unpredictable period of time is a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-ratio | |  | c. | fixed-interval | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 186. At the beginning of the semester, Professor Jones tells her history students that they will be quizzed at unpredictable times throughout the term. Studying for Professor Jones’ course will clearly be reinforced on a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-interval | |  | b. | fixed-ratio | |  | c. | variable-interval | |  | d. | variable-ratio |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 187. Watching the night sky for shooting stars is likely to be reinforced on a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-interval | |  | b. | fixed-ratio | |  | c. | variable-interval | |  | d. | variable-ratio |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 188. Jennifer has been waiting for Sam to reply to her text message. She has been checking her phone periodically for the past day. When he finally responds, she has been rewarded on which reinforcement schedule?   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-ratio | |  | c. | variable-interval | |  | d. | fixed-interval |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 189. Erika’s parents are concerned about her social media use. Erika checks her phone constantly for messages, updates, and likes, often refreshing the page thirty or forty times until something new appears. Erika is being rewarded on a(n) \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-ratio | |  | c. | fixed-interval | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 190. Armani checks Instagram every few minutes to see if anyone has responded to or liked his posts. Those responses are reinforcing him according to a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | variable-ratio | |  | b. | variable-interval | |  | c. | fixed-ratio | |  | d. | fixed-interval |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 191. Operant response rates tend to be \_\_\_\_\_\_\_\_ when linked to a ratio schedule rather than an interval schedule. Operant response rates tend to be \_\_\_\_\_\_\_\_ consistent when linked to a variable schedule rather than a fixed schedule.   |  |  |  | | --- | --- | --- | |  | a. | higher; less | |  | b. | lower; more | |  | c. | higher; more | |  | d. | lower; less |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 192. A reinforcement schedule that, when graphed, resembles a staircase is the \_\_\_\_\_\_\_\_ schedule of reinforcement.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | fixed-interval | |  | c. | variable-ratio | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 193. A reinforcement schedule that resembles a slide is the \_\_\_\_\_\_\_\_ schedule of reinforcement.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | fixed-interval | |  | c. | variable-ratio | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 194. *Punishment* is defined as   |  |  |  | | --- | --- | --- | |  | a. | any event or situation that evokes a response. | |  | b. | a stimulus that evokes no response before conditioning. | |  | c. | an event that increases the frequency of the behavior that it follows. | |  | d. | an event that decreases the frequency of the behavior that it follows. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 195. Strengthening a response by removing something negative is to \_\_\_\_\_\_\_\_ as a consequence that decreases the frequency of a preceding behavior is to \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement; positive punishment | |  | b. | punishment; positive reinforcement | |  | c. | negative reinforcement; punishment | |  | d. | primary reinforcement; negative punishment |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 196. Theodore quit gambling after he lost an entire paycheck at his local casino and could not pay his rent that month. This best illustrates the effects of   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcers. | |  | b. | shaping. | |  | c. | spontaneous recovery. | |  | d. | punishment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 197. When Sarah does not have to do her regular chores because she has demonstrated good behavior, \_\_\_\_\_\_\_\_ has occurred. When Joshua is grounded for a week for staying out past his curfew, \_\_\_\_\_\_\_\_ has occurred.   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcement; punishment | |  | b. | positive reinforcement; negative reinforcement | |  | c. | punishment; positive reinforcement | |  | d. | negative reinforcement; positive reinforcement |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 198. Studies suggest that criminal behavior is most likely to be deterred by   |  |  |  | | --- | --- | --- | |  | a. | moderate levels of punishment. | |  | b. | swiftly delivered punishment. | |  | c. | the threat of severe punishment. | |  | d. | an unpredictable level of punishment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 199. Withdrawing a rewarding stimulus is called   |  |  |  | | --- | --- | --- | |  | a. | negative punishment. | |  | b. | positive punishment. | |  | c. | negative reinforcement. | |  | d. | positive reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 200. Taking away the driver's license of a reckless teen driver is intended to serve as a   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcement. | |  | b. | positive reinforcement. | |  | c. | negative punishment. | |  | d. | positive punishment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 201. Nate did not come home last night by curfew, so his parents have now grounded him. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement. | |  | b. | negative reinforcement. | |  | c. | negative punishment. | |  | d. | positive punishment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 202. Kayla stopped talking disrespectfully to her parents after they suspended her weekly allowance as a result. Taking away Kayla’s allowance served as \_\_\_\_\_\_\_\_ for her behavior.   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcement | |  | b. | positive punishment | |  | c. | secondary reinforcement | |  | d. | negative punishment |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 203. Janet has recently blocked Shannon on her social media account because Shannon’s comments are often rude. This is an example of a   |  |  |  | | --- | --- | --- | |  | a. | positive punisher. | |  | b. | negative punisher. | |  | c. | positive reinforcer. | |  | d. | negative reinforcer.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 204. Administering an aversive stimulus following an operant response is   |  |  |  | | --- | --- | --- | |  | a. | negative punishment. | |  | b. | positive punishment. | |  | c. | negative reinforcement. | |  | d. | positive reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 205. When Veronica is unkind to her younger brother Sammy, her parents instruct her to do all of Sammy’s chores. Afterward, Veronica is more attentive to how she treats Sammy. In this case, the extra chores are a   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcer. | |  | b. | negative reinforcer. | |  | c. | positive punishment. | |  | d. | negative punishment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 206. Positive punishment is the introduction of a(n) \_\_\_\_\_\_\_\_ stimulus following a behavior, and negative punishment is the withdrawal of a(n) \_\_\_\_\_\_\_\_ stimulus following a behavior.   |  |  |  | | --- | --- | --- | |  | a. | pleasant; pleasant | |  | b. | aversive; aversive | |  | c. | pleasant; aversive | |  | d. | aversive; pleasant |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 207. How many children in less developed countries are spanked or otherwise physically punished?   |  |  |  | | --- | --- | --- | |  | a. | More than 2 in 3 | |  | b. | 2 in 10 | |  | c. | 2 in 20 | |  | d. | Fewer than 2 in 50 |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 208. Which of the following is NOT a consequence of physical punishment?   |  |  |  | | --- | --- | --- | |  | a. | It teaches discrimination among situations. | |  | b. | It can teach fear. | |  | c. | It provides direction for appropriate behaviors. | |  | d. | It may increase aggression. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 209. As of 2019, \_\_\_\_\_\_\_\_ countries had outlawed hitting in the home.   |  |  |  | | --- | --- | --- | |  | a. | 48 | |  | b. | 72 | |  | c. | 100 | |  | d. | 156 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 210. Learning that some responses, but not others, will be punished is called   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | secondary reinforcement. | |  | c. | discrimination. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 211. A child who is punished for hitting his sister but not for hitting other kids on the school playground may demonstrate a patterned habit of hitting that is indicative of   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcement. | |  | b. | shaping. | |  | c. | discrimination. | |  | d. | extinction. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 212. The use of physical punishment may   |  |  |  | | --- | --- | --- | |  | a. | lead to the suppression but not the redirection of undesirable behavior. | |  | b. | model aggression as a way of coping with problems. | |  | c. | lead people to fear and avoid the punishing agent. | |  | d. | have all of these results. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 213. To change a child's undesirable behaviors, psychologists would advise parents to make greater use of   |  |  |  | | --- | --- | --- | |  | a. | shaping than of modeling. | |  | b. | reinforcement than of punishment. | |  | c. | classical conditioning than of operant conditioning. | |  | d. | primary reinforcers than of secondary reinforcers. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 214. The introduction of a pleasant stimulus is to \_\_\_\_\_\_\_\_ as the withdrawal of a pleasant stimulus is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcer; negative reinforcer | |  | b. | immediate reinforcer; delayed reinforcer | |  | c. | reinforcement; punishment | |  | d. | primary reinforcer; secondary reinforcer |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 215. Some studies indicate that people learn and grow best from feedback that tells them   |  |  |  | | --- | --- | --- | |  | a. | how they have succeeded. | |  | b. | where they have failed. | |  | c. | how they compare to their peers. | |  | d. | what their failures reveal about their learning style. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 216. B. F. Skinner argued that behavior is shaped by   |  |  |  | | --- | --- | --- | |  | a. | external influences. | |  | b. | emotions. | |  | c. | unconscious motives. | |  | d. | conscious thoughts. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 217. In explaining serious childhood misbehavior, B. F. Skinner would most likely have emphasized   |  |  |  | | --- | --- | --- | |  | a. | inherited predispositions. | |  | b. | childhood fears. | |  | c. | faulty child-raising practices. | |  | d. | a weak internalized conscience. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 218. B. F. Skinner's critics have claimed that he neglected the importance of the individual's   |  |  |  | | --- | --- | --- | |  | a. | personal freedom. | |  | b. | early childhood experiences. | |  | c. | pleasure-seeking tendencies. | |  | d. | cultural background. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 219. Some critics of Skinner said that he dehumanized people by neglecting their personal freedom and by seeking to control their actions. What was his response?   |  |  |  | | --- | --- | --- | |  | a. | A science of human behavior is related to human neurology. | |  | b. | Internal thoughts and feelings only cause complications and disruptions for the human race. | |  | c. | Internal thoughts and feelings should be redirected toward human betterment. | |  | d. | Since external consequences already control people’s behavior, why not administer those consequences toward human betterment? |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 220. B. F. Skinner argued that “machines and textbooks” could promote effective learning by allowing for both   |  |  |  | | --- | --- | --- | |  | a. | delayed reinforcement and generalization. | |  | b. | positive reinforcement and punishment. | |  | c. | shaping and immediate reinforcement. | |  | d. | respondent behavior and spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 221. Many schools use online \_\_\_\_\_\_\_\_ programs that enable students to work at their own pace.   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior | |  | b. | adaptive quizzing | |  | c. | variable-interval | |  | d. | secondary conditioning |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 222. Which of the following is LEAST likely to be considered an important component of effective student instruction involving the use of interactive software?   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior | |  | b. | immediate reinforcement | |  | c. | operant behavior | |  | d. | shaping |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 223. Pacing the presentation of educational materials according to a student's unique level and rate of learning is best exemplified by \_\_\_\_\_\_\_\_ computer software programs.   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior | |  | b. | adaptive learning | |  | c. | variable-interval | |  | d. | secondary conditioning |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 224. Chris learned how to make touchdown passes by successfully making very short passes before throwing to the receiver from increasingly longer distances. This learning strategy best illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | variable-interval scheduling. | |  | b. | delayed reinforcement. | |  | c. | spontaneous recovery. | |  | d. | shaping. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 225. AI programs are teaching humans about the   |  |  |  | | --- | --- | --- | |  | a. | methods of human instruction. | |  | b. | limits of human learning. | |  | c. | effectiveness of human instruction. | |  | d. | processes involved in human learning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 226. Valeriya owns a small clothing store. Whenever she notices a sales associate being especially helpful to customers or suggesting additional items they might buy to complete an outfit, she’s sure to praise the associate immediately after the customer leaves. What principle is Valeriya using to motivate her employees?   |  |  |  | | --- | --- | --- | |  | a. | delayed conditioning | |  | b. | primary conditioning | |  | c. | classical conditioning | |  | d. | operant conditioning |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 227. Three years ago, the DeSouza Paper Company included its employees in a profit-sharing plan in which workers receive raises based on the company’s profits. Since company executives began this plan, worker productivity at DeSouza has increased. This productivity increase is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | operant conditioning. | |  | c. | classical conditioning. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 228. Seven-year-old Ernie sometimes throws temper tantrums if his father refuses to give him a specific food at snack time. Parent-training experts would suggest that Ernie’s father should   |  |  |  | | --- | --- | --- | |  | a. | threaten to punish Ernie if he continues his tantrums. | |  | b. | offer to give Ernie the food he wants if he stops tantruming. | |  | c. | give Ernie a brief time-out and reward him at other times when he behaves well. | |  | d. | keep the house free of Ernie’s favorite snack foods to reduce the frequency of Ernie’s tantrums. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 229. To use operant conditioning to develop an exercise regimen, psychologists would suggest that you   |  |  |  | | --- | --- | --- | |  | a. | announce your exercise goals and how you plan to achieve them. | |  | b. | reward yourself even when you fail to fulfill your exercise goals. | |  | c. | gradually increase the rewards as your exercising becomes more habitual. | |  | d. | avoid trying to keep track of exactly how much you have exercised. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 230. Darren has vaped for three years and has decided to quit. What should he do first?   |  |  |  | | --- | --- | --- | |  | a. | State a realistic goal in measurable terms and announce it. | |  | b. | Decide how, when, and where he will work toward his goal. | |  | c. | Monitor how often he engages in his desired behavior. | |  | d. | Reinforce the desired behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 231. Which of the following would be the most appropriate step in attempting to check your progress on a behavior change?   |  |  |  | | --- | --- | --- | |  | a. | State a realistic goal in measurable terms and announce it. | |  | b. | Decide how, when, and where you will work toward your goal. | |  | c. | Monitor how often you engage in your desired behavior. | |  | d. | Reinforce the desired behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 232. Both classical and operant conditioning are forms of   |  |  |  | | --- | --- | --- | |  | a. | associative learning. | |  | b. | respondent behavior. | |  | c. | continuous reinforcement. | |  | d. | shaping. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 233. An organism learns associations between events it does not control during the process of   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcement. | |  | b. | spontaneous recovery. | |  | c. | classical conditioning. | |  | d. | shaping. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 234. A learned association between behaviors and resulting events is central to   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | extinction. | |  | c. | classical conditioning. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 235. A learned association between two stimuli is most central to   |  |  |  | | --- | --- | --- | |  | a. | shaping. | |  | b. | negative reinforcement. | |  | c. | a fixed-interval schedule. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 236. An involuntary response is to \_\_\_\_\_\_\_\_ as a voluntary response is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | operant behavior; respondent behavior | |  | b. | unconditioned response; conditioned response | |  | c. | generalization; discrimination | |  | d. | classical conditioning; operant conditioning |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 237. The study of respondent behavior is to \_\_\_\_\_\_\_\_ as the study of operant behavior is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Pavlov; Skinner | |  | b. | Thorndike; Skinner | |  | c. | Skinner; Thorndike | |  | d. | Thorndike; Pavlov |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 238. An integrated understanding of associative learning in terms of genetic predispositions, culturally learned preferences, and the predictability of certain associations is most clearly provided by   |  |  |  | | --- | --- | --- | |  | a. | Pavlov's experiments. | |  | b. | Watson's behaviorism. | |  | c. | a biopsychosocial approach. | |  | d. | instinctive drift. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 239. Which of the following is NOT associated with learning?   |  |  |  | | --- | --- | --- | |  | a. | biological influences | |  | b. | psychological influences | |  | c. | social-cultural influences | |  | d. | All of these are associated with learning  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 240. Understanding that learning to play a particular sport is related to one's genetic predispositions, learned behaviors from one's home environment, and motivation provided by one’s parents best illustrates   |  |  |  | | --- | --- | --- | |  | a. | behaviorism. | |  | b. | biological constraints. | |  | c. | prosocial behavior. | |  | d. | a biopsychosocial approach. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 241. The fact that each species comes predisposed to learn things that are crucial to its survival demonstrates   |  |  |  | | --- | --- | --- | |  | a. | biological constraints on conditioning. | |  | b. | the relevance of cognitive learning in survival. | |  | c. | the difference between operant conditioning and classical conditioning. | |  | d. | spontaneous recovery and acquisition. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 242. *Preparedness* is defined as   |  |  |  | | --- | --- | --- | |  | a. | a biological predisposition to learn associations that have survival value. | |  | b. | the tendency of learned behavior to gradually revert to biologically predisposed patterns. | |  | c. | learning that occurs but is not apparent until there is an incentive to demonstrate it. | |  | d. | the process of observing and imitating a specific behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 243. Joseph became violently ill after eating a turkey sandwich a few months ago. Ever since then, just the thought of a turkey sandwich makes him feel sick. Joseph’s taste aversion demonstrates   |  |  |  | | --- | --- | --- | |  | a. | instinctive drift. | |  | b. | preparedness. | |  | c. | latent learning. | |  | d. | modeling. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 244. The idea that any perceivable neutral stimulus can serve as a conditioned stimulus was challenged by   |  |  |  | | --- | --- | --- | |  | a. | Garcia and Koelling’s findings on taste aversion in rats. | |  | b. | Pavlov’s findings on the conditioned salivary response. | |  | c. | Watson and Rayner’s findings on fear conditioning in infants. | |  | d. | Bandura’s findings on observational learning and aggression in children. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 245. Garcia and Koelling's studies of taste aversion in rats demonstrated the impact of \_\_\_\_\_\_\_\_ on classical conditioning.   |  |  |  | | --- | --- | --- | |  | a. | cognitive processes | |  | b. | biological constraints | |  | c. | a fixed-interval reinforcement schedule | |  | d. | latent learning |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 246. Which of the following has helped prevent coyotes and wolves from attacking sheep?   |  |  |  | | --- | --- | --- | |  | a. | observational learning | |  | b. | conditioned taste aversion | |  | c. | positive reinforcement | |  | d. | latent learning |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 247. Taste aversion demonstrates   |  |  |  | | --- | --- | --- | |  | a. | both acquisition and extinction. | |  | b. | biological limits on classical conditioning. | |  | c. | the effect of spontaneous recovery. | |  | d. | biological limits on operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 248. Wanda used to enjoy eating string beans. But after eating string beans contaminated by nausea-producing toxins, she developed a taste aversion to string beans. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | latent learning. | |  | b. | classical conditioning. | |  | c. | negative reinforcement. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 249. Our ancestors learned to avoid foods and situations that made them sick, which helped them survive and leave descendants. This demonstrates that \_\_\_\_\_\_\_\_ favors traits that aid survival.   |  |  |  | | --- | --- | --- | |  | a. | preparedness | |  | b. | mirror neurons | |  | c. | instinctive drift | |  | d. | natural selection |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 250. Evidence that organisms most readily learn behaviors favored by natural selection best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | vicarious reinforcement. | |  | b. | latent learning. | |  | c. | conditioned reinforcers. | |  | d. | biological constraints. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 251. Who proposed the theory of natural selection?   |  |  |  | | --- | --- | --- | |  | a. | Charles Darwin | |  | b. | John Garcia | |  | c. | Robert Rescorla | |  | d. | Allan Wagner |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 252. Generally, \_\_\_\_\_\_\_\_ predispose(s) organisms to learn associations that \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | evolution; are advantageous | |  | b. | biological constraints; are naturally adaptive | |  | c. | latent learning; are naturally adaptive | |  | d. | predictability; are advantageous |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 253. When chemotherapy in a clinic triggers nausea, cancer patients may develop a nausea response to the sights, sounds, and smells associated with the clinic. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | latent learning. | |  | c. | classical conditioning. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 254. It’s easier to train pigeons to flap their wings to avoid being shocked than to flap their wings for a food reward. This illustrates the importance of \_\_\_\_\_\_\_\_ in learning.   |  |  |  | | --- | --- | --- | |  | a. | predictability | |  | b. | modeling | |  | c. | cognitive maps | |  | d. | biological limits |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 255. Animals tend to revert from newly learned habits to their biologically predisposed behaviors. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | latent learning. | |  | b. | instinctive drift. | |  | c. | preparedness. | |  | d. | modeling. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 256. James has tried to teach his cat to sit for food. After his cat performed the trick, the cat went back to ignoring commands and meowing for food. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | instinctive drift. | |  | b. | preparedness. | |  | c. | latent learning. | |  | d. | modeling. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 257. After pigs learned to pick up and deposit wooden coins in a piggy bank, the pigs subsequently dropped the coins repeatedly and pushed them with their snout. This best illustrates the importance of \_\_\_\_\_\_\_\_ in operant conditioning.   |  |  |  | | --- | --- | --- | |  | a. | taste aversion | |  | b. | latent learning | |  | c. | preparedness | |  | d. | biological constraints |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 258. Ivan Pavlov and John B. Watson \_\_\_\_\_\_\_\_ the impact of biological constraints on classical conditioning and they \_\_\_\_\_\_\_\_ the impact of cognitive processes on classical conditioning.   |  |  |  | | --- | --- | --- | |  | a. | underestimated; overestimated | |  | b. | overestimated; underestimated | |  | c. | underestimated; underestimated | |  | d. | overestimated; overestimated |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 259. Both Watson and Pavlov believed that the behavior of rats and dogs could be reduced to mindless mechanisms. To them, this meant there was no need to   |  |  |  | | --- | --- | --- | |  | a. | consider cognition. | |  | b. | attempt to predict or control behavior. | |  | c. | understand behavior. | |  | d. | infer behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 260. The views of learning advanced by Ivan Pavlov and John B. Watson underestimated the importance of   |  |  |  | | --- | --- | --- | |  | a. | neutral stimuli. | |  | b. | cognitive processes. | |  | c. | associative learning. | |  | d. | unconditioned responses. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 261. Who demonstrated that animals can learn the predictability of an event?   |  |  |  | | --- | --- | --- | |  | a. | Kimble and Garcia | |  | b. | Rescorla and Wagner | |  | c. | Skinner and Darwin | |  | d. | Pavlov and Watson |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 262. The predictability rather than the frequency of CS-US associations appears to be crucial for classical conditioning. This highlights the importance of \_\_\_\_\_\_\_\_ in conditioning.   |  |  |  | | --- | --- | --- | |  | a. | instinctive drift | |  | b. | latent learning | |  | c. | preparedness | |  | d. | cognitive processes |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 263. Trisha has learned to expect rain after she feels the wind picking up. This suggests that associative learning involves   |  |  |  | | --- | --- | --- | |  | a. | generalization. | |  | b. | cognitive processes. | |  | c. | mirror neurons. | |  | d. | genetic predispositions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 264. A psychologist who emphasizes cognitive processes would be likely to suggest that classical conditioning depends on   |  |  |  | | --- | --- | --- | |  | a. | an organism's behavior in response to environmental stimulation. | |  | b. | the amount of time between the presentation of the CS and the US. | |  | c. | how frequently an organism is exposed to an association of a CS and a US. | |  | d. | an organism's expectation that a US will follow a CS. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 265. Operant response rates remain highest when individuals anticipate that their behavior will actually lead to further reinforcement. This best illustrates the importance of \_\_\_\_\_\_\_\_ in operant conditioning.   |  |  |  | | --- | --- | --- | |  | a. | latent learning | |  | b. | cognitive processes | |  | c. | biological constraints | |  | d. | preparedness |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 266. Demetria fails to see any connection between her contributions to the company’s success and the size of her annual bonus. As a result, she no longer puts much effort into her job, even though she really wants a big bonus. This best illustrates the importance of \_\_\_\_\_\_\_\_ in the operant conditioning of work habits.   |  |  |  | | --- | --- | --- | |  | a. | predictability | |  | b. | biological limits | |  | c. | latent learning | |  | d. | cognitive processes |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 267. A mental representation of the layout of one’s environment is called   |  |  |  | | --- | --- | --- | |  | a. | cognitive learning. | |  | b. | a mirror neuron. | |  | c. | a prosocial model. | |  | d. | a cognitive map. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 268. After two weeks working at the local library, Mieko formed a mental picture of the layout of the library and is now able to go quickly to the correct shelves. Mieko has developed a   |  |  |  | | --- | --- | --- | |  | a. | cognitive map. | |  | b. | model. | |  | c. | theory of mind. | |  | d. | fixed-interval schedule. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 269. Learning that occurs but is not apparent until there is an incentive to demonstrate it is called   |  |  |  | | --- | --- | --- | |  | a. | associative learning. | |  | b. | operant conditioning. | |  | c. | latent learning. | |  | d. | shaping. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 270. If rats are allowed to explore a maze, given no obvious rewards, they will later run the maze with few errors when a food reward is placed at the end. Their good performance demonstrates   |  |  |  | | --- | --- | --- | |  | a. | prosocial behavior. | |  | b. | latent learning. | |  | c. | preparedness. | |  | d. | modeling. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 271. Avia has always homeschooled her children and has not given them “grades” on their assignments. Instead, she would make them redo any assignments that were completed incorrectly. But her daughter started complaining about her schoolwork, saying that she did not want to do it, especially her math. So, Avia decided to try giving grades for completed work. Now her daughter completes her assignments faster, gets high marks on her assignments, and no longer complains about her work. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | classical conditioning. | |  | c. | natural selection. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 272. The fact that learning can occur without reinforcement is most clearly demonstrated by studies of   |  |  |  | | --- | --- | --- | |  | a. | fixed-interval schedules. | |  | b. | latent learning. | |  | c. | cognitive maps. | |  | d. | instinctive drift. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 273. Studies of latent learning highlight the importance of   |  |  |  | | --- | --- | --- | |  | a. | conditioned stimuli. | |  | b. | unconditioned stimuli. | |  | c. | cognitive processes. | |  | d. | instinctive drift. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 274. You are trying to train your dog to sit, and so you work with him every day after lunch and then again after dinner. After several days, you notice that your dog sits on his own, without your command, around lunchtime. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | how latent learning is involved in classical conditioning. | |  | b. | the use of cognitive maps in learning. | |  | c. | the role of cognitive processes in conditioning. | |  | d. | the role of observational learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 275. Our ability to learn by witnessing the behavior of others best illustrates   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | prosocial behavior. | |  | c. | operant conditioning. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 276. The pioneering researcher of observational learning was   |  |  |  | | --- | --- | --- | |  | a. | John Garcia. | |  | b. | B. F. Skinner. | |  | c. | Albert Bandura. | |  | d. | John B. Watson. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 277. In a classic experiment, preschool children pounded and kicked a large, inflated Bobo doll that an adult had just pounded and kicked. This experiment illustrated the importance of   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | classical conditioning. | |  | c. | observational learning. | |  | d. | vicarious punishment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 278. Hernando is watching his older brother practice martial arts. Hernando then imitates the same behaviors and actions while playing with friends. Hernando is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | the effect of mirror neurons. | |  | c. | classical conditioning. | |  | d. | associative learning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 279. Abran wears his collar turned up because he noticed that his older brother Levi and Levi’s friends all do so. This illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | latent learning. | |  | b. | immediate reinforcement. | |  | c. | modeling. | |  | d. | prosocial behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 280. In Bandura’s classic experiment, after observing an adult beating an inflated doll, preschool children   |  |  |  | | --- | --- | --- | |  | a. | imitated only the modeled aggressive behaviors. | |  | b. | both imitated the modeled aggressive behaviors and displayed some non-modeled aggressive behaviors. | |  | c. | imitated both the modeled aggressive behaviors and some previously observed prosocial behaviors. | |  | d. | overestimated their ability to imitate the modeled behaviors. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 281. Abigail watched her big sister play soccer last season and win a trophy for her participation. Abigail now wants to play soccer so that she too can win a trophy. Her understanding of how her big sister got the trophy is related to   |  |  |  | | --- | --- | --- | |  | a. | vicarious reinforcement. | |  | b. | latent learning. | |  | c. | vicarious punishment. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 282. Learning to anticipate consequences by watching others is related to   |  |  |  | | --- | --- | --- | |  | a. | cognitive maps. | |  | b. | latent learning. | |  | c. | vicarious punishment. | |  | d. | classical conditioning |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 283. Adam and Joel, both 5 years old, have seen all the Marvel movies. Joel’s father recently found the boys sitting on a high tree limb, ready to try flying to the ground. What best accounts for the boys’ behavior?   |  |  |  | | --- | --- | --- | |  | a. | instinctive drift | |  | b. | observational learning | |  | c. | immediate reinforcement | |  | d. | classical conditioning |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 284. After watching online videos of Olympic figure skaters performing their routines and winning medals, 10-year-old Samia, who has never skated before, is certain she’ll be able to perform similar feats immediately. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | a limitation of observational learning. | |  | b. | the power of prosocial behavior. | |  | c. | an application of modeling. | |  | d. | a benefit of vicarious reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 285. Leeza, who is fourteen, has begun blowing off her schoolwork and spending all her time with friends. As a result, her grades have dropped, and she is in danger of failing two courses. Leeza’s parents hope that her older sister Anne, who has just received a college scholarship and learned that she will be her high school’s valedictorian, can be a good model for Leeza. This vicarious reinforcement is most likely if Leeza perceives Anne as   |  |  |  | | --- | --- | --- | |  | a. | serious and thoughtful. | |  | b. | successful and similar to herself. | |  | c. | kind and willing to help others. | |  | d. | friendly and unintimidating. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 286. We are most likely to imitate the behavior of models if we observe that their actions are   |  |  |  | | --- | --- | --- | |  | a. | conditioned responses. | |  | b. | prosocial. | |  | c. | followed by reinforcement. | |  | d. | violent or antisocial. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 287. The tendency to engage in behaviors that we observe others being rewarded for performing best illustrates the influence of   |  |  |  | | --- | --- | --- | |  | a. | prosocial behavior. | |  | b. | operant conditioning. | |  | c. | latent learning. | |  | d. | vicarious reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 288. When Mathilda saw her brother being scolded for drawing on the wall, Mathilda stopped drawing on the wall. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | latent learning. | |  | b. | vicarious punishment. | |  | c. | respondent behavior. | |  | d. | prosocial behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 289. We are especially likely to vicariously experience the reinforcing outcomes of those people we perceive as   |  |  |  | | --- | --- | --- | |  | a. | prosocial models. | |  | b. | antisocial models. | |  | c. | latent learners. | |  | d. | similar to ourselves. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 290. The work of \_\_\_\_\_\_\_\_ has been used to reduce unplanned childbearing, protect against AIDS, and promote environmental conservation.   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner | |  | b. | Albert Bandura | |  | c. | Ivan Pavlov | |  | d. | Charles Darwin |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 291. Albert Bandura's work has provided social models for all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | reducing unplanned pregnancies. | |  | b. | protecting against AIDS. | |  | c. | promoting environmental conservation. | |  | d. | encouraging adaptive learning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 292. Researchers found that \_\_\_\_\_\_\_\_ are activated when a monkey moves a peanut into its own mouth and when a monkey simply observes other monkeys move a peanut into their mouths.   |  |  |  | | --- | --- | --- | |  | a. | prosocial behaviors | |  | b. | antisocial behaviors | |  | c. | cognitive maps | |  | d. | mirror neurons |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 293. Frontal lobe neurons that some scientists believe fire when we perform a certain action or when we observe another performing a certain action are referred to as   |  |  |  | | --- | --- | --- | |  | a. | observational neurons. | |  | b. | cognitive maps. | |  | c. | mirror neurons. | |  | d. | models. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 294. Psychologists are currently debating whether our physical capacity for mentally simulating the observed behavior of others is due to specialized   |  |  |  | | --- | --- | --- | |  | a. | cognitive learning. | |  | b. | cognitive maps. | |  | c. | respondent behaviors. | |  | d. | mirror neurons. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 295. Some scientists believe that mirror neurons provide a neural basis for   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | cognitive maps. | |  | c. | observational learning. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 296. Which of the following are activated both by throwing a ball and by simply watching another person throw a ball?   |  |  |  | | --- | --- | --- | |  | a. | prosocial behaviors | |  | b. | taste aversions | |  | c. | cognitive maps | |  | d. | mirror neurons |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 297. Some research on observational learning would suggest that a televised boxing match may lead viewers to mentally simulate boxing thanks to the activation of   |  |  |  | | --- | --- | --- | |  | a. | cognitive maps. | |  | b. | mirror neurons. | |  | c. | cognitive learning. | |  | d. | taste aversions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 298. Different groups of vervet monkeys learned to prefer either blue or pink corn. All but one of their 27 infant monkeys subsequently came to prefer the same color corn preferred by the adult monkeys in their group. This subsequent outcome best illustrated   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | instinctive drift. | |  | c. | observational learning. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 299. When one monkey sees a second monkey touch four pictures in a certain order to gain a banana, the first monkey learns to imitate that sequence. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | instinctive drift. | |  | b. | vicarious reinforcement. | |  | c. | observational learning. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 300. Rhesus macaque monkeys are more likely to reconcile after a fight if they grow up with forgiving older macaque monkeys. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | latent learning. | |  | c. | observational learning. | |  | d. | cognitive maps. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 301. Whacking the water to drive prey fish into a clump became common among humpback whales as a result of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | social learning. | |  | c. | taste aversion. | |  | d. | instinctive drift. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 302. Without conscious reflection, people often yawn when they observe others yawning. Researchers are now considering whether this can be attributed to   |  |  |  | | --- | --- | --- | |  | a. | mirror neuron activity. | |  | b. | classical conditioning. | |  | c. | latent learning. | |  | d. | cognitive maps. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 303. Sandy finds it harder to frown when watching her brother smile than when seeing him frown. Scientists are currently debating whether this can be attributed to the activation of   |  |  |  | | --- | --- | --- | |  | a. | instinctive drift. | |  | b. | models. | |  | c. | mirror neurons. | |  | d. | cognitive maps. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 304. By 8 to 16 months, infants imitate various novel gestures they see others perform. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | observational learning. | |  | c. | latent learning. | |  | d. | a fixed-interval schedule. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 305. When we watch someone experience electric shocks, we become more fearful in our own choices, as if we had experienced the shocks ourselves. This is related to   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement. | |  | b. | prosocial behaviors. | |  | c. | vicarious reinforcement. | |  | d. | theory of mind. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 306. Ciara watches as her daughter falls off her bicycle and begins to cry. In response, Ciara will most likely experience   |  |  |  | | --- | --- | --- | |  | a. | the release of her own body’s natural painkillers. | |  | b. | physical pain similar to her daughter’s. | |  | c. | emotional and physical numbness. | |  | d. | repeated mental simulations of the event. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 307. Even children as young as 2 years old will stroke a plastic jar with a feather before reaching inside the jar for a toy if they have seen an adult do so. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | a conditioned response. | |  | b. | instinctive drift. | |  | c. | vicarious reinforcement. | |  | d. | overimitation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 308. The brain's capacity to simulate and vicariously experience the observed postures and facial expressions of others most clearly contributes to the development of a child's   |  |  |  | | --- | --- | --- | |  | a. | theory of mind. | |  | b. | cognitive map. | |  | c. | model. | |  | d. | instinctive drift. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 309. Recognizing that one of your friends is feeling angry and that another friend is feeling sad illustrates an ability known as   |  |  |  | | --- | --- | --- | |  | a. | modeling. | |  | b. | latent learning. | |  | c. | instinctive drift. | |  | d. | theory of mind. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 310. Helpful and constructive actions best illustrate   |  |  |  | | --- | --- | --- | |  | a. | latent learning. | |  | b. | fixed-ratio schedules. | |  | c. | overimitation. | |  | d. | prosocial behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 311. Eric learned to care for his own children by observing the many ways his parents carefully nurtured his siblings. This best illustrates the value of observational learning for promoting   |  |  |  | | --- | --- | --- | |  | a. | fixed-interval schedules. | |  | b. | prosocial behavior. | |  | c. | antisocial behavior. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 312. Socially responsive toddlers who readily imitate their parents tend to become preschoolers with a strong internalized conscience. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | classical conditioning. | |  | c. | observational learning. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 313. Models are most effective when   |  |  |  | | --- | --- | --- | |  | a. | the observer perceives them as helpful. | |  | b. | they are demonstrating prosocial behaviors. | |  | c. | they are biologically related to the observer. | |  | d. | their actions and words are consistent. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 314. Ramsey manages an office-supply store. To help new employees learn communication, sales, and customer service skills, he would most likely use   |  |  |  | | --- | --- | --- | |  | a. | theory of mind. | |  | b. | overimitation. | |  | c. | behavior modeling. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 315. Faisal frequently tells his children that it is important to wash their hands before meals, but he rarely does so himself. Experiments suggest that his children will learn to   |  |  |  | | --- | --- | --- | |  | a. | practice and preach the virtues of cleanliness. | |  | b. | practice cleanliness but not preach its virtues. | |  | c. | neither practice nor preach the virtues of cleanliness. | |  | d. | preach the virtues of cleanliness but not practice cleanliness. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 316. Research has found an association between films that glorify high-speed chases and   |  |  |  | | --- | --- | --- | |  | a. | an increase in tickets for running red lights. | |  | b. | a decrease in tickets for running red lights. | |  | c. | an increase in speeding tickets. | |  | d. | a decrease in speeding tickets. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 317. Children of abusive parents often learn to be aggressive by imitating their parents. This illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | observational learning. | |  | c. | classical conditioning. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 318. Children may imitate behaviors they see in television shows, movies, and videos. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | modeling. | |  | b. | latent learning. | |  | c. | instinctive drift. | |  | d. | fixed-interval reinforcement schedules. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 319. For those watching violent media, the violence-viewing effect is strongest if an attractive person commits   |  |  |  | | --- | --- | --- | |  | a. | justified violence that causes no visible pain or harm. | |  | b. | unjustified violence that causes no visible pain or harm. | |  | c. | justified violence that causes a lot of visible pain or harm. | |  | d. | unjustified violence that causes a lot of visible pain or harm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 320. Experimental studies have shown that media violence viewing can cause aggression. This is called   |  |  |  | | --- | --- | --- | |  | a. | latent learning. | |  | b. | antisocial behavior. | |  | c. | the violence-viewing effect. | |  | d. | unjustified violence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 321. Desensitization and imitation are two factors that contribute to   |  |  |  | | --- | --- | --- | |  | a. | latent learning. | |  | b. | taste aversion. | |  | c. | the violence-viewing effect. | |  | d. | instinctive drift. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 322. Correlational studies show that prolonged viewing of televised violence \_\_\_\_\_\_\_\_ increased rates of violent behavior.   |  |  |  | | --- | --- | --- | |  | a. | inhibits | |  | b. | causes | |  | c. | is unrelated to | |  | d. | predicts |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 323. After watching violent cartoons, Jeremy and Julie engaged in the very same violence they saw on TV, such as flying karate kicks. This best illustrates that one of the factors contributing to the violence-viewing effect is   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | spontaneous recovery. | |  | c. | imitation. | |  | d. | shaping. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 324. Which of the following is(are) likely to contribute to the violence-viewing effect?   |  |  |  | | --- | --- | --- | |  | a. | desensitization | |  | b. | imitation | |  | c. | desensitization and imitation | |  | d. | neither desensitization nor imitation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 325. Carolyn recently discovered that since the introduction of television, there have been twice as many homicides in the United States and Canada. What conclusion can she reach?   |  |  |  | | --- | --- | --- | |  | a. | The introduction of television caused the change in the homicide rate. | |  | b. | The change in the homicide rate led to the introduction of television. | |  | c. | There is a relationship between the introduction of television and the change in the homicide rate. | |  | d. | She cannot make any conclusions based on the information provided. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 326. Trevor’s parents recently allowed him to watch a violent superhero movie for the first time. Shortly afterward, Trevor body-slammed his friend while they were playing. This is something he does not normally do. His change in behavior may be related to   |  |  |  | | --- | --- | --- | |  | a. | desensitization. | |  | b. | imitation. | |  | c. | desensitization and imitation. | |  | d. | neither desensitization nor imitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 327. Which of the following is NOT a criticism of media violence research?   |  |  |  | | --- | --- | --- | |  | a. | The size of the effect is low. | |  | b. | The results may be unreliable. | |  | c. | Other cultures with similar levels of media violence have different levels of violent behavior. | |  | d. | The results are valid. |  |  |  | | --- | --- | | *ANSWER:* | d | |