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| 1. Adaptability is   |  |  |  | | --- | --- | --- | |  | a. | the process of acquiring through experience new and relatively enduring information or behaviors. | |  | b. | our ability to connect events that occur in sequence. | |  | c. | our capacity to learn new behaviors that help us cope with our changing world. | |  | d. | any event or situation that evokes a response. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 2. The process of acquiring through experience new and relatively enduring information or behaviors is called   |  |  |  | | --- | --- | --- | |  | a. | association. | |  | b. | learning. | |  | c. | spontaneous recovery. | |  | d. | shaping. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 3. The formation of habitual behaviors is associated with   |  |  |  | | --- | --- | --- | |  | a. | cognitive learning. | |  | b. | learned associations. | |  | c. | respondent behaviors. | |  | d. | operant behaviors. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 4. Eight-year-old Lucas learned that wearing a mask outside during the COVID-19 pandemic kept him healthy, so he wore a mask whenever he went out. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | cognitive learning. | |  | b. | associative learning. | |  | c. | adaptability. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 5. Johann, a sophomore in college, always gnaws on the top of his pen when he is taking a test. His parents note that he has done this since he was a first-year high school student. This demonstrates how   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning is related to study habits. | |  | b. | operant conditioning is associated with the writing process. | |  | c. | learned associations are associated with habitual behaviors. | |  | d. | respondent behaviors are related to associative learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 6. If a sea slug on repeated occasions receives an electric shock just after being squirted with water, its protective withdrawal response to a squirt of water grows stronger. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | associative learning. | |  | c. | observational learning. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 7. Learning that certain events occur together is called   |  |  |  | | --- | --- | --- | |  | a. | unconditional responding. | |  | b. | respondent behavior. | |  | c. | observational learning. | |  | d. | associative learning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 8. When given a red pen rather than a black pen for correcting essays, people spot more errors. This best illustrates the subtle impact of   |  |  |  | | --- | --- | --- | |  | a. | learned associations. | |  | b. | behaviorism. | |  | c. | spontaneous recovery. | |  | d. | unconditioned responding. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 9. In classical conditioning, we associate stimuli that we \_\_\_\_\_\_\_\_, and we respond \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | control; to produce consequences | |  | b. | do not control; automatically | |  | c. | control; automatically | |  | d. | do not control; to produce consequences |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 10. Any event or situation that evokes a response is a(n)   |  |  |  | | --- | --- | --- | |  | a. | reward. | |  | b. | acquisition. | |  | c. | stimulus. | |  | d. | operant.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 11. By directly experiencing a thunderstorm, we learn that a flash of lightning signals an impending crash of thunder. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | spontaneous recovery. | |  | c. | observational learning. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 12. An automatic response to some stimulus is called   |  |  |  | | --- | --- | --- | |  | a. | associative learning. | |  | b. | respondent behavior. | |  | c. | observational learning. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 13. Ivy felt her heart begin to pound when she spotted a bear while hiking. Her accelerated heart rate is an example of   |  |  |  | | --- | --- | --- | |  | a. | operant behavior. | |  | b. | spontaneous recovery. | |  | c. | respondent behavior. | |  | d. | a conditioned stimulus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 14. When we associate our own actions with consequences, \_\_\_\_\_\_\_\_ has occurred.   |  |  |  | | --- | --- | --- | |  | a. | observational learning | |  | b. | modeling | |  | c. | classical conditioning | |  | d. | operant conditioning |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 15. Seals in an aquarium will repeat behaviors, such as slapping and barking, that prompt people to toss them a herring. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | spontaneous recovery. | |  | c. | observational learning. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 16. An action that influences the environment and is maintained by its consequences is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | unconditioned response. | |  | b. | operant behavior. | |  | c. | conditioned response. | |  | d. | respondent behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 17. Which of the following is most clearly an operant behavior?   |  |  |  | | --- | --- | --- | |  | a. | blinking | |  | b. | salivating | |  | c. | praising | |  | d. | blushing |  |  |  | | --- | --- | | *ANSWER:* | c | |

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

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| 19. Through language, we may learn things that we ourselves have neither experienced nor observed. This illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | spontaneous recovery. | |  | c. | cognitive learning. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 20. One form of cognitive learning is called   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | classical conditioning. | |  | c. | spontaneous recovery. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 21. Matthew observed adults praising Myron for holding the door open for them. So, Matthew began doing the same with the expectation of receiving praise from adults. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | classical conditioning. | |  | c. | observational learning. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 22. Which researcher is most closely associated with the initial studies of classical conditioning in dogs?   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner | |  | b. | Rosalie Rayner | |  | c. | John B. Watson | |  | d. | Ivan Pavlov |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 23. A type of learning in which we link two or more stimuli is called   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | modeling. | |  | c. | classical conditioning. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 24. Who introduced the term *behaviorism*?   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner | |  | b. | John B. Watson | |  | c. | Rosalie Rayner | |  | d. | Ivan Pavlov |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 25. The view that psychology should be an objective science that studies behavior without reference to mental processes was called   |  |  |  | | --- | --- | --- | |  | a. | psychoanalysis. | |  | b. | behaviorism. | |  | c. | cognitive neuroscience. | |  | d. | evolutionary psychology. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 26. John B. Watson emphasized that   |  |  |  | | --- | --- | --- | |  | a. | learning depends on how predictably rather than how frequently events are associated. | |  | b. | unlike other animals, humans learn through a process of cognition. | |  | c. | both humans and other animals learn to expect that a CS will be followed by a US. | |  | d. | learning should be explained without any reference to mental processes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 27. Behaviorists such as Ivan Pavlov and John B. Watson would have been LEAST likely to attribute a person’s behavior to   |  |  |  | | --- | --- | --- | |  | a. | mindless habits. | |  | b. | peer pressure. | |  | c. | conscious intentions. | |  | d. | teacher discipline. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 28. A neutral stimulus is an event or situation that   |  |  |  | | --- | --- | --- | |  | a. | evokes an unconditioned response. | |  | b. | signals that an operant behavior will be rewarded. | |  | c. | triggers a conditioned response. | |  | d. | elicits no response before conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 29. An event that one of Pavlov's dogs could see or hear but did not associate with food was called a(n)   |  |  |  | | --- | --- | --- | |  | a. | secondary conditioner. | |  | b. | neutral stimulus. | |  | c. | discriminative response. | |  | d. | unconditioned stimulus. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 30. Which of the following did Pavlov use as a neutral stimulus in his studies of salivation?   |  |  |  | | --- | --- | --- | |  | a. | a touch on the leg | |  | b. | the sight of a light | |  | c. | the sound of a tone | |  | d. | He used all of these stimuli. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 31. Mortimer frequently walked by the park near his home. Passing the park did not elicit any response from Mortimer until one day he smelled freshly baked salted pretzels. He then salivated each time he passed the park. Which of the following is the neutral stimulus in this example?   |  |  |  | | --- | --- | --- | |  | a. | the park | |  | b. | the pretzels | |  | c. | walking by the park | |  | d. | smelling the pretzels |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 32. In classical conditioning, an unconditioned response is   |  |  |  | | --- | --- | --- | |  | a. | an unlearned, naturally occurring response to an unconditioned stimulus. | |  | b. | a stimulus that triggers a conditioned response. | |  | c. | a learned response to a previously neutral stimulus. | |  | d. | an originally neutral stimulus that comes to trigger a conditioned response. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 33. When Alex is with his parents, he feels safe and secure. Because he calls his parents frequently throughout the day, Alex has set up a special ring tone for his parents. Now, when he hears the ring tone, he feels safe and secure. Which of the following is the unconditioned response in this example?   |  |  |  | | --- | --- | --- | |  | a. | Alex’s parents | |  | b. | feeling safe and secure | |  | c. | Alex’s phone | |  | d. | the ring tone |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 34. If a ringing bell causes a dog to salivate because the bell has been regularly associated with food in the mouth, the UR is the   |  |  |  | | --- | --- | --- | |  | a. | ringing bell. | |  | b. | salivation to the ringing bell. | |  | c. | food in the mouth. | |  | d. | salivation to the food in the mouth. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 35. Which of the following is an unconditioned response?   |  |  |  | | --- | --- | --- | |  | a. | salivating at the sight of a lemon | |  | b. | raising your hand to ask a question | |  | c. | jerking your hand away from a very hot stove | |  | d. | walking into a restaurant to eat |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 36. In classical conditioning, an unconditioned stimulus is   |  |  |  | | --- | --- | --- | |  | a. | an unlearned, naturally occurring response to a conditioned stimulus. | |  | b. | a stimulus that triggers an unconditioned response. | |  | c. | a learned response to a previously neutral stimulus. | |  | d. | an originally neutral stimulus that comes to trigger a conditioned response. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 37. In Pavlov's experiments, the taste of food triggered salivation in a dog. The food in the dog's mouth was the   |  |  |  | | --- | --- | --- | |  | a. | US. | |  | b. | UR. | |  | c. | CS. | |  | d. | CR. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 38. Angie is afraid of thunderstorms. Recently, when she left the house to go shopping, she heard thunder. She screamed and quickly ran back inside. Several days later, when Angie hears thunder again, she is fearful, and refuses go outside. In this example, the unconditioned stimulus is   |  |  |  | | --- | --- | --- | |  | a. | the thunder. | |  | b. | her fear. | |  | c. | her house. | |  | d. | her screaming. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 39. The sea slug *Aplysia* withdraws 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 after being squirted, the withdrawal of the gills grows stronger. In applying classical conditioning to the example of the sea slug, the squirt of water is the   |  |  |  | | --- | --- | --- | |  | a. | unconditioned response. | |  | b. | unconditioned stimulus. | |  | c. | neutral stimulus. | |  | d. | conditioned response. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 40. Through classical conditioning we learn to associate a   |  |  |  | | --- | --- | --- | |  | a. | CS with a US. | |  | b. | response with a reward. | |  | c. | US with a UR. | |  | d. | UR with a CR. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 41. In classical conditioning, a conditioned response is   |  |  |  | | --- | --- | --- | |  | a. | an unlearned, naturally occurring response to an unconditioned stimulus. | |  | b. | a stimulus that triggers an unconditioned response. | |  | c. | a learned response to a previously neutral stimulus. | |  | d. | an originally neutral stimulus that comes to trigger a conditioned response. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 42. Chloe is afraid of the tiny, fast-moving geckos. When she was at the pool yesterday, a gecko jumped onto her robe. She screamed and ran inside. In this example, the conditioned response was   |  |  |  | | --- | --- | --- | |  | a. | the gecko. | |  | b. | running inside. | |  | c. | her robe. | |  | d. | her screaming. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 43. Ruby has set up a new Messenger account for her best friend. Each time she talks to her friend she feels cheerful. Now, when her phone dings announcing a message from her friend, she feels cheerful. In this example, what is the conditioned response?   |  |  |  | | --- | --- | --- | |  | a. | feeling cheerful | |  | b. | the ding | |  | c. | the phone dinging | |  | d. | the friend  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 44. A dog's salivation at the sight of a food dish is a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned stimulus. | |  | b. | unconditioned stimulus. | |  | c. | unconditioned response. | |  | d. | conditioned response. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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

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| 46. If the sound of dishes being placed on the table causes a child to salivate because it has previously been associated with the presentation of food, the child’s salivation to the sound of the dishes is a(n)   |  |  |  | | --- | --- | --- | |  | a. | conditioned response. | |  | b. | unconditioned response. | |  | c. | conditioned stimulus. | |  | d. | unconditioned stimulus. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 47. The infant Albert developed a fear of rats after a white rat was associated with a loud noise. In this example, fear of the white rat was the   |  |  |  | | --- | --- | --- | |  | a. | US. | |  | b. | UR. | |  | c. | CS. | |  | d. | CR. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 48. In Pavlov's experiments on the salivary conditioning of dogs, the CS was   |  |  |  | | --- | --- | --- | |  | a. | the taste of food. | |  | b. | salivation to the taste of food. | |  | c. | the sound of a tone. | |  | d. | salivation to the sound of a tone. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 49. Layla’s dog salivates in response to the taste of food in its mouth. Every day, Layla puts the food out on the patio. Whenever Layla opens the door to the patio the hinges creak. Now, Layla’s dog salivates when the hinges creak. Which of the following is the unconditioned response in this example?   |  |  |  | | --- | --- | --- | |  | a. | food in the mouth | |  | b. | salivation to taste of food | |  | c. | the door opening | |  | d. | the hinges creaking |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 50. Adeline’s cat salivates when it tastes food in its mouth. When it’s feeding time, Adeline places the cat’s food on the kitchen floor. Each time Adeline puts the bowl on the floor, it makes a clunking sound. Now, Adeline’s cat salivates every time it hears a thudding sound. In this example, the conditioned response is   |  |  |  | | --- | --- | --- | |  | a. | food in the mouth. | |  | b. | salivation to the clunking of the bowl. | |  | c. | the door opening. | |  | d. | the clunking of the bowl. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 51. In classical conditioning, a conditioned stimulus is   |  |  |  | | --- | --- | --- | |  | a. | an unlearned, naturally occurring response to an unconditioned stimulus. | |  | b. | a stimulus that triggers an unconditioned response. | |  | c. | a learned response to a previously neutral stimulus. | |  | d. | an originally neutral stimulus that comes to trigger a conditioned response. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 52. Over time, Shane’s dog Honey has come to associate the sound of his leash being removed from its hook with going for a walk. Now, Honey jumps up in excitement the moment he hears this sound. In this example, the conditioned stimulus is   |  |  |  | | --- | --- | --- | |  | a. | the sound of the leash. | |  | b. | the walk. | |  | c. | Shane. | |  | d. | the dog. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 53. In Aldous Huxley's *Brave New World*, infants develop a fear of roses after roses are presented with electric shock. In this fictional example, the presentation of the roses is the   |  |  |  | | --- | --- | --- | |  | a. | conditioned stimulus. | |  | b. | unconditioned stimulus. | |  | c. | unconditioned response. | |  | d. | conditioned response. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 54. Piper bought her husband a nice blue sweater for his birthday. She is very much in love with her husband. Now, when she sees the blue sweater, she feels the love. In this example, what is the conditioned stimulus?   |  |  |  | | --- | --- | --- | |  | a. | feeling in love | |  | b. | the blue sweater | |  | c. | her husband wearing the sweater | |  | d. | the husband |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 55. The stage of classical conditioning when a neutral stimulus first begins triggering a conditioned response is called   |  |  |  | | --- | --- | --- | |  | a. | association. | |  | b. | acquisition. | |  | c. | observational learning. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 56. The moment when a person first develops a response to a neutral stimulus is known as   |  |  |  | | --- | --- | --- | |  | a. | acquisition. | |  | b. | extinction. | |  | c. | spontaneous recovery. | |  | d. | generalization. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 57. \_\_\_\_\_\_\_\_ is biologically adaptive because it helps humans and other animals prepare for good and bad events.   |  |  |  | | --- | --- | --- | |  | a. | Behaviorism | |  | b. | Cognitive learning | |  | c. | Classical conditioning | |  | d. | Adaptability |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 58. The sound of the drill that repeatedly precedes a painful dental procedure first begins to trigger a conditioned anxiety response during the process of   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | generalization. | |  | c. | acquisition. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 59. For the most rapid acquisition of a CR, the NS should be presented   |  |  |  | | --- | --- | --- | |  | a. | shortly after the CR. | |  | b. | shortly after the US. | |  | c. | shortly before the US. | |  | d. | at the same time as the US. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 60. Male Japanese quail became sexually aroused by a red light that had previously been associated with the presentation of a female quail. In this instance, the female quail is a   |  |  |  | | --- | --- | --- | |  | a. | UR. | |  | b. | US. | |  | c. | CR. | |  | d. | CS. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 61. Which of the following is NOT a way in which conditioning can help an animal survive and reproduce?   |  |  |  | | --- | --- | --- | |  | a. | by responding to cues that help it obtain food | |  | b. | by responding to cues that help it locate enemies | |  | c. | by responding to cues that help it avoid dangers | |  | d. | by responding to cues that help it produce offspring |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 62. When a CS is not paired with a US, the subsequent fading of a CR is called   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | generalization. | |  | c. | secondary conditioning. | |  | d. | extinction. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 63. After Pavlov had conditioned a dog to salivate to a tone, he repeatedly sounded the tone without presenting the food. As a result, \_\_\_\_\_\_\_\_ occurred.   |  |  |  | | --- | --- | --- | |  | a. | generalization | |  | b. | operant conditioning | |  | c. | discrimination | |  | d. | extinction |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 64. Natasha developed an intense fear of riding in a car five years ago when she was in a car accident. The fact that today she can again ride in a car, even drive, without distress indicates that her fear has undergone   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | extinction. | |  | c. | generalization. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 65. Spontaneous recovery refers to the   |  |  |  | | --- | --- | --- | |  | a. | expression of learning that had occurred earlier but had not been expressed because of lack of incentive. | |  | b. | organism's tendency to respond spontaneously to stimuli similar to the CS. | |  | c. | repetition of operant behaviors that are rewarded. | |  | d. | reappearance, after a pause, of a weakened conditioned response. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 66. Which of the following provides evidence that a CR is not completely eliminated during extinction?   |  |  |  | | --- | --- | --- | |  | a. | operant behavior | |  | b. | spontaneous recovery | |  | c. | generalization | |  | d. | discrimination |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 67. Long after being clawed by a stray cat, Jerald found that his fear of cats seemed to have disappeared. To his surprise, however, when he was recently confronted by a stray cat, he experienced a sudden twinge of anxiety. This sudden anxiety best illustrates   |  |  |  | | --- | --- | --- | |  | a. | secondary conditioning. | |  | b. | discrimination. | |  | c. | spontaneous recovery. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 68. The tendency for a CR to be evoked by stimuli similar to the CS is called   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | discrimination. | |  | c. | acquisition. | |  | d. | generalization. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 69. Vince was in a fender bender several months ago. Because he is afraid of having another car accident, he has become an extremely cautious driver. This demonstrates that   |  |  |  | | --- | --- | --- | |  | a. | generalizations can linger. | |  | b. | acquisition can take a long time. | |  | c. | there is no such thing as extinction. | |  | d. | spontaneous recovery occurs easily. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 70. After receiving several shots from a nurse wearing scrubs, 4-year-old Vivian is now fearful of anyone she sees wearing scrubs. Vivian’s reaction best illustrates   |  |  |  | | --- | --- | --- | |  | a. | operant behavior. | |  | b. | generalization. | |  | c. | an unconditioned response. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 71. Lindsay is about to take a bite of her stew when her younger brother announces “Hey, that looks like throw-up!” Lindsay puts down her spoon, suddenly repulsed by the stew. This illustrates how our reaction to one stimulus can \_\_\_\_\_\_\_\_ other stimuli.   |  |  |  | | --- | --- | --- | |  | a. | discriminate between | |  | b. | generalize to | |  | c. | be extinguished by | |  | d. | signal the arrival of |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 72. When toddlers are classically conditioned to fear moving cars, they also become afraid of moving trucks and motorcycles. This best illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | observational learning. | |  | c. | generalization. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 73. Jasmin accidentally touched the stove while it was still hot. Because of the resulting burn, Jasmin became afraid to touch the stove even when it was cold. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | spontaneous recovery. | |  | c. | generalization. | |  | d. | extinction. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 74. In classical conditioning, discrimination refers to the learned ability to distinguish between a \_\_\_\_\_\_\_\_ and irrelevant stimuli.   |  |  |  | | --- | --- | --- | |  | a. | US | |  | b. | UR | |  | c. | CS | |  | d. | CR |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 75. Some of Pavlov's dogs learned to salivate to the sound of one particular tone and not to other tones. This illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | extinction. | |  | c. | spontaneous recovery. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 76. After eating a poisonous butterfly, birds will \_\_\_\_\_\_\_\_ such butterflies from other butterfly species that are edible.   |  |  |  | | --- | --- | --- | |  | a. | generalize | |  | b. | discriminate | |  | c. | avert | |  | d. | model |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 77. Juan’s dog is friendly to Juan and his family but not to strangers. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | acquisition. | |  | b. | extinction. | |  | c. | spontaneous recovery. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 78. After being injured in a car accident on the interstate highway, Isla was afraid to drive on the interstate but not on local roads. Isla’s pattern of fear best illustrates   |  |  |  | | --- | --- | --- | |  | a. | extinction. | |  | b. | spontaneous recovery. | |  | c. | discrimination. | |  | d. | generalization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 79. Neural circuits have been identified that link a conditioned stimulus to an impending unconditioned stimulus. This research has been conducted by   |  |  |  | | --- | --- | --- | |  | a. | cognitive psychologists. | |  | b. | behavior geneticists. | |  | c. | behaviorists. | |  | d. | neuroscientists. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 80. Pavlov demonstrated that all organisms can learn by means of   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | operant behaviors. | |  | c. | stimuli generalizations. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 81. The work of \_\_\_\_\_\_\_\_ suggested a scientific model for how psychology could isolate the basic building blocks of complex behaviors and study them with objective laboratory procedures.   |  |  |  | | --- | --- | --- | |  | a. | Pavlov | |  | b. | Skinner | |  | c. | Watson | |  | d. | Breland |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 82. Pavlov's research on classical conditioning was important because   |  |  |  | | --- | --- | --- | |  | a. | so many different species of animals, including humans, can be classically conditioned. | |  | b. | so many different behaviors can be classically conditioned. | |  | c. | it demonstrated that a psychological process could be studied objectively. | |  | d. | of all of these reasons. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 83. People who formerly abused drugs often feel a craving when they are again in places they associate with previous highs. Their reactions are best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | spontaneous recovery. | |  | c. | classical conditioning. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 84. Bryson is a former drug user who has not used in over a year. When he encounters his previous drug-using environment, he is likely to   |  |  |  | | --- | --- | --- | |  | a. | crave the drug. | |  | b. | experience fear. | |  | c. | be angered. | |  | d. | use the drug. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 85. Alexis is a heavy drinker. The group of friends with whom she usually drinks is likely to become a(n) \_\_\_\_\_\_\_\_ for alcohol cravings.   |  |  |  | | --- | --- | --- | |  | a. | UR | |  | b. | CR | |  | c. | US | |  | d. | CS |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 86. People given cancer-treating drugs that cause nausea may experience nausea as soon as they enter the clinic’s waiting room. This demonstrates the power of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | operant conditioning. | |  | c. | observational learning. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 87. Axel, who has long feared going to the top floor of his tall apartment building, has been visiting the building’s roof garden several times a day on the advice of a therapist. Axel’s therapist most likely wanted to encourage the \_\_\_\_\_\_\_\_ of Axel’s fear.   |  |  |  | | --- | --- | --- | |  | a. | generalization | |  | b. | discrimination | |  | c. | spontaneous recovery | |  | d. | extinction |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 88. Jara bakes a small batch of chocolate-chip cookies for her best friend’s birthday. She isn’t particularly hungry, but she eats one cookie to be sure they’ve turned out well. Afterward, she feels an intense craving for more cookies and winds up eating half the batch. It is likely that this is a result of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | operant conditioning. | |  | c. | observational learning. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 89. Researchers have conditioned healthy volunteers to experience cravings after only one instance of eating a sweet food. This demonstrates the power of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | operant conditioning. | |  | c. | observational learning. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 90. Rudra’s basketball coach frequently scolds him for using curse words. As a result, Rudra now becomes anxious when he's near the coach. The coach is a(n) \_\_\_\_\_\_\_\_ for Rudra’s anxiety.   |  |  |  | | --- | --- | --- | |  | a. | neutral stimulus | |  | b. | conditioned stimulus | |  | c. | conditioned response | |  | d. | unconditioned stimulus |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 91. Little Albert developed a fear of rats after a white rat was paired with a loud noise. In this case, the loud noise was the   |  |  |  | | --- | --- | --- | |  | a. | unconditioned stimulus. | |  | b. | conditioned stimulus. | |  | c. | conditioned response. | |  | d. | neutral stimulus. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 92. After a white rat was repeatedly paired with a loud noise, Little Albert developed a fear of the white rat. In this case, the rat was the   |  |  |  | | --- | --- | --- | |  | a. | unconditioned stimulus. | |  | b. | conditioned stimulus. | |  | c. | secondary conditioner. | |  | d. | neutral stimulus. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 93. By demonstrating how conditioning can reduce children’s fear, psychologist Mary Cover Jones extended the results of \_\_\_\_\_\_\_\_ classic experiment.   |  |  |  | | --- | --- | --- | |  | a. | Marian Breland and Keller Breland’s | |  | b. | John B. Watson and Rosalie Rayner’s | |  | c. | Ivan Pavlov’s | |  | d. | B. F. Skinner’s |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 94. After he completed his research involving classical conditioning and Little Albert, Watson   |  |  |  | | --- | --- | --- | |  | a. | lost his position at Johns Hopkins over an affair with Rayner and joined an advertising agency as a resident psychologist. | |  | b. | continued as a professor at Johns Hopkins, then retired after publishing numerous articles related to various forms of conditioning. | |  | c. | transferred to numerous academic institutions to continue his research in classical conditioning. | |  | d. | developed adaptive learning strategies involving classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 95. The behavioral technique that psychologists have used to reduce clients’ fears is   |  |  |  | | --- | --- | --- | |  | a. | counterconditioning. | |  | b. | operant conditioning. | |  | c. | discrimination. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 96. Daryl is terrified of crowded spaces. What behavioral technique might a psychologist use to help him overcome his fear?   |  |  |  | | --- | --- | --- | |  | a. | counterconditioning | |  | b. | operant conditioning | |  | c. | discrimination | |  | d. | observational learning |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 97. Operant conditioning involves \_\_\_\_\_\_\_\_ behavior, whereas classical conditioning involves \_\_\_\_\_\_\_\_ behavior.   |  |  |  | | --- | --- | --- | |  | a. | delayed; primary | |  | b. | operant; respondent | |  | c. | reflexive; operant | |  | d. | respondent; reflexive |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 98. Learning to associate two stimuli is to \_\_\_\_\_\_\_\_ as an automatic response to a stimulus is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | shaping; reinforcement | |  | b. | generalization; discrimination | |  | c. | operant behavior; classical conditioning | |  | d. | classical conditioning; respondent behavior |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 99. Classical conditioning is to \_\_\_\_\_\_\_\_ as operant conditioning 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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| 100. Salivating in response to the taste of meat powder and later in response to a tone associated with the taste of the meat powder most clearly involves   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | operant conditioning. | |  | c. | spontaneous recovery. | |  | d. | respondent behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 101. A type of learning in which a behavior becomes more likely to recur if followed by a reinforcer is called   |  |  |  | | --- | --- | --- | |  | a. | delayed conditioning. | |  | b. | classical conditioning. | |  | c. | primary conditioning. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 102. Learning associations between one's own personal actions and resulting events is most relevant to the process of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | primary conditioning. | |  | c. | partial reinforcement. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 103. Because Sasha was disciplined on several occasions for taking candy without permission, she no longer does so. Sasha’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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| 104. Three-year-old Freddy's mother has been giving him a sticker each time he uses the potty. After a week, Freddy is fully toilet-trained. His change in behavior best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | primary reinforcement. | |  | b. | classical conditioning. | |  | c. | spontaneous recovery. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 105. Emery has learned that her mother will allow her to have popcorn at night if she makes her bed in the morning. So, Emery makes her bed every day to get the popcorn. Emery’s bed-making behavior is called \_\_\_\_\_\_\_\_ because her intent is to produce a consequence: getting popcorn.   |  |  |  | | --- | --- | --- | |  | a. | learning | |  | b. | classical conditioning | |  | c. | a respondent behavior | |  | d. | an operant behavior |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 106. The psychologist most closely associated with the study of operant conditioning was   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner. | |  | b. | Ivan Pavlov. | |  | c. | John B. Watson. | |  | d. | Edward L. Thorndike. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 107. Skinner’s work elaborated on the law of effect, which was proposed by   |  |  |  | | --- | --- | --- | |  | a. | Thorndike. | |  | b. | Barra. | |  | c. | Mischel. | |  | d. | McGraw. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 108. The law of effect refers to the tendency to   |  |  |  | | --- | --- | --- | |  | a. | learn associations between consecutive stimuli. | |  | b. | learn in the absence of reinforcement. | |  | c. | repeat rewarded behaviors and discontinue punished behaviors. | |  | d. | make a conditioned response to a conditioned stimulus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 109. Riley works hard to get a good grade in her chemistry class because she receives 5 dollars for every grade of B or above. According to Thorndike’s \_\_\_\_\_\_\_\_, Riley is more likely to earn high grades.   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning | |  | b. | operant conditioning | |  | c. | law of effect | |  | d. | theory of shaping |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 110. An enclosure containing a bar or key that an animal can manipulate to obtain a food or water reinforcer is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | time-out room. | |  | b. | operant chamber. | |  | c. | unconditioned stimulus. | |  | d. | observational platform. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 111. Dr. Ey places a pigeon in a small cage, where it learns to peck a disk to obtain a drink of water. Dr. Ey is using a(n) \_\_\_\_\_\_\_\_ to study learning.   |  |  |  | | --- | --- | --- | |  | a. | operant chamber | |  | b. | variable-ratio schedule | |  | c. | Pavlovian maze | |  | d. | fixed-ratio schedule  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 112. A reinforcement is any event that   |  |  |  | | --- | --- | --- | |  | a. | satisfies a biological need. | |  | b. | triggers feelings of pleasure. | |  | c. | elicits respondent behavior. | |  | d. | increases the frequency of a preceding response. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 113. Skinner developed a procedure to guide a rat's actions toward a desired behavior. The procedure is known as   |  |  |  | | --- | --- | --- | |  | a. | shaping. | |  | b. | spontaneous recovery. | |  | c. | secondary reinforcement. | |  | d. | variable-interval scheduling. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 114. The process of reinforcing successively closer approximations to a desired behavior is called   |  |  |  | | --- | --- | --- | |  | a. | generalization. | |  | b. | intermittent reinforcement. | |  | c. | shaping. | |  | d. | secondary reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 115. Gael is a golf instructor and always reinforces accurate short drives before attempting to reinforce accurate long drives. This best illustrates the process of   |  |  |  | | --- | --- | --- | |  | a. | shaping. | |  | b. | fixed-interval scheduling. | |  | c. | discrimination. | |  | d. | delayed reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 116. To teach an animal to perform a complex sequence of behaviors, animal trainers are most likely to use a procedure known as   |  |  |  | | --- | --- | --- | |  | a. | delayed reinforcement. | |  | b. | spontaneous recovery. | |  | c. | generalization. | |  | d. | shaping. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 117. Serenity is teaching 4-year-old Abigail to read. Every day, Abigail picks out a story and Serenity helps her to read it. Abigail will be most successful in learning to read if Serenity’s rewards are based on   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | respondent behavior. | |  | c. | operant conditioning. | |  | d. | successive approximations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 118. On Sunday, Lee’s mother gave him a small cookie after he had played quietly for 15 minutes. On Monday, she rewarded Lee after 20 minutes of quiet play. On Tuesday, she gave Lee a treat only after he played quietly for a full half hour. Lee was taught to play quietly for extended periods through   |  |  |  | | --- | --- | --- | |  | a. | secondary reinforcement. | |  | b. | spontaneous recovery. | |  | c. | shaping. | |  | d. | fixed-ratio scheduling. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 119. Researchers have determined that if they can \_\_\_\_\_\_\_\_ nonverbal organisms to respond to one stimulus and not to another, they will be able to understand what the nonverbal organism can perceive.   |  |  |  | | --- | --- | --- | |  | a. | reinforce | |  | b. | teach | |  | c. | shape | |  | d. | convince |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 120. A discriminative stimulus is   |  |  |  | | --- | --- | --- | |  | a. | a behavior that operates on the environment, producing consequences. | |  | b. | an event or situation signaling that an operant response will be reinforced. | |  | c. | a behavior that occurs as an automatic response to a stimulus. | |  | d. | an event that strengthens the behavior it follows. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 121. Martina needs to go to the store to buy groceries. When she turns on the car, she hears a beeping sound, which tells her to fasten her seat belt. By signaling a specific response, the beeping sound serves as a   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | respondent behavior. | |  | c. | discriminative stimulus. | |  | d. | successive approximation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 122. After his father pats him on the head, Asher’s request for a cookie is reinforced. But if his father does not pat him on the head, his subsequent request for a cookie is not reinforced. By indicating that Asher’s request for a cookie will be reinforced, the father’s head pat is a(n)   |  |  |  | | --- | --- | --- | |  | a. | primary reinforcer. | |  | b. | discriminative stimulus. | |  | c. | respondent behavior. | |  | d. | unconditioned response. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 123. Teachers who effectively shape their students' study habits are most likely to   |  |  |  | | --- | --- | --- | |  | a. | avoid the use of negative reinforcement to motivate effective study. | |  | b. | reinforce effective study with primary rather than secondary reinforcers. | |  | c. | reinforce effective study on a fixed-interval schedule. | |  | d. | reinforce gradual improvements in students' study skills. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 124. A positive reinforcer is anything that when \_\_\_\_\_\_\_\_ a response, strengthens the response.   |  |  |  | | --- | --- | --- | |  | a. | introduced before | |  | b. | removed after | |  | c. | introduced after | |  | d. | removed before |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 125. When Mel’s 4-year-old daughter nags him to purchase her favorite snacks at the supermarket, Mel always gives in. As a result, Mel’s daughter nags him every time they go to the supermarket. In this case, purchasing the snacks serves as a(n) \_\_\_\_\_\_\_\_ for nagging.   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcer | |  | b. | conditioned stimulus | |  | c. | positive reinforcer | |  | d. | unconditioned stimulus |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 126. The more often Marcus is scolded following a temper tantrum, the more frequently he loses his temper. In this case, the scolding serves as a \_\_\_\_\_\_\_\_ for Marcus' temper tantrums.   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcer | |  | b. | conditioned stimulus | |  | c. | positive reinforcer | |  | d. | punishment |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 127. Naomi just spent all day babysitting her neighbor’s two children. When her neighbor picks up her children, she pays Naomi for her efforts. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement. | |  | b. | negative reinforcement. | |  | c. | negative punishment. | |  | d. | positive punishment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 128. Escape from a punishing event is a \_\_\_\_\_\_\_\_ reinforcer.   |  |  |  | | --- | --- | --- | |  | a. | positive | |  | b. | negative | |  | c. | partial | |  | d. | delayed |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 129. A negative reinforcer \_\_\_\_\_\_\_\_ the behavior it follows.   |  |  |  | | --- | --- | --- | |  | a. | strengthens | |  | b. | eliminates | |  | c. | suppresses but does not eliminate | |  | d. | has an unpredictable effect on |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 130. Hillary has a headache and takes aspirin to relieve the pain. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement. | |  | b. | negative reinforcement. | |  | c. | negative punishment. | |  | d. | positive punishment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 131. Jennifer picks up her 6-month-old son whenever he cries in the night, which always quiets the baby. In this case, Jennifer is \_\_\_\_\_\_\_\_ when her son stops crying.   |  |  |  | | --- | --- | --- | |  | a. | positively punished | |  | b. | negatively reinforced | |  | c. | negatively punished | |  | d. | positively reinforced |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 132. Jacinda has a glass of wine after work because it relieves her anxiety. Her wine drinking is likely to continue because it is followed by a \_\_\_\_\_\_\_\_ reinforcer.   |  |  |  | | --- | --- | --- | |  | a. | secondary | |  | b. | partial | |  | c. | negative | |  | d. | positive |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 133. Which of the following is a frequent misperception regarding reinforcers?   |  |  |  | | --- | --- | --- | |  | a. | Reinforcement and punishment are synonymous. | |  | b. | Negative reinforcement and punishment are the same thing. | |  | c. | Positive reinforcement and negative reinforcement are the same thing. | |  | d. | Positive punishment is the same as negative reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 134. After getting a bad grade on an exam because he did not study, Joshua studied harder for the next exam. As a result, he not only earned a better grade on the next exam, but he was also less stressed and anxious about the class. His increased studying served as a   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcement. | |  | b. | positive reinforcement. | |  | c. | both positive and negative reinforcement. | |  | d. | punishment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 135. Innately satisfying stimuli that fulfill biological needs are called \_\_\_\_\_\_\_\_ reinforcers.   |  |  |  | | --- | --- | --- | |  | a. | fixed | |  | b. | primary | |  | c. | positive | |  | d. | continuous |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 136. An illustration of a primary reinforcer would be   |  |  |  | | --- | --- | --- | |  | a. | clapping for an excellent saxophone solo. | |  | b. | a grade of A for an excellent essay. | |  | c. | $10.00 for washing the car. | |  | d. | a cold glass of water for pulling weeds on a hot day. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 137. A conditioned reinforcer gains its reinforcing power through its link with a   |  |  |  | | --- | --- | --- | |  | a. | discriminative stimulus. | |  | b. | primary reinforcer. | |  | c. | delayed reinforcer. | |  | d. | respondent behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 138. Receiving money as a reward and having a monetary fine suspended are both \_\_\_\_\_\_\_\_ reinforcers.   |  |  |  | | --- | --- | --- | |  | a. | partial | |  | b. | primary | |  | c. | conditioned | |  | d. | positive |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 139. Vincente loves his job at a local service station. The paycheck he receives each Friday is an example of a   |  |  |  | | --- | --- | --- | |  | a. | positive punisher. | |  | b. | negative reinforcer. | |  | c. | primary reinforcer. | |  | d. | conditioned reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 140. Which of the following is NOT a conditioned reinforcer?   |  |  |  | | --- | --- | --- | |  | a. | seeing that others have liked your social media post | |  | b. | earning praise for a good deed | |  | c. | biting into your favorite sandwich after having skipped lunch | |  | d. | receiving your first paycheck at a new job |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 141. Adam is an Uber driver but hates having to sit in traffic every day. Even so, the paycheck he receives each Friday is an example of a   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcer. | |  | b. | negative reinforcer. | |  | c. | positive punisher. | |  | d. | conditioned reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 142. Channing dislikes his job, but because he needs it to pay for housing and groceries, he arrives on time, is helpful to customers, and does his best to get along with his boss. In this instance, Channing’s paycheck is a(n)   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcer. | |  | b. | immediate reinforcer. | |  | c. | primary reinforcer. | |  | d. | conditioned reinforcer.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 143. Gabe wants his teenage sons to straighten up their rooms and promises to give them $5 each day they do so. In this example, the $5 is a(n)   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcer. | |  | b. | immediate reinforcer. | |  | c. | primary reinforcer. | |  | d. | conditioned reinforcer.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 144. A good grade is to a safe, comfortable home as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | delayed reinforcer; immediate reinforcer | |  | b. | secondary reinforcer; primary reinforcer | |  | c. | discrimination; generalization | |  | d. | partial reinforcement; continuous reinforcement |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 145. A hungry rat will only learn a given behavior if a food reward is presented within 30 seconds of its performing that behavior. In other words, rats respond best to   |  |  |  | | --- | --- | --- | |  | a. | delayed reinforcement. | |  | b. | immediate reinforcement. | |  | c. | partial reinforcement. | |  | d. | continuous reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 146. Janna's sexual behavior is more strongly influenced by the momentary thrill of unprotected sex than by the prospect of an unwanted pregnancy or sexually transmitted infection. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | immediate reinforcement. | |  | c. | a fixed-interval schedule. | |  | d. | spontaneous recovery. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 147. Every time he drinks, Jamie later gets a migraine headache. But he continues to drink because just a single drink reduces his anxiety. Jamie’s continued drinking illustrates the power of   |  |  |  | | --- | --- | --- | |  | a. | generalization. | |  | b. | spontaneous recovery. | |  | c. | extinction. | |  | d. | immediate reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 148. Professor Calkin wants to use frequent quizzing to help her students master the class material. Which method would achieve the best results?   |  |  |  | | --- | --- | --- | |  | a. | frequent quizzes that provide immediate feedback | |  | b. | frequent quizzes that provide delayed feedback | |  | c. | surprise “pop” quizzes that do not provide feedback | |  | d. | group quizzes that invite student-to-student feedback |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 149. Receiving a paycheck at the end of the week is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | delayed reinforcer. | |  | b. | negative reinforcer. | |  | c. | positive punisher. | |  | d. | immediate reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 150. Kit studies trigonometry regularly because she is motivated to get an A in her math class at the end of the semester. In this case, the A grade is a(n)   |  |  |  | | --- | --- | --- | |  | a. | primary reinforcer. | |  | b. | unconditioned stimulus. | |  | c. | delayed reinforcer. | |  | d. | negative reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 151. Rats will not learn to perform behaviors if they are not rewarded for those behaviors within 30 seconds. Humans, by contrast, often perform behaviors (such as studying hard) that are rewarded much later (with a good grade). This indicates that humans, unlike rats, are responsive to   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcers. | |  | b. | positive reinforcers. | |  | c. | delayed reinforcers. | |  | d. | immediate reinforcers. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 152. By spending thousands of hours training strenuously in hopes of eventually winning a medal, competitive gymnasts demonstrate their responsiveness to   |  |  |  | | --- | --- | --- | |  | a. | delayed reinforcers. | |  | b. | negative reinforcers. | |  | c. | positive reinforcers. | |  | d. | immediate reinforcers. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 153. Which of the following is NOT true of delayed reinforcement, according to the research?   |  |  |  | | --- | --- | --- | |  | a. | It can decrease human learning. | |  | b. | Unlike rats, humans can respond to delayed reinforcers such as the paycheck at the end of the week. | |  | c. | Children who delayed gratification became socially competent and high-achieving adults. | |  | d. | The effort needed to control our impulses results in a greater likelihood of committing an impulsive crime. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 154. Simone has earned her Ph.D. in physics and has just landed an excellent job in her field. One can speculate that when she was younger, she   |  |  |  | | --- | --- | --- | |  | a. | demonstrated a higher level of intelligence than her peers. | |  | b. | was able to delay gratification. | |  | c. | was not popular among her peers. | |  | d. | was an only child. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 155. Compared with continuous reinforcement, intermittent reinforcement is associated with   |  |  |  | | --- | --- | --- | |  | a. | slower acquisition and faster extinction. | |  | b. | faster acquisition and slower extinction. | |  | c. | faster acquisition and faster extinction. | |  | d. | slower acquisition and slower extinction. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 156. Charleen, an animal trainer, wants a pigeon to quickly learn to peck a button to obtain food. She also wants to the behavior to be resistant to extinction. Charleen 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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| 157. Carolyn is potty training her daughter and is trying to decide on a specific pattern of how often to reward her daughter for using the potty. She is trying to determine   |  |  |  | | --- | --- | --- | |  | a. | how effective continuous reinforcement is. | |  | b. | a reinforcement schedule. | |  | c. | if partial reinforcement would work. | |  | d. | if classical conditioning would be effective. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 158. When a desired response is rewarded each time it occurs, what has happened?   |  |  |  | | --- | --- | --- | |  | a. | continuous reinforcement | |  | b. | classical conditioning | |  | c. | partial reinforcement | |  | d. | operant conditioning |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 159. When a desired response is rewarded every few times it occurs, what has happened?   |  |  |  | | --- | --- | --- | |  | a. | continuous reinforcement | |  | b. | classical conditioning | |  | c. | partial reinforcement | |  | d. | operant conditioning |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 160. Continuous reinforcement is to partial reinforcement as   |  |  |  | | --- | --- | --- | |  | a. | each time is to some of the time. | |  | b. | each time is to once. | |  | c. | some of the time is to never. | |  | d. | never is to once. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 161. A partial reinforcement schedule that reinforces a response after a specified number of responses is called a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-ratio | |  | c. | fixed-interval | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 162. Coffee shops that reward customers with a free drink after every 10 coffee purchases are using a \_\_\_\_\_\_\_\_ reinforcement schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-interval | |  | b. | variable-interval | |  | c. | fixed-ratio | |  | d. | variable-ratio |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 163. Marla edits articles for a psychology journal and is paid $25 for every four pages she edits. Marla is reinforced on a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-interval | |  | b. | fixed-ratio | |  | c. | variable-interval | |  | d. | variable-ratio |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 164. You love the fact that after you have ordered five items online you will receive a 10 percent discount on your next order. This is an example of a \_\_\_\_\_\_\_\_ schedule of reinforcement.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-ratio | |  | c. | fixed-interval | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 165. A variable-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:* | d | |

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| 166. Which of the following behaviors is typically reinforced on a variable-ratio schedule?   |  |  |  | | --- | --- | --- | |  | a. | studying to be prepared for unexpected quizzes | |  | b. | inserting dollars into a slot machine | |  | c. | paying a store clerk for a granola bar | |  | d. | checking the mailbox to see if the mail has arrived |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 167. Fly fishing is an example of a \_\_\_\_\_\_\_\_ schedule of reinforcement.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-ratio | |  | c. | fixed-interval | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 168. While the Jefferson family eats dinner, the family dog constantly begs for food. Occasionally, one of the children gives in and hands the dog a piece of meat. It is likely that   |  |  |  | | --- | --- | --- | |  | a. | the dog is eventually going to stop begging for food. | |  | b. | as soon as the children stop reinforcing the dog’s begging, it will stop begging. | |  | c. | the dog is going to be quite persistent in its begging in the future. | |  | d. | the dog will always beg for food even if the children never reinforce the begging. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 169. A partial reinforcement schedule that reinforces a response that occurs after a specified time has elapsed is a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-ratio | |  | c. | fixed-interval | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 170. Shana, a graduate student, is using mice in her experiments on learning. She has found that the mice respond more frequently as the time approaches when their response will produce a food reward. What reinforcement schedule is she likely using?   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-ratio | |  | c. | variable-interval | |  | d. | fixed-interval |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 171. While having dinner, Jeremy is checking the TV in the living room in hopes of seeing the 5 o’clock evening news. This is likely to be reinforced on a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-interval | |  | b. | fixed-ratio | |  | c. | variable-interval | |  | d. | variable-ratio |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 172. Suzanna visits her favorite coffee shop every Friday morning because she knows her order will receive a 5 percent discount. The discount is being offered on a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | variable-ratio | |  | b. | variable-interval | |  | c. | fixed-ratio | |  | d. | fixed-interval |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 173. A variable-interval schedule of reinforcement is one in which a response is reinforced only after a(n)   |  |  |  | | --- | --- | --- | |  | a. | specified amount of time has elapsed. | |  | b. | unpredictable number of responses has been made. | |  | c. | specified number of responses has been made. | |  | d. | unpredictable amount of time has elapsed. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 174. Daniel is a local radio personality. Every half hour Daniel announces the amount of money currently in a jackpot. Then, once a day Daniel calls randomly selected residents and asks them to identify the amount, and thereby win it. Those who keep track of the jackpot amount are most likely to be reinforced on a \_\_\_\_\_\_\_\_ schedule.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | variable-interval | |  | c. | variable-ratio | |  | d. | fixed-interval |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 175. A choppy stop-start pattern of operant responding is associated with the \_\_\_\_\_\_\_\_ schedule of reinforcement.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | fixed-interval | |  | c. | variable-ratio | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 176. A slow but steady rate of operant responding is associated with the \_\_\_\_\_\_\_\_ schedule of reinforcement.   |  |  |  | | --- | --- | --- | |  | a. | fixed-ratio | |  | b. | fixed-interval | |  | c. | variable-ratio | |  | d. | variable-interval |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 177. An event that decreases the frequency of the behavior that it follows is a   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcer. | |  | b. | punishment. | |  | c. | conditioned stimulus. | |  | d. | secondary reinforcer. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 178. The introduction of an unpleasant stimulus is to \_\_\_\_\_\_\_\_ as the withdrawal of an unpleasant stimulus is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | acquisition; extinction | |  | b. | negative reinforcer; positive reinforcer | |  | c. | primary reinforcer; secondary reinforcer | |  | d. | punishment; reinforcement |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 179. Removing an aversive stimulus is to \_\_\_\_\_\_\_\_ as an event that decreases the behavior it follows is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement; negative reinforcement | |  | b. | a variable-ration schedule; a variable-interval schedule | |  | c. | negative reinforcement; punishment | |  | d. | punishment; positive reinforcement |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 180. After he was fined several times for not buckling his seat belt, Akbar now buckles his seat belt as soon as he gets in the car. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | negative reinforcement. | |  | c. | spontaneous recovery. | |  | d. | punishment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 181. Positive punishment \_\_\_\_\_\_\_\_ the rate of operant responding, and negative punishment \_\_\_\_\_\_\_\_ the rate of operant responding.   |  |  |  | | --- | --- | --- | |  | a. | increases; decreases | |  | b. | decreases; increases | |  | c. | decreases; decreases | |  | d. | has no effect on; decreases |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 182. Administering an aversive stimulus is associated with   |  |  |  | | --- | --- | --- | |  | a. | positive punishment. | |  | b. | negative punishment. | |  | c. | positive reinforcement. | |  | d. | negative reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 183. John was just pulled over and given a ticket for using his cell phone while driving. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement. | |  | b. | negative reinforcement. | |  | c. | negative punishment. | |  | d. | positive punishment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 184. Seventeen-year-old Shawn recently had a car accident because he was texting while driving. Shawn has learned that if he wants to stay safe, he cannot text while driving. In this case, his accident is a   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcer. | |  | b. | positive punishment. | |  | c. | negative reinforcer. | |  | d. | negative punishment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 185. Withdrawing a desirable stimulus following an operant response is   |  |  |  | | --- | --- | --- | |  | a. | negative punishment. | |  | b. | negative reinforcement. | |  | c. | positive punishment. | |  | d. | positive reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 186. Rodrigo stopped picking on his younger sister after his parents suspended his social media privileges as a result. In this case, the suspension of social media privileges was a   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcer. | |  | b. | negative reinforcer. | |  | c. | positive punishment. | |  | d. | negative punishment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 187. When children misbehave, some parents use a time-out that involves removing the children from their reinforcing surroundings. This practice best illustrates   |  |  |  | | --- | --- | --- | |  | a. | negative reinforcement. | |  | b. | discrimination. | |  | c. | negative punishment. | |  | d. | positive punishment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 188. After receiving a couple of traffic tickets for speeding, Masako no longer drives faster than the legal speed limit. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | negative reinforcement. | |  | c. | spontaneous recovery. | |  | d. | punishment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 189. When Kam stomped on his younger sister’s toy, breaking it, his mother spanked him as punishment. Kam did not repeat the behavior. Now, at preschool, Kam often destroys the toys that his classmates are using. Which of the following is true regarding the spanking?   |  |  |  | | --- | --- | --- | |  | a. | The spanking caused Kam to find a positive replacement for his unwanted behavior. | |  | b. | The spanking eliminated Kam’s unwanted behavior. | |  | c. | The spanking enabled Kam to learn kindness toward his sister. | |  | d. | The spanking taught Kam discrimination among situations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 190. Carver’s parents have yelled at him several times for insulting his sister. Now, he insults her only when his parents are not within earshot. In this case, yelling has   |  |  |  | | --- | --- | --- | |  | a. | taught Carver fear. | |  | b. | taught Carver to discriminate among situations. | |  | c. | suppressed Carver’s unwanted behavior. | |  | d. | replaced Carver’s unwanted behavior.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 191. In the last week, Joss’ parents have spanked her for throwing food at the dinner table because she did not want to eat broccoli, for hitting another child at the playground because she wanted to use the slide, and for hiding her mother's favorite necklace because she was upset that she did not get dessert after dinner. This demonstrates that physical punishment   |  |  |  | | --- | --- | --- | |  | a. | teaches fear. | |  | b. | teaches discrimination among situations. | |  | c. | only suppresses behavior. | |  | d. | does not replace the unwanted behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 192. Punishment is a potentially hazardous way for teachers to control young children's behaviors because   |  |  |  | | --- | --- | --- | |  | a. | the more severely children are punished for undesirable behaviors, the more likely they will exhibit those behaviors. | |  | b. | children will forget how to perform punished behaviors even when the behaviors may be justified and necessary. | |  | c. | the use of punishment could condition children to fear the teachers and avoid school. | |  | d. | punishment cannot even temporarily restrain undesirable behaviors. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 193. Children can learn to fear the persons and places associated with their punishment. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | extinction. | |  | b. | the law of effect. | |  | c. | shaping. | |  | d. | generalization. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 194. When 9-year-old Andy misbehaves, his parents primarily use physical punishment to discipline him. Which of the following is true regarding Andy?   |  |  |  | | --- | --- | --- | |  | a. | Andy is at an increased risk of aggression, because physical punishment models violence as a way to cope with problems. | |  | b. | Andy will eventually forget to engage in the behaviors that resulted in punishment. | |  | c. | Andy’s fear response will diminish, because physical punishment teaches children how to reduce generalizations among stimuli. | |  | d. | Andy will permanently stop the behaviors that resulted in punishment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 195. Physical punishment can do all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | provide direction for appropriate behavior. | |  | b. | teach discrimination among situations. | |  | c. | teach fear. | |  | d. | increase aggression. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 196. Most psychologists think that the use of punishment is   |  |  |  | | --- | --- | --- | |  | a. | ineffective in even temporarily restraining unwanted behavior. | |  | b. | more effective than negative reinforcers in shaping behavior. | |  | c. | the opposite of positive reinforcers and this is its psychological equivalent in terms of changing behavior. | |  | d. | less effective than positive reinforcers in promoting desirable behavior.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 197. Some studies indicate that people learn and grow more from feedback that tells them how they have succeeded rather than where they have failed. This demonstrates the power of   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement. | |  | b. | negative reinforcement. | |  | c. | positive punishment. | |  | d. | negative punishment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 198. B. F. Skinner recommended that we control behavior with \_\_\_\_\_\_\_\_ rather than with \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | primary reinforcers; secondary reinforcers | |  | b. | delayed reinforcement; immediate reinforcement | |  | c. | modeling; conditioning | |  | d. | reinforcement; punishment |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 199. Who believed that human behavior is controlled primarily by external influences?   |  |  |  | | --- | --- | --- | |  | a. | Skinner | |  | b. | Pavlov | |  | c. | Breland | |  | d. | McGraw |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 200. In explaining why people demonstrate character strengths such as self-control, B. F. Skinner would most likely have emphasized   |  |  |  | | --- | --- | --- | |  | a. | genetic influences. | |  | b. | unconscious desires for social approval. | |  | c. | the internalization of moral values. | |  | d. | the beneficial consequences of self-control. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 201. Which of the following was NOT a criticism of Skinner’s work?   |  |  |  | | --- | --- | --- | |  | a. | Skinner dehumanized people. | |  | b. | Skinner promoted neglecting people’s personal freedom. | |  | c. | Skinner aimed at controlling people’s actions. | |  | d. | Skinner’s work could not be applied in multiple settings. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 202. Individually paced instruction that provides students with immediate positive feedback following their correct responses best illustrates an application of   |  |  |  | | --- | --- | --- | |  | a. | spontaneous recovery. | |  | b. | classical conditioning. | |  | c. | discrimination. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 203. Hajeong’s class assignments include adaptive quizzing exercises. These assignments demonstrate how \_\_\_\_\_\_\_\_ can be used in education.   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning | |  | b. | classical conditioning | |  | c. | positive punishment | |  | d. | negative reinforcement |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 204. Shelby, a tennis instructor, always reinforces students’ soft, short lobs over the net before beginning to reinforce hard, long, cross-court hits. In her teaching, Shelby uses the technique of   |  |  |  | | --- | --- | --- | |  | a. | shaping. | |  | b. | modeling. | |  | c. | discrimination. | |  | d. | delayed reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 205. Artificial intelligence programs that are able to mimic human learning demonstrate how \_\_\_\_\_\_\_\_ can be implemented in computer programs.   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning | |  | b. | classical conditioning | |  | c. | negative reinforcement | |  | d. | positive punishment |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 206. Kristof has increased worker productivity at his electronics factory by sending heartfelt thank-you notes to employees who worked especially hard that week. Kristof has improved productivity by means of   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | classical conditioning. | |  | c. | spontaneous recovery. | |  | d. | operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 207. Seven-year-old Binita begins to whine and protest every evening when it’s time for bed. Her parents would be best advised to   |  |  |  | | --- | --- | --- | |  | a. | discipline Binita strictly every time she refuses to go to bed. | |  | b. | occasionally give in to Binita’s protests and allow her to go to bed later. | |  | c. | reward Binita when she goes to bed without complaint. | |  | d. | let Binita set her own bedtime. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 208. Adam has poor emotion regulation skills and often has anger outbursts. His therapist has advised his parents to give him a \_\_\_\_\_\_\_\_ when he expresses his emotions in a more appropriate way.   |  |  |  | | --- | --- | --- | |  | a. | reward | |  | b. | punishment | |  | c. | lecture | |  | d. | model |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 209. To modify your own behavior using operant conditioning principles, you should   |  |  |  | | --- | --- | --- | |  | a. | monitor and record the actual frequency of the operant behavior you wish to promote. | |  | b. | formulate goals for behavior change that are a bit more ambitious than what you can actually accomplish. | |  | c. | carefully observe and imitate the specific behaviors practiced by others who have successfully achieved your goals. | |  | d. | systematically reinforce the operant behavior you wish to promote with delayed rather than immediate reinforcers. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 210. Which of the following would be a good method of increasing your study time for this class?   |  |  |  | | --- | --- | --- | |  | a. | punishing yourself for skipping a study session | |  | b. | cramming for exams the day prior to the exam | |  | c. | treating yourself to some ice cream when you crave it | |  | d. | rewarding yourself after spending extra time studying |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 211. Jaquelyn has vowed to quit smoking as her New Year’s resolution. This is likely motivated by   |  |  |  | | --- | --- | --- | |  | a. | immediate rewards. | |  | b. | delayed gratification. | |  | c. | delayed rewards. | |  | d. | immediate gratification. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 212. Which of the following is NOT true of classical and operant conditioning?   |  |  |  | | --- | --- | --- | |  | a. | Both are forms of associative learning. | |  | b. | Both involve acquisition, extinction, and generalization. | |  | c. | Classical conditioning, but not operant conditioning, involves spontaneous recovery. | |  | d. | Through operant conditioning, we associate our own behaviors with consequences. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 213. Associative learning is best illustrated by   |  |  |  | | --- | --- | --- | |  | a. | immediate gratification. | |  | b. | unconditioned responses. | |  | c. | positive punishment. | |  | d. | classical and operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 214. In classical conditioning, an organism forms associations between   |  |  |  | | --- | --- | --- | |  | a. | immediate and delayed reinforcers. | |  | b. | events that it does not control. | |  | c. | primary and secondary reinforcers. | |  | d. | its own behavior and resulting outcomes. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 215. Respondent behavior is a(n) \_\_\_\_\_\_\_\_ response, whereas operant behavior is a(n) \_\_\_\_\_\_\_\_ response.   |  |  |  | | --- | --- | --- | |  | a. | conditioned; unconditioned | |  | b. | conscious; unconscious | |  | c. | punishing; rewarding | |  | d. | automatic; voluntary |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 216. Classical conditioning involves a learned association between   |  |  |  | | --- | --- | --- | |  | a. | two stimuli. | |  | b. | two responses. | |  | c. | two reinforcers. | |  | d. | behaviors and their consequences. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 217. Operant conditioning involves a learned association between   |  |  |  | | --- | --- | --- | |  | a. | two responses. | |  | b. | two stimuli. | |  | c. | two reinforcers. | |  | d. | behaviors and their consequences. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 218. Pavlov is to \_\_\_\_\_\_\_\_ as Skinner is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning; classical conditioning | |  | b. | operant conditioning; shaping | |  | c. | shaping; operant conditioning | |  | d. | classical conditioning; operant conditioning |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 219. Dr. Stranks believes that aggressive behavior reflects the interacting influences of a person’s inborn genetic predispositions, culture, and capacity to discriminate between stimuli. The doctor’s emphasis best illustrates   |  |  |  | | --- | --- | --- | |  | a. | behaviorism. | |  | b. | preparedness. | |  | c. | prosocial behavior. | |  | d. | a biopsychosocial approach. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 220. Who believed that basic laws of learning were similar in all animals?   |  |  |  | | --- | --- | --- | |  | a. | Kimble and Garcia | |  | b. | Breland and Watson | |  | c. | Breland and Garcia | |  | d. | Pavlov and Watson |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 221. Psychologists once believed that any stimulus (whether a taste, sight, or sound) could serve as a conditioned stimulus. This belief was challenged by research demonstrating the importance of   |  |  |  | | --- | --- | --- | |  | a. | cognitive maps. | |  | b. | latent learning. | |  | c. | modeling. | |  | d. | biological constraints. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 222. A biological predisposition to learn associations that have survival value is referred to as   |  |  |  | | --- | --- | --- | |  | a. | instinctive drift. | |  | b. | preparedness. | |  | c. | a cognitive map. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 223. Jessica quickly learned that she was lactose intolerant and had adverse reactions when she drank milk. Now, she no longer has any dairy products. This is related to   |  |  |  | | --- | --- | --- | |  | a. | instinctive drift. | |  | b. | preparedness. | |  | c. | a cognitive map. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 224. Biological constraints are \_\_\_\_\_\_\_\_ biological tendencies that predispose animals' behavior and learning.   |  |  |  | | --- | --- | --- | |  | a. | classically conditioned | |  | b. | operantly conditioned | |  | c. | prosocial | |  | d. | evolved |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 225. Animals most readily learn the specific associations that promote   |  |  |  | | --- | --- | --- | |  | a. | taste aversion. | |  | b. | survival. | |  | c. | antisocial behavior. | |  | d. | prosocial behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 226. Whose research contradicted the behaviorists’ view that any perceived stimulus could serve as a conditioned stimulus?   |  |  |  | | --- | --- | --- | |  | a. | Garcia | |  | b. | Watson | |  | c. | Pavlov | |  | d. | Bandura |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 227. Six hours after eating shrimp, Jerome got sick to his stomach and threw up several times. Now, years later, he still refuses to eat shrimp. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | respondent behaviors. | |  | b. | mirror neurons in action. | |  | c. | modeling. | |  | d. | taste aversion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 228. Kayla is terrified of needles because she associates them with receiving painful shots as a child. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | latent learning. | |  | c. | classical conditioning. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 229. Evidence that organisms are biologically predisposed to learn the associations that most readily *aid* their survival has been provided by   |  |  |  | | --- | --- | --- | |  | a. | Skinner's study of reinforcement. | |  | b. | Bandura's study of observational learning. | |  | c. | Pavlov's study of salivary conditioning. | |  | d. | Garcia and Koelling's study of taste aversion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 230. Garcia and Koelling's findings on taste aversion in rats challenged the previously accepted principle that   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement is more effective than punishment in changing behavior. | |  | b. | the US must immediately follow the CS for conditioning to occur. | |  | c. | learning is influenced by the frequency of association between the CS and US. | |  | d. | learning occurs only if a response is followed by reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 231. Unlike rats, birds appear to be biologically predisposed to develop aversions to the \_\_\_\_\_\_\_\_ of tainted food.   |  |  |  | | --- | --- | --- | |  | a. | taste | |  | b. | smell | |  | c. | sight | |  | d. | sound |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 232. The idea that biological limits predispose organisms to most readily learn behaviors favored by natural selection was proposed by   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner. | |  | b. | James Watson. | |  | c. | Charles Darwin. | |  | d. | Edward Thorndike. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 233. Biological limits predispose organisms to most readily learn behaviors favored by   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | cognitive maps. | |  | c. | natural selection. | |  | d. | fixed-interval reinforcement schedules. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 234. We most easily learn and retain behaviors that reflect our   |  |  |  | | --- | --- | --- | |  | a. | theory of mind. | |  | b. | biological and psychological predispositions. | |  | c. | cognitive maps. | |  | d. | associations learned through operant conditioning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 235. Teaching a pigeon to peck a button to obtain food is easier than teaching a pigeon to flap its wings to obtain food. This is because   |  |  |  | | --- | --- | --- | |  | a. | learned behaviors are susceptible to instinctive drift. | |  | b. | pigeons naturally associate pecking with eating. | |  | c. | wing-flapping is not a natural pigeon behavior. | |  | d. | biological predispositions favor behaviors that involve food acquisition. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 236. Animal trainers Marian Breland and Keller Breland demonstrated \_\_\_\_\_\_\_\_ when their trained pigs started pushing large wooden dollars with their snouts or dropping them, instead of placing them in a piggy bank.   |  |  |  | | --- | --- | --- | |  | a. | preparedness | |  | b. | latent learning | |  | c. | a cognitive map | |  | d. | instinctive drift |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 237. Francesca is trying to toilet train her young daughter. Her daughter will do well for a few days and then revert to having accidents. Her daughter may be demonstrating   |  |  |  | | --- | --- | --- | |  | a. | preparedness. | |  | b. | latent learning. | |  | c. | a cognitive map. | |  | d. | instinctive drift. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 238. You can more easily train a dog to bark for food than you can train it to sit and raise its paw for food. This best illustrates the importance of \_\_\_\_\_\_\_\_ in learning.   |  |  |  | | --- | --- | --- | |  | a. | predictability | |  | b. | generalization | |  | c. | biological limits | |  | d. | mirror neurons |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 239. Pigeons learn to flap their wings to avoid shock \_\_\_\_\_\_\_\_ easily than they learn to peck to avoid shock. They learn to flap their wings to obtain food \_\_\_\_\_\_\_\_ easily than they learn to peck a disk to obtain food.   |  |  |  | | --- | --- | --- | |  | a. | more; more | |  | b. | more; less | |  | c. | less; less | |  | d. | less; more |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 240. Pavlov and Watson both underestimated the importance of all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | cognitive processes. | |  | b. | instinctive drift. | |  | c. | preparedness. | |  | d. | learning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 241. If a shock is always preceded by a tone, and then sometimes also is preceded by a light that accompanies the tone, a rat will react with   |  |  |  | | --- | --- | --- | |  | a. | no fear either to the tone or to the light. | |  | b. | fear to the tone but not to the light. | |  | c. | fear to the light but not to the tone. | |  | d. | equally high levels of fear both to the tone and to the light. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 242. Research on the role of cognitive processes in learning indicates that the strength of a conditioned response depends primarily on the \_\_\_\_\_\_\_\_ of the CS-US association.   |  |  |  | | --- | --- | --- | |  | a. | frequency | |  | b. | distinctiveness | |  | c. | duration | |  | d. | predictability |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 243. Classical conditioning occurs most rapidly when the learner perceives the \_\_\_\_\_\_\_\_ to cause the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | US; UR | |  | b. | CS; CR | |  | c. | UR; CR | |  | d. | CS; US |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 244. After repeatedly drinking alcohol spiked with a nauseating drug, people with alcohol use disorder may fail to develop an aversion to alcohol because they blame their nausea on the drug. This illustrates the importance of \_\_\_\_\_\_\_\_ in classical conditioning.   |  |  |  | | --- | --- | --- | |  | a. | mirror neurons | |  | b. | cognitive maps | |  | c. | cognitive processes | |  | d. | instinctive drift |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 245. Who demonstrated that animals learn an expectancy, or an awareness, of how likely it is that a US will occur?   |  |  |  | | --- | --- | --- | |  | a. | Kimble and Garcia | |  | b. | Rescorla and Wagner | |  | c. | Skinner and Darwin | |  | d. | Pavlov and Watson |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 246. To help him quit smoking, Jack is trying a new medication that induces nausea and a headache each time he smokes a cigarette. Jack fully understands the effects of the medication. What can be expected to happen?   |  |  |  | | --- | --- | --- | |  | a. | The treatment will be effective. | |  | b. | Jack will stop smoking but will start back a few days later. | |  | c. | Jack will stop taking the medication. | |  | d. | The treatment is not likely to be effective. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 247. Researchers have been able to demonstrate that animals have the ability to \_\_\_\_\_\_\_\_ events.   |  |  |  | | --- | --- | --- | |  | a. | predict | |  | b. | evaluate | |  | c. | understand | |  | d. | interpret |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 248. Many psychologists have criticized Skinner for discounting the influence of \_\_\_\_\_\_\_\_ on behavior.   |  |  |  | | --- | --- | --- | |  | a. | unconditioned stimuli | |  | b. | associative learning | |  | c. | conditioned stimuli | |  | d. | private thought processes |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 249. Garry has learned to expect that whenever he stretches before a basketball game, he will play well. This suggests that associative learning involves   |  |  |  | | --- | --- | --- | |  | a. | modeling. | |  | b. | cognitive processes. | |  | c. | operant behavior. | |  | d. | intermittent reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 250. Some psychologists believe that rats develop mental representations of mazes they have explored. These representations are called   |  |  |  | | --- | --- | --- | |  | a. | antisocial models. | |  | b. | mirror neurons. | |  | c. | prosocial models. | |  | d. | cognitive maps. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 251. The best evidence that animals develop cognitive maps comes from studies of   |  |  |  | | --- | --- | --- | |  | a. | modeling. | |  | b. | instinctive drift. | |  | c. | latent learning. | |  | d. | biological constraints. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 252. Latent learning can occur in the absence of   |  |  |  | | --- | --- | --- | |  | a. | reinforcement. | |  | b. | cognition. | |  | c. | experience. | |  | d. | any of these factors. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 253. Although Herman learned from playing a violent video game that bullying could get him what he wants, he did not imitate those behaviors until days later, when he wanted a classmate’s lunch. Herman’s behavior best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | latent learning. | |  | c. | unconditioned stimuli. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 254. When she first moved to her new home, Meg had a hard time finding her way around town. Now that she has lived there for more than a month, she knows where everything is. This is because she has developed a mental image of her environment, otherwise known as   |  |  |  | | --- | --- | --- | |  | a. | a cognitive map. | |  | b. | observational learning. | |  | c. | modeling. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 255. Acquiring new responses by watching the behaviors of a teacher is called   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | operant conditioning. | |  | c. | observational learning. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 256. Learning without direct experience can result from   |  |  |  | | --- | --- | --- | |  | a. | modeling. | |  | b. | operant conditioning. | |  | c. | latent learning. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 257. After watching his older brother pack his book bag, Travis packs his own book bag the same way. Travis’ behavior is an example of   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | latent learning. | |  | c. | operant conditioning. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 258. Sixteen-year-old Sebastian spends all of his free time going to rock concerts and watching videos of rock drummers performing. For his birthday, his parents buy him a drum set. Research on observational learning suggests that Sebastian   |  |  |  | | --- | --- | --- | |  | a. | will be proficient at drumming immediately. | |  | b. | may initially overestimate his drumming talent. | |  | c. | may experience vicarious reinforcement of his drumming. | |  | d. | will perceive other drummers as more powerful and successful than he is. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 259. After reading a first-person account of a fictional fellow student’s experience of overcoming obstacles to vote, university students were subsequently more likely to vote in a presidential primary election. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | latent learning. | |  | c. | vicarious experience. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 260. We learn to anticipate being rewarded for a behavior by watching models. This is known as   |  |  |  | | --- | --- | --- | |  | a. | latent learning. | |  | b. | a cognitive map. | |  | c. | vicarious reinforcement. | |  | d. | vicarious punishment. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 261. Wallice is out with friends who ask him to stay out late. He declines because he remembers that when his older sister stayed out past curfew, his parents grounded her for an entire month. Wallice’s understanding demonstrates learning via   |  |  |  | | --- | --- | --- | |  | a. | vicarious reinforcement. | |  | b. | vicarious punishment. | |  | c. | latent learning. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 262. The process of modeling is most closely associated with   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | observational learning. | |  | c. | latent learning. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 263. The tendency for children to imitate behaviors seen on television best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | modeling. | |  | b. | latent learning. | |  | c. | immediate reinforcement. | |  | d. | cognitive maps. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 264. Observational learning was illustrated by a famous experiment that involved   |  |  |  | | --- | --- | --- | |  | a. | running through a maze. | |  | b. | playing a slot machine. | |  | c. | flipping wooden coins. | |  | d. | kicking an inflated doll. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 265. In Bandura’s classic Bobo doll experiment, children both imitated adults’ aggressive behaviors and   |  |  |  | | --- | --- | --- | |  | a. | overimitated adults’ irrelevant behaviors. | |  | b. | displayed some non-modeled aggressive behaviors. | |  | c. | imitated adults’ prosocial behaviors. | |  | d. | displayed empathy for the Bobo doll. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 266. Without being trained, most 9-year-olds know how to press the start button in their parents’ car. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | observational learning. | |  | b. | classical conditioning. | |  | c. | operant conditioning. | |  | d. | respondent behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 267. Pavlov is to classical conditioning as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Watson; modeling | |  | b. | Skinner; latent learning | |  | c. | Bandura; observational learning | |  | d. | Garcia; vicarious reinforcement |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 268. Bandura's experiments indicate that \_\_\_\_\_\_\_\_ is important in the process of learning.   |  |  |  | | --- | --- | --- | |  | a. | latent learning | |  | b. | instinctive drift | |  | c. | modeling | |  | d. | a fixed-interval reinforcement schedule |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 269. When Andrew saw that his sister was praised for hanging up her clothes, he began hanging up his clothes. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | classical conditioning. | |  | c. | vicarious reinforcement. | |  | d. | operant behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 270. The tendency to discontinue behaviors that we observe others being punished for performing best illustrates the influence of   |  |  |  | | --- | --- | --- | |  | a. | latent learning. | |  | b. | vicarious punishment. | |  | c. | classical conditioning. | |  | d. | cognitive maps. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 271. We are especially likely to vicariously experience the reinforcing outcomes of those people we perceive as   |  |  |  | | --- | --- | --- | |  | a. | prosocial models. | |  | b. | antisocial models. | |  | c. | dissimilar from us. | |  | d. | successful or powerful. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 272. Whose research has provided insights that have been used not only to restrain televised violence, but also to offer social models in African, Asian, and Latin American television and radio programs that have helped reduce unplanned childbearing, protect against AIDS, and promote environmental conservation?   |  |  |  | | --- | --- | --- | |  | a. | Albert Bandura | |  | b. | B. F. Skinner | |  | c. | Allan Wagner | |  | d. | John Watson |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 273. Which of the following are thought to become active both when people watch an action being performed and when they perform that action themselves?   |  |  |  | | --- | --- | --- | |  | a. | cognitive maps | |  | b. | fixed-interval schedules | |  | c. | mirror neurons | |  | d. | models |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 274. Neuroscientists have discovered mirror neurons in the   |  |  |  | | --- | --- | --- | |  | a. | frontal lobe adjacent to the motor cortex. | |  | b. | temporal lobe adjacent to the auditory cortex. | |  | c. | parietal lobe adjacent to the sensory cortex. | |  | d. | occipital lobe adjacent to the visual cortex. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 275. Some scientists have suggested that mirror neurons provide us with the capacity for   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | latent learning. | |  | c. | fixed-interval reinforcement. | |  | d. | imitation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 276. Laughing when other people around us laugh may be related to   |  |  |  | | --- | --- | --- | |  | a. | positive reinforcement. | |  | b. | prosocial behaviors. | |  | c. | vicarious reinforcement. | |  | d. | mirror neurons. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 277. Jerome watches as his son wins first place in a gymnastics competition and feels ecstatic, just as his son does. This emotional contagion may be related to   |  |  |  | | --- | --- | --- | |  | a. | cognitive maps. | |  | b. | latent learning. | |  | c. | mirror neurons. | |  | d. | cognitive learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 278. When Audrey sees the hero in a favorite movie drinking alcohol, her brain spontaneously simulates the act of drinking. Some researchers believe that this is due to the activation of   |  |  |  | | --- | --- | --- | |  | a. | mirror neurons. | |  | b. | spontaneous recovery. | |  | c. | latent learning. | |  | d. | partial reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 279. Professor Patel has found that when one monkey sees a second monkey touch four pictures in sequence to gain a banana, the first monkey learns to imitate that sequence. This may be related to the activation of   |  |  |  | | --- | --- | --- | |  | a. | instinctive drift. | |  | b. | latent learning. | |  | c. | mirror neurons. | |  | d. | shaping.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 280. Catchphrases and fads are easily passed among friends. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | latent learning. | |  | c. | spontaneous recovery. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 281. Copying an adult, young children will wave a stick over a box and then use the stick to push on a knob that opens the box when all they needed to do to open the box was to push on the knob. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | prosocial behavior. | |  | c. | overimitation. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 282. Inferring another's mental state is an ability known as   |  |  |  | | --- | --- | --- | |  | a. | cognitive mapping. | |  | b. | latent learning. | |  | c. | theory of mind. | |  | d. | modeling. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 283. Young children's ability to experience empathy provides an indication of their developing   |  |  |  | | --- | --- | --- | |  | a. | theory of mind. | |  | b. | cognitive map. | |  | c. | instinctive drift. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 284. When seeing a couple warmly kiss and embrace, observers may vicariously experience and mentally simulate the romantic interaction. Some researchers would say that the reaction of the observers is partially attributable to the activation of   |  |  |  | | --- | --- | --- | |  | a. | instinctive drift. | |  | b. | a fixed-interval reinforcement schedule. | |  | c. | mirror neurons. | |  | d. | cognitive maps. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 285. Prosocial behaviors are best described as actions that are   |  |  |  | | --- | --- | --- | |  | a. | operantly conditioned. | |  | b. | classically conditioned. | |  | c. | helpful to others. | |  | d. | overimitated. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 286. Children who are abused by their parents are more likely to be aggressive, demonstrating that \_\_\_\_\_\_\_\_ can have antisocial effects.   |  |  |  | | --- | --- | --- | |  | a. | observational learning | |  | b. | latent learning | |  | c. | classical conditioning | |  | d. | operant conditioning |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 287. Amy’s parents, who live in a small, racially homogenous town, have always held racist views and spoken in a derogatory way about anyone who is not White. Now, as a first-year student at a racially diverse college, Amy associates only with White students and is prejudiced against those who are not White. This demonstrates the \_\_\_\_\_\_\_\_ observational learning.   |  |  |  | | --- | --- | --- | |  | a. | prosocial effects of | |  | b. | antisocial effects of | |  | c. | mirror neurons responsible for | |  | d. | theory of mind underpinning |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 288. Which of the following has NOT been found to be a factor in the violence-viewing effect?   |  |  |  | | --- | --- | --- | |  | a. | Almost 60 percent of TV cable programs feature violence. | |  | b. | Seventy-four percent of the violence on TV goes unpunished. | |  | c. | Almost 60 percent of televised violence does not show the pain of the victim. | |  | d. | Few violent perpetrators are attractive. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 289. Mr. Broome has started eating lots of vegetables because he wants to model healthy behavior patterns for his children. Mr. Broome is apparently aware of the importance of \_\_\_\_\_\_\_\_ in his children’s development.   |  |  |  | | --- | --- | --- | |  | a. | latent learning | |  | b. | observational learning | |  | c. | delayed reinforcement | |  | d. | shaping |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 290. Josie works at a theme park and coaches new employees to become helpful, accommodating, and enthusiastic in their customer interactions. To achieve her goal, Josie would most likely use   |  |  |  | | --- | --- | --- | |  | a. | theory of mind. | |  | b. | overimitation. | |  | c. | behavior modeling. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 291. Experiments suggest that children exposed to a model who says one thing and does another will   |  |  |  | | --- | --- | --- | |  | a. | ignore both what the model says and does. | |  | b. | ignore what the model does but talk in ways consistent with what the model says. | |  | c. | ignore what the model says but act in ways consistent with what the model does. | |  | d. | talk in ways consistent with what the model says and act in ways consistent with what the model does. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 292. Children of violent parents often learn to be aggressive. This best illustrates the antisocial effects of   |  |  |  | | --- | --- | --- | |  | a. | operant conditioning. | |  | b. | observational learning. | |  | c. | classical conditioning. | |  | d. | latent learning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 293. The violence-viewing effect is especially likely when the observed violence   |  |  |  | | --- | --- | --- | |  | a. | causes visible harm. | |  | b. | goes unpunished. | |  | c. | seems unjustified. | |  | d. | is committed by an unattractive person. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 294. Researchers found that in the United States and Canada, homicide rates doubled over a time in which TV with violent programming was introduced. This finding does not prove that viewing violence on TV causes aggression because   |  |  |  | | --- | --- | --- | |  | a. | the finding could not be replicated in another country. | |  | b. | the researchers randomly assigned viewers to watch either violent or nonviolent programming. | |  | c. | the research finding involved correlational evidence. | |  | d. | the research participants knew they were part of an ongoing TV viewing study. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 295. Erin has noticed that her two sons have been behaving more aggressively since they started playing violent video games with their friends. This is consistent with research that has found an association between violent video games and all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | increased aggressive behavior. | |  | b. | desensitization to violence. | |  | c. | decreased prosocial behavior. | |  | d. | increased empathy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 296. A sevenfold increase in children’s violent play after they viewed violent cartoons illustrates the role of television as a source of   |  |  |  | | --- | --- | --- | |  | a. | respondent behavior. | |  | b. | spontaneous recovery. | |  | c. | negative reinforcement. | |  | d. | observational learning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 297. Adult males who spent three evenings watching sexually violent films became   |  |  |  | | --- | --- | --- | |  | a. | progressively more bothered by the filmed violence and later expressed more sympathy for domestic violence victims. | |  | b. | progressively less bothered by the filmed violence and later expressed less sympathy for domestic violence victims. | |  | c. | progressively less bothered by the filmed violence and later expressed more sympathy for domestic violence victims. | |  | d. | progressively more bothered by the filmed violence and later expressed less sympathy for domestic violence victims. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 298. Prolonged exposure to media violence causes people to become indifferent to violent brutality in real life. This best illustrates that one effect of viewing media violence is   |  |  |  | | --- | --- | --- | |  | a. | vicarious reinforcement. | |  | b. | desensitization. | |  | c. | latent learning. | |  | d. | conditioned taste aversion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 299. Repeated exposure to sexually violent movies leads viewers to experience   |  |  |  | | --- | --- | --- | |  | a. | more sympathy for victims of domestic violence and to become more upset by the sight of real-life violence. | |  | b. | less sympathy for victims of domestic violence and to become less upset by the sight of real-life violence. | |  | c. | more sympathy for victims of domestic violence and to become less upset by the sight of real-life violence. | |  | d. | less sympathy for victims of domestic violence and to become more upset by the sight of real-life violence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 300. Twelve-year-old Sawyer frequently plays violent video games. This is most likely to lead him to   |  |  |  | | --- | --- | --- | |  | a. | underestimate the actual frequency of violent crimes in the real world. | |  | b. | experience less distress at the sight of other children fighting on the school playground. | |  | c. | become more hesitant about personally starting a fight with another child. | |  | d. | become less fearful about being criminally assaulted. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 301. Most researchers who have examined the effects of viewing televised violence conclude that   |  |  |  | | --- | --- | --- | |  | a. | viewing violence takes people's minds off their own problems and thus reduces their aggressive urges. | |  | b. | exposure to media violence is one risk factor for increased aggression. | |  | c. | there is no correlation between viewing aggression and behaving aggressively. | |  | d. | although viewing violence is correlated with increased aggression, there is no evidence that viewing violence actually leads to aggression. |  |  |  | | --- | --- | | *ANSWER:* | b | |