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Psch 101
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EXAM 5

Name_____

MULTIPLE CHOICE

1. Imagine Brad studies very hard to learn 14 lines for his part in the school play. When the play is performed Brad doesn't make a single error in any of his lines. However, two weeks later the school decides to perform the same play, and Brad stumbles over every line, making a number of errors. According to the definition for learning,
   a. Brad clearly learned the lines, because his first performance was error-free.
   b. learning took place, but it was only temporary.
   c. Brad is probably suffering from a temporary retrieval failure that will eventually habituate.
   d. the material was never learned, because the behavior change was only temporary.

2. Joseph feels a funny tickling sensation on his leg as he is sitting in his deck chair. He sits up and looks at his leg to see what is there. This is an example of
   a. habituation.
   b. desensitization.
   c. conditioned inhibition.
   d. an orienting response.

3. A decline in the tendency to respond to an event following repeated exposure to the event is called
   a. sensitization.
   b. second-order conditioning.
   c. habituation.
   d. negative reinforcement.

4. Matthew used to like strawberries and tried some frozen strawberry daiquiris one night. After the sixth daiquiri, Matthew became extremely ill. Now Matthew finds that even the smell of strawberries can make him feel nauseous. In this example, the unconditioned stimulus is
   a. the illness that followed the sixth strawberry daiquiri.
   b. the strawberry daiquiris that Matthew consumed.
   c. the smell of strawberries.
   d. the nausea that Matthew feels when he smells strawberries.

5. Jannel never used to worry about driving in the snow until she skidded off the highway one morning during a heavy snowfall. As the back end of the car started to fishtail Jannel's heart started to race and she became terrified. Now she finds that just getting into her car when there is snow falling causes her to become extremely agitated. In this example, the car sliding on the icy roadway is
   a. an unconditioned response.
   b. a conditioned stimulus.
   c. an unconditioned stimulus.
   d. a conditioned response.

6. In one study a dog was trained to salivate to the sound of a bell that had been struck just before food was delivered. In this example, the unconditioned response is
   a. the food in the dog's mouth.
   b. the sound of the bell just before the food is delivered.
   c. salivation to food in the mouth.
   d. salivation to the sound of the bell.

7. Pamela used to like strawberries and tried some frozen strawberry daiquiris one night. After the sixth daiquiri, Pamela became extremely ill. Now Pamela finds that even the smell of strawberries can make her feel nauseous. In this example, the illness that followed the sixth strawberry daiquiri is
   a. an unconditioned stimulus.
   b. a conditioned stimulus.
   c. a conditioned response.
   d. an unconditioned response.

8. In one study a dog was trained to salivate to the sound of a bell that had been struck just before food was delivered. In this example, the sound of the bell just before the food is delivered is
   a. a conditioned stimulus.
   b. an unconditioned stimulus.
   c. an unconditioned response.
   d. a conditioned response.

9. In one study a dog was trained to salivate to the sound of a bell that had been struck just before food was delivered. In this example, salivation to the sound of the bell is
   a. an unconditioned stimulus.
   b. a conditioned response.
   c. an unconditioned response.
   d. a conditioned stimulus.

10. Elizabeth wants to train her cat to drool at the sound of the telephone, so she plans to pair the sound of the ringing telephone with a tasty piece of tuna. To use classical conditioning most effectively Elizabeth should present the tuna
    a. approximately five minutes after the telephone rings.
    b. a few seconds before the telephone rings.
    c. at the same time as the telephone is ringing.
    d. a few seconds after the telephone rings.

11. Classical conditioning will be most effective when the unconditioned stimulus occurs
    a. only when the conditioned stimulus has also occurred.
    b. at times when the conditioned stimulus is not present.
    c. at times when there is no unconditioned response.
    d. with a wide variety of other stimuli.

12. A compensatory response is a conditioned response that
    a. is in the same direction as the unconditioned response.
    b. develops without a conditioned stimulus being used.
    c. is opposite in direction to the unconditioned response.
    d. develops without an unconditioned stimulus being present.

13. Nicolaus and Nellis used classical conditioning to develop a taste aversion in mongooses. They allowed the animals to eat eggs that had been laced with carboachol, which caused the animals to become ill. Later the mongooses showed an aversion to eggs. In this example the stomach distress after eating the carboachol was
    a. an unconditioned stimulus.
    b. an unconditioned response.
    c. a conditioned stimulus.
    d. a conditioned response.

14. Bernstein applied principles of classical conditioning to the study of taste aversion in young patients undergoing chemotherapy. The children were given some unusually flavored ice cream just before the chemotherapy. Later the children showed an aversion to that flavor of ice cream. In this example the chemotherapy was
    a. an unconditioned stimulus.
    b. an unconditioned response.
    c. a conditioned stimulus.
    d. a conditioned response.

15. Little Albert was conditioned to fear white rats when the appearance of the white rat was always followed by a loud noise. When Little Albert saw a rabbit for the first time he showed a similar fear response. This example illustrates the classical conditioning process of
    a. stimulus discrimination.
    b. stimulus generalization.
    c. aversive conditioning.
    d. conditioned inhibition.

16. When Ann Marie was three years old she fell off her red tricycle and scraped her knees quite badly. Today Ann Marie is afraid to ride red tricycles, but not blue or green tricycles. Ann Marie's fear illustrates the classical conditioning process of
    a. stimulus generalization.
    b. stimulus discrimination.
    c. aversive conditioning.
    d. conditioned inhibition.

17. Extinction is
    a. the return of a conditioned response that had been extinguished, after a period of non-exposure to the conditioned stimulus.
    b. learning that an event signals the absence or non-occurrence of the unconditioned stimulus.
    c. a procedure which uses an established conditioned stimulus to condition a response to a second, neutral stimulus.
    d. a loss of responding that results from the repeated presentation of a conditioned stimulus without an unconditioned stimulus.

18. Alice developed a fear of the water when she fell out of a canoe two summers ago. Then she took swimming lessons and she thought she had finally overcome her fear of water. Alice was eagerly looking forward to an upcoming vacation at the lake. However, as soon as she stepped back into a canoe, she was instantly terrified again. This illustrates the classical conditioning process known as
    a. extinction.
    b. conditioned inhibition.
    c. spontaneous recovery.
    d. overjustification.

19. Learning that an event signals the absence or non-occurrence of the unconditioned stimulus is called
    a. conditioned inhibition.
    b. extinction.
    c. spontaneous recovery.
    d. second-order conditioning.

20. In part, the law of effects states that
    a. if a response in a particular situation is followed by an unpleasant conseque it will be weakened.
    b. if a response in a particular situation is followed by an unpleasant consequence, it will be strengthened.
    c. pleasant consequences alter behavior while unpleasant consequences have no impact on behavior.
    d. unpleasant consequences alter behavior while pleasant consequences have no impact on behavior.

21. You are watching a rat in a Skinner box, and every time a red light comes on the rat presses the bar in the cage. However, when a green light comes on the rat never presses the bar. In this case, it appears that the color of the light is acting as
    a. a positive reinforcer for bar pressing.
    b. a negative reinforcer for bar pressing.
    c. an unconditioned stimulus for bar pressing.
    d. a discriminative stimulus for bar pressing.

22. Positive reinforcement occurs when
    a. the removal of a stimulus following a response increases the likelihood of the response occurring again.
    b. the presentation of a stimulus following a response increases the likelihood of the response occurring again.
    c. the presentation of a stimulus following a response decreases the likelihood of the response occurring again.
    d. the removal of a stimulus following a response decreases the likelihood of the response occurring again.

23. Every time Harriet cried her mother would immediately pick her up. Now Harriet is - real crybaby. In this case, picking up the infant was
    a. a negative reinforcer for crying.
    b. a conditioned stimulus for crying.
    c. an unconditioned stimulus for crying.
    d. a positive reinforcer for crying.

24. Sylvia got a nasty sunburn at the lake last summer. Now, before she goes out in the sun she uses a sunscreen to prevent another sunburn. In this case, avoiding a bad sunburn acts as
    a. a positive reinforcer for using a sunscreen.
    b. a negative reinforcer for using a sunscreen.
    c. a conditioned stimulus for using a sunscreen.
    d. an unconditioned stimulus for using a sunscreen.

25. Lucien has learned to take pain killers whenever he has a headache because the pain killer makes the headache go away. This is an example of
    a. avoidance conditioning.
    b. observational conditioning.
    c. classical conditioning.
    d. escape conditioning.

26. Leon has learned to use an over-the-counter medication 30 minutes before he eats a meal as a way to prevent heartburn and indigestion. This is an example of
    a. avoidance conditioning.
    b. escape conditioning.
    c. observational conditioning.
    d. classical conditioning.

27. A continuous reinforcement schedule is one in which
    a. reinforcers are provided whether or not a response occurs.
    b. a response is followed by reinforcement every time it occurs.
    c. reinforcement is delivered only some of the time when the response occurs.
    d. reinforcement is sometimes given for inappropriate responses.

28. A partial reinforcement schedule is one in which
    a. a response is followed by reinforcement every time it occurs.
    b. reinforcers are provided whether or not a response occurs.
    c. reinforcement is delivered only some of the time when the response occurs.
    d. reinforcement is sometimes given for inappropriate responses.

29. Sophie is stuffing envelopes for a marketing firm. She receives $1.00 for every 50 envelopes she stuffs. In this example, Sophie's envelope stuffing is reinforced on
    a. a variable-ratio schedule.
    b. a fixed-interval schedule.
    c. a variable-interval schedule.
    d. a fixed-ratio schedule.

30. Sergei is a professional hockey player. He never knows for sure which one of his shots will score, but the more shots he takes the more likely he is to score a goal. In this example, Sergei's shooting is being reinforced on
    a. a variable-ratio schedule.
    b. a fixed-ratio schedule.
    c. a fixed-interval schedule.
    d. a variable-interval schedule.

31. You are watching a pigeon pecking a key for food reinforcement. The pigeon pecks the key at a very high, steady rate and does not stop, even when the food is delivered. In this example the reinforcement schedule that is in place is most likely
    a. a variable-ratio schedule of reinforcement.
    b. a fixed-ratio schedule of reinforcement.
    c. a fixed-interval schedule of reinforcement.
    d. a variable-interval schedule of reinforcement.

32. Hugh works on an assembly line and his foreman walks along the line every hour, on the hour, to check on how things are going. Hugh has learned to work especially hard in the few minutes just before his foreman arrives, and while his foreman is watching. In this example, Hugh's behavior of "working hard" is being reinforced on
    a. a fixed-ratio schedule.
    b. a variable-ratio schedule.
    c. a variable-interval schedule.
    d. a fixed-interval schedule.

33. Marlene likes to get e-mail and she checks her electronic mailbox frequently. Sometimes she gets 15 messages in a single day, and sometimes several days can go by with no new messages coming in. In this example, Marlene's behavior of "checking her e-mail" is being reinforced on
    a. a fixed-ratio schedule.
    b. a variable-ratio schedule.
    c. a variable-interval schedule.
    d. a fixed-interval schedule.

34. Superstitious behaviors are often very resistant to extinction because they tend be reinforced on
    a. a continuous reinforcement schedule.
    b. a variable-ratio schedule.
    c. a fixed-interval schedule.
    d. an adjusting-interval schedule.

35. Arthur saw a piece of gum on his shoe as he stepped up to the plate for his turn at bat. He tapped his shoe three times before the gum fell off, then he kicked the gum to one side. When the pitcher threw the ball, Arthur hit a home run. Now he ensures that he taps his shoe three times and kicks the ground once before every swing, and about 15% of the time he gets a hit. Arthur's behavior illustrates the concept of
    a. successive approximations.
    b. classical conditioning.
    c. adventitious reinforcement.
    d. the Premack principle.

36. In operant conditioning, the process of delivering reinforcement for successive approximations to a desired behavior is called
    a. shaping.
    b. partial reinforcement.
    c. modeling.
    d. classical conditioning.

37. When Simon was fixing his doorbell last month he received an electric shock. Now he is reluctant to do any more electrical work around the house. In this case, the electric shock was
    a. a negative punisher for working on electric fixtures.
    b. a conditioned stimulus for working on electric fixtures.
    c. a positive punisher for working on electric fixtures.
    d. a negative reinforcer for working on electric fixtures.

38. Valerie used to leave her room really messy and not make her bed. A month ago her parents got tired of cleaning up after her and cut off Valerie's allowance until she stopped leaving her room in such a mess. Now Valerie almost always has her room clean before she leaves the house. In this case, losing her allowance acted as
    a. a positive punisher for leaving her room messy.
    b. a negative reinforcer for leaving her room messy.
    c. a conditioned stimulus for leaving her room messy.
    d. a negative punisher for leaving her room messy.

39. Albert Bandura found that children would often imitate actions from a video in which an adult punched and kicked a large, inflatable doll. This imitation of the adult behavior illustrates the process of
    a. observational learning.
    b. latent learning.
    c. classical conditioning.
    d. operant conditioning.

40. Vicarious reinforcement refers to
    a. the weakening of a behavioral response after a model is punished for the same behavior.
    b. the strengthening of a behavioral response after a model is reinforced for the same behavior.
    c. the weakening of a behavioral response after a model is reinforced for the same behavior.
    d. the strengthening of a behavioral response after a model is punished for the sa behavior.

41. Morgan watched Alex sneak into the neighbor's garden to steal some apples. Alex got the apples and really seemed to enjoy eating them. If Morgan later tries to sneak into the neighbor's garden for apples, his behavior has probably been strengthened through the process of
    a. vicarious punishment.
    b. vicarious reinforcement.
    c. negative punishment.
    d. positive reinforcement.

42. Cecily watched Vera sneak into the neighbor's garden to steal some apples. Vera got the apples but when she ate them she got extremely sick. The next day the neighbor offers Cecily an apple off the same tree, but she won't take the apple. In this case Cecily's desire for apples may have been reduced through the process of
    a. vicarious reinforcement.
    b. vicarious punishment.
    c. negative punishment.
    d. positive reinforcement.

43. Research studies that have investigated the role of natural predispositions in the learning process teach us that
    a. operant conditioning is not affected by biology, but classical conditioning can be.
    b. classical conditioning is not affected by biology, but operant conditioning can be.
    c. innate biological tendencies have very little impact on learning.
    d. innate biological tendencies can disrupt or prevent some types of learning.

44. The "positive" and "negative" in positive and negative reinforcement refer to whether
    a. a stimulus or event is added or removed when a response is made.
    b. the reinforced response increases or decreases in frequency.
    c. the reinforcer is presented before or after the response.
    d. the reinforcer has intrinsic value or acquired value.

45. Randy had to write an essay and discuss it with his teacher because he said an obscene word in class. His teacher was frustrated when Randy's use of obscenity become more frequent, in spite of being made to write an essay each time. In this example, writing the essay and talking to the teacher must be
    a. negative reinforcement.
    b. positive punishment.
    c. negative punishment.
    d. positive reinforcement.

46. A conditioned reinforcer is a stimulus that
    a. is presented only some of the time when a response is made.
    b. has acquired, rather than natural, reinforcing characteristics.
    c. identifies the occasions that a response will be followed by a reinforcer.
    d. produces a very high, continuous rate of responding.

47. When they behave properly, children at a preschool receive tickets that can later be used to get a grab bag or for admission to a party. The tickets are an example of a
    a. variable reinforcer.
    b. primary reinforcer.
    c. conditioned reinforcer.
    d. negative reinforcer.

48. The schedule of reinforcement that produces high response rates and high resistan to extinction is
    a. continuous reinforcement.
    b. a variable ratio schedule.
    c. a fixed ratio schedule.
    d. a fixed interval schedule.

49. When asked how they taught their children to be so polite, Dee and Sam replied, "We make sure we are polite to everyone, especially when the children are around." Dee and Sam are using
    a. observational learning to teach politeness.
    b. positive reinforcement to teach politeness.
    c. classical conditioning to teach politeness.
    d. second-order conditioning to teach politeness.

50. The Garcia & Koelling "bright-noisy-sweet water" experiment is important for demonstrating that
    a. there is a natural tendency to associate certain cues with certain consequences.
    b. taste aversions can be blocked by presenting other, decoy stimuli, such as noises and lights.
    c. vicarious reinforcement is a very effective way to eliminate a behavior.
    d. all neutral stimuli are equally able to become conditioned stimuli for a given unconditioned stimulus.