

PSYCHOLOGY

SECTION I

Time--After School

Practice Questions, Unit 6

Unit 6 After School Review

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding circle on the answer sheet.

- The most crucial ingredient in all learning is
 - shaping.
 - modeling.
 - experience.
 - intrinsic motivation.
 - maturation.
- The last time you came home after your curfew, your parents grounded you for the next two weekends. Ever since then you have been careful to come home on time. The change in your behavior is best explained by
 - classical conditioning.
 - observational learning.
 - habituation.
 - operant conditioning.
 - latent learning.
- Who would most likely agree with the following statement concerning the field of psychology? "Its theoretical goal is the prediction and control of behavior. Introspection forms no essential part of its methods."
 - Albert Bandura
 - John Garcia
 - John B. Watson
 - Carl Rogers
 - Sigmund Freud
- A dog's salivation at the sight of a food dish is a(n)
 - conditioned stimulus.
 - unconditioned stimulus.
 - unconditioned response.
 - conditioned response.
 - neutral stimulus.
- Which of the following provides evidence that a CR is not completely eliminated during extinction?
 - latent learning
 - partial reinforcement
 - spontaneous recovery
 - generalization
 - discrimination
- Dogs conditioned to salivate to stimulation of the thigh also begin to salivate when stimulated on other body parts. This BEST illustrates
 - spontaneous recovery.
 - continuous reinforcement.
 - latent learning.
 - generalization.
 - habituation.
- 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
 - unconditioned stimulus.
 - conditioned stimulus.
 - conditioned reinforcer.
 - delayed reinforcer.
 - primary reinforcer.
- Skinner developed a behavioral technology that included a procedure known as
 - shaping.
 - modeling.
 - latent learning.
 - intrinsic motivation.
 - conditioned stimuli.
- Because Mr. Baron demonstrates appreciation only for very good classroom answers, his students have stopped participating in class. Mr. Baron most clearly needs to be informed of the value of
 - generalization.
 - modeling.
 - shaping.
 - latent learning.
 - spontaneous recovery.
- Any stimulus that, when presented after a response, strengthens the response is called a(n)
 - conditioned stimulus.
 - unconditioned stimulus.
 - positive reinforcer.
 - negative reinforcer.
 - positive punishment.

11. What is the difference between a primary and a conditioned reinforcer?
 - a. Primary reinforcers are presented immediately after the behavior; conditioned reinforcers are presented after a delay.
 - b. Primary reinforcers are introduced every time the behavior occurs; conditioned reinforcers are introduced only sometimes.
 - c. Primary reinforcers lead to rapid learning of the behavior; conditioned reinforcers produce greater resistance to extinction.
 - d. Primary reinforcers increase the rate of operant responding; conditioned reinforcers decrease the rate of operant responding.
 - e. Primary reinforcers are unlearned and innately satisfying; conditioned reinforcers are learned.
12. Coffee shops that reward customers with one free cup of coffee after every ten coffee purchases are using a _____ reinforcement schedule.
 - a. fixed-interval
 - b. variable-interval
 - c. fixed-ratio
 - d. variable-ratio
 - e. intermittent-continuous
13. Myron quit gambling after he lost more than a thousand dollars betting on horse races. This best illustrates the effects of
 - a. negative reinforcers.
 - b. generalization.
 - c. spontaneous recovery.
 - d. punishment.
 - e. secondary reinforcers.
14. 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.
 - e. associate the desired behavior with an unconditioned stimulus.
15. The results of early research on biofeedback were surprising because they indicated that people could learn to control bodily functions regulated by the
 - a. somatic nervous system.
 - b. autonomic nervous system.
 - c. cerebellum.
 - d. frontal lobes.
 - e. endocrine system.
16. Classical conditioning involves a learned association between
 - a. two stimuli.
 - b. two responses.
 - c. two reinforcers.
 - d. behavior and its consequence.
 - e. reinforcers and punishers.
17. After being classically conditioned to salivate to a tone, a dog continues to hear a tone but does not receive food; as a result, salivation will decrease, then disappear. A dog owner may use operant conditioning to train a dog to "sit" by presenting a treat each time the dog sits. However, the behavior may diminish if the treats are discontinued. Both examples illustrate
 - a. spontaneous recovery.
 - b. generalization.
 - c. discrimination.
 - d. cognitive processes.
 - e. extinction.
18. An integrated understanding of associative learning in terms of genetic predispositions, culturally learned preferences, and the predictability of certain associations is most clearly provided by
 - a. Pavlov's experiments.
 - b. Watson's behaviorism.
 - c. a biopsychosocial approach.
 - d. the law of effect.
 - e. operant conditioning.
19. Dr. Kingston emphasizes that learned fears reflect the interacting influences of a person's inborn emotional reactivity, family life history, and capacity to generalize from previous experiences. Dr. Kingston's emphasis best illustrates
 - a. behaviorism.
 - b. the law of effect.
 - c. prosocial behavior.
 - d. a biopsychosocial approach.
 - e. cognitive-behavioral approach.

20. Mirror neurons most clearly provide us with the capacity for
- spontaneous recovery.
 - intrinsic motivation.
 - intermittent reinforcement.
 - imitation.
 - insight learning.
21. Children are helped by _____ to develop a theory of mind.
- spontaneous recovery
 - mirror neurons
 - instinctive drift
 - operant chambers
 - insight learning
22. Desensitization and imitation are two factors that contribute to
- the law of effect.
 - spontaneous recovery.
 - the violence-viewing effect.
 - instinctive drift.
 - operant conditioning.
23. A fixed-ratio schedule of reinforcement is one in which a response is reinforced only after a(n)
- specified time period has elapsed.
 - unpredictable time period has elapsed.
 - specified number of responses have been made.
 - unpredictable number of responses have been made.
 - specific number of rewards and punishments are applied.
24. A stimulus that acquires reinforcing power by association with a primary reinforcer is called a _____ reinforcer.
- delayed
 - negative
 - partial
 - conditioned
 - positive
25. 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
- shaping.
 - latent learning.
 - secondary reinforcement.
 - discrimination.
 - extinction.
26. If a tone causes a dog to salivate because it has regularly been associated with the presentation of food, the tone is called a(n)
- unconditioned stimulus.
 - primary reinforcer.
 - conditioned stimulus.
 - immediate reinforcer.
 - conditioned reinforcer.
27. Mason, a stockbroker, runs two miles every day after work because it reduces his level of stress. Mason's running habit is maintained by a(n) _____ reinforcer.
- positive
 - negative
 - conditioned
 - partial
 - intermittent
28. Four-year-old Della asks her mother for a special treat every time they go to the grocery store. At first her mother granted every request, but now she does so less consistently. Research suggests that Della will
- soon give up asking for a treat entirely.
 - come to ask for a treat only occasionally.
 - continue to ask for a treat nearly every time she goes to the store.
 - ask for a treat every time her mother takes her out, even if they don't go to the grocery store.
 - begin to ask for treats every time she sees her mother.
29. A slow but steady rate of operant responding is associated with the _____ schedule of reinforcement.
- fixed-ratio
 - immediate-interval
 - variable-ratio
 - variable-interval
 - fixed-interval
30. Resisting the temptation to eat chocolate chip cookies led research participants to subsequently give up sooner than normal on efforts to complete a tedious task. This illustrated that self-control weakens following
- an exertion of energy.
 - free association.
 - the spotlight effect.
 - unconditional positive regard.
 - fixation.

Unit 6 After School Review
Answer Section

MULTIPLE CHOICE

- | | | | | |
|-----|---|-----------------------------|-----------------------------|---------------------|
| 1. | ANS: C | PTS: 1 | DIF: Medium | OBJ: Unit VI 26-1 |
| | TOP: How do we learn? | | SKL: Factual/Definitional | |
| 2. | ANS: D | PTS: 1 | DIF: Medium | OBJ: Unit VI 26-1 |
| | TOP: How do we learn? | | SKL: Conceptual/Application | |
| 3. | ANS: C | PTS: 1 | DIF: Medium | OBJ: Unit VI 26-2 |
| | TOP: Classical conditioning | | SKL: Conceptual | |
| 4. | ANS: D | PTS: 1 | DIF: Medium | OBJ: Unit VI 26-2 |
| | TOP: Pavlov's experiments | | SKL: Conceptual | |
| 5. | ANS: C | PTS: 1 | DIF: Medium | OBJ: Unit VI 26-3 |
| | TOP: Extinction and spontaneous recovery | | SKL: Factual/Definitional | |
| 6. | ANS: D | PTS: 1 | DIF: Medium | OBJ: Unit VI 26-3 |
| | TOP: Generalization | | SKL: Factual/Definitional | |
| 7. | ANS: A | PTS: 1 | DIF: Medium | OBJ: Unit VI 26-4 |
| | TOP: Pavlov's legacy | | SKL: Factual/Definitional | |
| 8. | ANS: A | PTS: 1 | DIF: Medium | OBJ: Unit VI 27-1 |
| | TOP: Shaping behavior | | SKL: Factual/Definitional | |
| 9. | ANS: C | PTS: 1 | DIF: Medium | OBJ: Unit VI 27-1 |
| | TOP: Shaping behavior | | SKL: Conceptual | |
| 10. | ANS: C | PTS: 1 | DIF: Medium | OBJ: Unit VI 27-2 |
| | TOP: Types of reinforcers | | SKL: Factual/Definitional | |
| 11. | ANS: E | PTS: 1 | DIF: Medium | OBJ: Unit VI 27-2 |
| | TOP: Primary and conditioned reinforcers | | SKL: Factual/Definitional | |
| 12. | ANS: C | PTS: 1 | DIF: Medium | OBJ: Unit VI 27-3 |
| | TOP: Reinforcement schedules | | SKL: Factual/Definitional | |
| 13. | ANS: D | PTS: 1 | DIF: Medium | OBJ: Unit VI 27-4 |
| | TOP: Punishment | SKL: Conceptual/Application | | |
| 14. | ANS: A | PTS: 1 | DIF: Medium | OBJ: Unit VI 28-1 |
| | TOP: Applications of operant conditioning | | SKL: Factual/Definitional | |
| 15. | ANS: B | PTS: 1 | DIF: Medium | OBJ: Unit VI 28-1 |
| | TOP: Biofeedback (Close-Up) | | SKL: Factual/Definitional | |
| 16. | ANS: A | PTS: 1 | DIF: Medium | OBJ: Unit VI 28-2 |
| | TOP: Contrasting classical and operant conditioning | | SKL: Factual/Definitional | |
| 17. | ANS: E | PTS: 1 | DIF: Medium | OBJ: Unit VI 28-2 |
| | TOP: Contrasting classical and operant conditioning | | SKL: Conceptual/Application | |
| 18. | ANS: C | PTS: 1 | DIF: Medium | OBJ: Unit VI 29-1 |
| | TOP: Biological constraints on conditioning | | SKL: Factual/Definitional | |
| 19. | ANS: D | PTS: 1 | DIF: Medium | OBJ: Unit VI 29-1 |
| | TOP: Biological constraints on conditioning | | SKL: Conceptual/Application | |
| 20. | ANS: D | PTS: 1 | DIF: Medium | OBJ: Unit VI 30-1 |
| | TOP: Mirrors and imitation in the brain | | SKL: Factual/Definitional | |
| 21. | ANS: B | PTS: 1 | DIF: Medium | OBJ: Unit VI 30-1 |
| | TOP: Mirrors and imitation in the brain | | SKL: Factual/Definitional | |
| 22. | ANS: C | PTS: 1 | DIF: Medium | OBJ: Unit VI 30-2 |
| | TOP: Antisocial effects | | SKL: Factual/Definitional | |
| 23. | ANS: C | PTS: 1 | DIF: Easy | OBJ: Unit VI 27-3 |
| | TOP: Reinforcement schedules | | SKL: Factual/Definitional | |

24. ANS: D PTS: 1 DIF: Easy OBJ: Unit VI | 27-2
TOP: Primary and conditioned reinforcers SKL: Factual/Definitional
25. ANS: D PTS: 1 DIF: Easy OBJ: Unit VI | 26-3
TOP: Discrimination SKL: Factual/Definitional
26. ANS: C PTS: 1 DIF: Easy OBJ: Unit VI | 26-2
TOP: Pavlov's experiments SKL: Factual/Definitional
27. ANS: B PTS: 1 DIF: Difficult OBJ: Unit VI | 27-2
TOP: Types of reinforcers SKL: Conceptual/Application
28. ANS: C PTS: 1 DIF: Difficult OBJ: Unit VI | 27-3
TOP: Reinforcement schedules SKL: Conceptual/Application
29. ANS: D PTS: 1 DIF: Difficult OBJ: Unit VI | 27-3
TOP: Reinforcement schedules SKL: Factual/Definitional
30. ANS: A PTS: 1 DIF: Medium OBJ: Unit VI | 29-4
TOP: Depleting and strengthening self-control SKL: Factual/Definitional