

# Introductory to psychology: chapter 5



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Ivan Pavlov Russian physiologist (person who studies the workings of the body) who discovered classical conditioning through his work on digestion in dogs Classical Conditioning learning to make a reflex response to a stimulus other than the original, natural stimulus that normally produces the reflex

ON INTRODUCTORY TO PSYCHOLOGY: CHAPTER 5 SPECIFICALLY FOR YOU FOR ONLY \$13.90/PAGE Order Now Unconditioned Stimulus (UCS) a naturally occurring stimulus that leads to an involuntary response

unconditioned means "unlearned" or "naturally occurring." Unconditioned Response (UCR) an involuntary response to a naturally occurring or

unconditioned stimulus Conditioned Stimulus (CS) stimulus that becomes able to produce a learned reflex response by being paired with the original unconditioned stimulus

conditioned means "learned"

CS is usually some stimulus that is distinctive or stands out from other competing stimuli Neutral Stimulus (NS) can become a conditioned stimulus when paired with an unconditioned stimulus Conditioned Response (CR) learned reflex response to a conditioned stimulus

sometimes called a conditioned reflex

CS: ice cream truck

CR: salivation when one hears ice cream truck bell Acquisition repeated pairing of the NS and the UCS; the organism is in the process of acquiring learning

although classical conditioning happens quite easily, there are a few basic principles that researchers have discovered:

CS must come before UCS

CS and UCS must come very close together in time—ideally, only several

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seconds apart

neutral stimulus must be paired with the UCS several times, often many times, before conditioning can take place

**Stimulus Generalization**tendency to respond to a stimulus that is only similar to the original conditioned stimulus with the conditioned response

**Stimulus Discrimination**tendency to stop making a generalized response to a stimulus that is similar to the original conditioned stimulus because the similar stimulus is never paired with the unconditioned stimulus

**Extinction**disappearance or weakening of a learned response following the removal or absence of the unconditioned stimulus (in classical conditioning) or the removal of a reinforcer (in operant conditioning)

**Spontaneous Recovery**reappearance of a learned response after extinction has occurred

learning is a relatively permanent change in behavior

**Higher Order Conditioning**strong conditioned stimulus is paired with a neutral stimulus

neutral stimulus becomes a second conditioned stimulus

**Conditioned Emotional Response**emotional response that has become classically conditioned to occur to learned stimuli

examples: fear of dogs; the emotional reaction that occurs when seeing an attractive person

CERs may lead to phobias—irrational fear responses. Why

**Classical Conditioning Works**Stimulus substitution: original theory in which Pavlov stated that classical conditioning occurred because the conditioned stimulus became a substitute for the unconditioned stimulus by being paired closely together

**Cognitive perspective**: modern theory in which classical conditioning is seen to occur because the conditioned stimulus provides information or an

expectancy about the coming of the unconditioned stimulus Operant Conditioning the learning of voluntary behavior through the effects of pleasant and unpleasant consequences to responses Thorndike's Law of Effect if a response is followed by a pleasurable consequence, it will tend to be repeated if a response is followed by an unpleasant consequence, it will tend not to be repeated Reinforcement any event or stimulus, that when following a response, increases the probability that the response will occur again primary reinforcer: any reinforcer that is naturally reinforcing by meeting a basic biological need, such as hunger, thirst, or touch secondary reinforcer: any reinforcer that becomes reinforcing after being paired with a primary reinforcer, such as praise, tokens, or gold stars Positive Reinforcement the reinforcement of a response by the addition or experience of a pleasurable stimulus Negative Reinforcement the reinforcement of a response by the removal, escape from, or avoidance of an unpleasant stimulus example: taking aspirin for a headache is negatively reinforced: removal of headache! Partial Reinforcement a response that is reinforced after some—but not all—correct responses tends to be very resistant to extinction. Continuous Reinforcement reinforcement of each and every correct response Fixed interval schedule of reinforcement interval of time that must pass before reinforcement becomes possible is always the same Variable interval schedule of reinforcement the interval of time that must pass before reinforcement becomes possible is different for each trial or event Fixed ratio schedule of reinforcement number of responses required for reinforcement is always the same Variable ratio schedule of reinforcement schedule of

reinforcement in which the number of responses required for reinforcement is different for each trial or event  
Punishment any event or object that, when following a response, makes that response less likely to happen again  
Punishment by Application the punishment of a response by the addition or experiencing of an unpleasant stimulus  
Punishment by removal the punishment of a response by the removal of a pleasurable stimulus  
Problems with Punishment Severe punishment may cause avoidance of the punisher instead of the behavior being punished may encourage lying to avoid punishment creates fear and anxiety  
Behavior Modification use of operant conditioning techniques to bring about desired changes in behavior  
Token Economy type of behavior modification in which desired behavior is rewarded with tokens  
Time-Out form of mild punishment by removal in which a misbehaving animal, child, or adult is placed in a special area away from the attention of others essentially, the organism is being " removed" from any possibility of positive reinforcement in the form of attention  
Applied behavior analysis (ABA) modern term for a form of behavior modification that uses shaping techniques to mold a desired behavior or response  
Latent Learning learning that remains hidden until its application becomes useful  
Edward Tolman nearly cognitive scientist best-known experiments in learning involved teaching three groups of rats the same maze, one at a time (Tolman & Honzik, 1930b)

Edward Tolman's Maze Experiment

Group 1

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rewarded each time at end of maze

learned maze quickly

Group 2

in maze every day; only rewarded on 10th day

demonstrated learning of maze almost immediately after receiving reward

Group 3

never rewarded

did not learn maze well Learned Helplessness tendency to fail to act to escape

from a situation because of a history of repeated failures in the

past Observational Learning learning new behavior by watching a model

perform that behavior

Learning/performance distinction: learning can take place without actual

performance of the learned behavior Four Elements of Observational

Learning Attention

To learn anything through observation, the learner must first pay attention to the model.

Memory

The learner must also be able to retain the memory of what was done, such as remembering the steps in preparing a dish that were first seen on a cooking show.

Imitation

The learner must be capable of reproducing, or imitating, the actions of the model.

Motivation

The learner must have the desire to perform the action