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## Discrimination in classical and operant conditioning

Terms, Study Questions, and Guidelines for Chapter 6 From: Weiten: Psychological Themes and Variations, 5th ED. PLEASE NOTE THAT ALL THE FOLLOWING INFORMATION IS ONLY INTENDED TO HELP GUIDE AND ORGANIZE YOUR STUDY OF COURSE MATERIALS. IT PRESENTS MANY HIGHLIGHTS, BUT IS NOT INTENDED AS A LIST OF RESTRICTIONS FOR THE CONTENT OF COURSE EXAMS Download the WordPerfect guidelines Download Chapter 6:Learning Concepts: Able to determine and give examples of all the Key Terms listed at the end of the chapter. Study Question: 1.Determine learning and discuss in the broadest perspective in psychology. 2.Describe the Pavlov demonstration of classic conditioning and key elements in this form of learning. 3.Determine and describe the principles including extinction. spontaneous recovery, domination of stimulus, stimulus discrimination. 4.Discuss how classic air conditioning can form phobias, other emotional responses, and physiological processes. 5.Describe the process of mastery of stimulus and discrimination, and formulate the classic little Albert study. 6.Discuss the differences between classic air conditioning and operant. 7.Describe the rulings of Thorndike's effects and the principles of Skinner reinforcement. 8.Describe the procedure of prototype experiments and radicals used in the study of air conditioning. 9. Describe the operant transmission procedures form, acquisition, and extinction 10.Differentiate positive and negative strengthening, and type of punishment. 11.Describe the punishment and its effects. 12.Describe the cognitive learning aspects of observation learning. 13.Explain how the stimulus governs behavior that is operantah and how generalization and discrimination occur in the air conditioner. 14.Identify different types of reinforcement tables, and discuss their typical effects to respond. 15.Explain and distinguish between escape learning and avoiding learning. Outline 1.Learning 2.Definition a.How does someone teach new tricks of old dogs? B. Learning is a process in which experiences modify existing behaviors and understandings. c.A relatively permanent behavioral changes in behavior (or mind) resulting from (strengthened) experience. 3.Classic air conditioning a.A form of learning where two stimulus becomes relevant that the presentation of one elicits to the other. 4.Ivan Pavlov 5.Terminology a.Terminology i.Unconditioned Stimulus (UCS) ii.Conditioned Stimulus (CS) iii.Unconditioned Response (UCR) iv.Conditioned Response (CR) b.One trial is se Installation of CS storage and UCS i.Stimulus contiguity means happening together in time and space ii.Acquisition is an early stage in learning 6.Classic Conditioning Procedure a.Pair neutral stimulation (CS) with unconditional stimulus (UCS) that already triggers response (UCR). b.Neutral stimulation will be a conditional stimulus (CS), triggering a conditional response (CR) similar to the original unconditional response. i.Most of the conditional response is voluntary. ii.Skinner calls it the conditioning of the respondent. 7.Classic Air conditioning 8.Process in Classic Conditioning a.Acquisition b.Extinction c.Spontaneous Recovery d.Stimulus Generalization e.g. Discrimination 9.Acquisition and Extinction of Confidential Response a.After Pavlov, 1927 10.Spontaneous Rehabilitation 11.Generalization a.Conditionma responded to the tone of 1200 Hz i.Then test with the same stimulus (other tone) 400 - 2000 hertz. ii.Generalization rejects the equation of b.Discrimination involving the complexity of diligence. 12.Learning Factor a.Number of pairs b.Strength UCS c.Reliability C.Reliability CS in predicting UCS d.Timing of the CS and UCS e.Volition 13.Number of Pairings 14.Strength of UCS 15.CS Reliability to Predict UCS 16.Timing a.Simultaneously the conditioning of i.CS and UCS begins and ends together b.Short-delay conditioning i.CS starting just before UCS, ending together c.Trace i.CS begins and ends before UCS presented 17.Volition a.Classical conditioning is voluntary. i.The reaction or feeling of classical uniformity has not been changed by messenger. 18.Classic air conditioning in Human a.Phobia i.Intense, irrational fear of certain situations or objects (e.g. arachnophobia fear spider; see movies!) b.Cause phobia? i.Conditioned emotional response (a)Learn emotional reaction to previous neutral stimuli 19.Cure Phobia a.Desensitization i.Gradually expose fobic people to feared stimulus while they remain calm and s Relax b.Systematic Desensitization i.Teach relaxation (1)Create a hierarchy from at least to the most dreaded (2) pairing of calm with the intensity of the dreaded stimulus gradually. 20.Instrumental requirements a.Edward L. Thorndike (1913) which is the Law of the effects of b.Thorndike cats and puzzle boxes. 21.Operant Conditioning a.B.F. Skinner (1938) which is the Principle of reinforcement (1)Release of reaction (vs. elicit) (2)Reinforcement Contingency (3)Cumulative Recorder 22.Contingencies a.The effect of events depends on whether it is presented or issued after the response. i.Each square defines a possibility (1)The upward pointing arrow shows responding to an increase (2)Downward pointing arrow indicating a reduced response. (From Kazdin, 1975.) 23.Strengthening and Reinforcement a.Positive Reinforcement i.e. Bringing good things to the organism (1)Example: Money, Praise, Strengthening Food b.Negative i.Taking bad things from the organism (1)Example: removing pain, toothache. c.Primary strengthens: i.Fulfilling the basic needs of the body for survival ii.Example: food to hungry organism d.Secondary reinforcers i.Stimuli becomes reinforcement with associated reinforcement (for example, money) (1)Token Reinforcer (a)Tangible secondary reinforcer e.g. money, poker or casino chip 24.Basic Process a.Shaping i.Rewards in a row closer behavioral estimates (1)Useful to teach new behavior b.Acquisition c.Extinction d.Spontaneous recovery e.Superstitious behavior instantly followed by a reward (1)The Organism repeats the behavior, although the reward has other reasons 25.Strengthening Decency a.Make polite requests strengthened. i.Reinforcement produces similar improvements in saying Thank you and You are welcome, and the boy uses this term in new situations as well. (From Matson et al., 1990.) 26.Baseball i.Performance 38 pitchers who signed multi-year contracts for big salaries are shown. ii.When wages are no longer contingent on good performance, there has been a rapid decline in pitched innings and in the number of wins. iii.Within the same 6 years, the performance of pitchers on a 1-year contract remained stable. (Data from O'Brien et al., 1981.) 27.Extinction a.Faster when reinforcement comes close together. i.Faster when reinforcement is predicted. i.Faster to a fixed ratio than the variable ratio of reinforcing 28.Typical Extinction Curve 29.Token Economy a.Good behavior has been defined as cleaning, bed manufacturing, attending therapy, etc. b.Acquired tokens can be changed for goodies such as snacks, coffee, game room privileges, or weekend passes. c.Graph shows more than 24 hours a day as it represents the desired number of hours of behaviour performed by all patients on the ward. (From Ayllon & Azrin, 1965.) d.Effective as long as the reward continues. 30.Escape and Avoid the theory of two A.Mowrer processes, the classic air conditioner creates conditional fears that the warning signal ii.The response avoids being reinforced by negative reinforcement (conditional fear removal). 31. Strengthening and Punishment a.Increase reaction i.e. strengthening positive (1)response followed by reward stimulation ii.Negative reinforcement (1)Response followed by the removal of adverse stimulus (1)2)Escape learning b.Reduce reaction i.e. Extinction (1)Not reinforcement ii.Punishment (1)Involves bringing bad things to the organism. Demonstrate what behavior is wrong, BUT i.It does not provide the right alternative. ii.Physical penalties can injure or kill. iii.Children imitate punishment. Sentence. criticism of suicide of self-esteem and hurt family relationship v.Results is unpredictable; punishment has many effects. b.Alternatives to Punishment i.e. Do not reinforce bad behavior; good reinforcement ii.Behavior modification or Behavioral Analysis (1)Use of learning techniques to change behavior. (2) Economic Tokens (3)Time Outs (a)Involves removing a person from a rewarding situation in response to unwanted behavior. 33.Factors Affecting Operant Conditioning a.Magnitude reinforcement b.Immediacy of reinforcement c.Learner level motivation d.Reinforcement Table 34.Magnitude Reinforcement a.Greater reward leads to faster learning and performance. 35.Immediacy of Reinforcement a.Reinforcement is most effective when fast. 36.Delay Strengthening a.Longer delays, slower conditioning 37.Motivational level a.Motivated Organisms learn faster and respond more frequently i.e. added rewards are most effective 38.Schedule of Strengthening a.Continuous reinforcement (CRF) b.Intermittent (partial) reinforcements FR, VI, VR) c.Ratio of schedule i.e. Fixed Schedule ii.Variable d.Interval i.E. Fixed Ii.Change 39.Changes In Our Understanding of Constraints' Conditioning on Conditioning i.e. Drift Instinctive ii.Conditioned Taste Aversion iii.Preparedness and Phobias b.Cognitive Influences on Conditioning i.Signal relations ii.Response-outcome relations 40.Conditioned Taste Aversion a.In a series of landmark studies, Garcia and Koelling (1966) show that some S-R associations are much easier for the situation than others. i.Taste aversions seem to be acquired in a manner that violates the basic principles of classic conditioning. 41.But, man does not rat a.Man can do more i.Latent Learning ii.Social learning theory (1)Imitation (2)Expectations of 42.Well, we think of them as human beings ... sometimes a.Many organisms learn without reinforcement, but do not show the learned reaction. (1) Tolman rats learned the route through the maze even though they were not rewarded rewarded, thus performing superior performance when rewards were given 43.Latent Learning a.The maze used to show late learning by rats. i.Note the rapid improvement in performance that occurs when food is prepared to previously uninformed animals. ii.This indicates that learning has occurred, but it remains hidden or ununprecedented. (From Tolman & Honzik, 1930.) 44.Social Learning Theory a.Albert Bandura (1964, 1977, 1986) which was violent observation and conditioning learning. 45.Social Learning (Cognitive) Theory a.S—R—Sr b.Imitation c.Expectancy 46.Imitation a.Imitation i.Learning by mere observation (modeling) ii.People imitate: (1)People like me rewarded (3)Prestigious person b.Bandura's Bobo study i.Tested i.Tested child spontaneous imitany about invasion of a rewarded, ignored or punished film. c.Skills demonstrated by artificial (1)process (a)Attention (b)Retention (c)Reproduction (d)Bimodal perception (e)Motivation (f)Difference in learning performance 47.Expectancy a.A belief in the future b.A. tendency to behave

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