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| Learning | Any relatively permanent change in behavior brought about by experience or practice |
| Classical conditioning | Learning to make an involuntary (reflex) response to a stimulus other than the original, natural stimulus that normally produces the reflex |
| Unconditioned stimulus | A naturally occurring stimulus that leads to an involuntary (reflex) response |
| Unconditioned response | An involuntary (reflex) response to a naturally occurring or unconditioned stimulus |
| Conditioned stimulus | Stimulus that becomes able to produce a learned reflex response by being paired with the original unconditioned stimulus |
| Neutral stimulus | Stimulus that has no effect on the desired response |
| Conditioned response | Learned reflex response to a conditioned stimulus |
| Pavlov’s Experiment | Pavlov used classical conditioning to teach dogs to salivate to the sound of the metronome |
| Involuntary response | Not under personal control or choice |
| In Pavlov’s experiment the metronome was originally the \_\_\_\_\_\_\_\_ but after being paired with food became the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Neutral Stimulus; Conditioned Stimulus |
| The conditioned stimulus must come before the  | Unconditioned stimulus |
| The \_\_\_\_\_\_\_\_\_\_\_\_ and the \_\_\_\_\_\_\_\_\_\_must come very close together in time to produce an association | Conditioned stimulus; unconditioned stimulus |
| Stimulus generalization | The tendency to respond to a stimulus that is only similar to the original conditioned stimulus with the conditioned response |
| The neutral stimulus must be paired with the unconditioned stimulus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before conditioning can take place | Many times |
| Stimulus discrimination | The 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 |
| Stimulus extinction | The disappearance or weakening of a learned response following the removal or absence of the unconditioned stimulus or the removal of a reinforcer |
| Spontaneous recovery | The reappearance of a learned response after extinction has occurred |
| Conditioned emotional response | Emotional response that has become classically conditioned to occur to learned stimuli, such as a fear of dogs or the emotional reaction that occurs when seeing an attractive person. |
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| Latent learning | Learning that remains hidden until its application becomes useful |
| Vicarious conditioning | Classical conditioning of a reflex response or emotion by watching the reaction of another person |
| Conditioned taste aversion | Development of nausea or aversive response to a particular taste because that taste was followed by a nausea reaction, occurring after only one association. |
| Biological preparedness | Referring to the tendency of animals to learn certain associations, such as taste and nausea, with only one or few pairings due to the survival value of learning |
| 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. |
| Law of effect | Law stating that if an action is followed by a pleasurable consequence, it will tend to be repeated, and if followed by an unpleasant consequence, it will tend not to be repeated. |
| Operant | Any behavior that is voluntary |
| Reinforcement | Any event or stimulus, that when following a response, increases the probability that the response will occur again. |
| Reinforcers | Any events or objects that, when following a response, increase the likelihood of that response occurring 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 experiencing of a pleasurable stimulus |
| Negative reinforcement | The reinforcement of a response by the removal, escape from, or avoidance of an unpleasant stimulus. |
| Continuous reinforcement | The reinforcement of each and every correct response. |
| Fixed interval schedule of reinforcement | Schedule of reinforcement in which the interval of time that must pass before the reinforcement becomes possible is always the same |
| Partial reinforcement effect | The tendency for a response that is reinforced after some but not all, correct responses to be very resistant to extinction. |
| Variable interval schedule of reinforcement | Schedule of reinforcement in which the interval of time that must pass before reinforcement becomes possible is different for each trial or event |
| Fixed ratio schedule of reinforcement | Schedule of reinforcement in which the 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 of 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 |
| Discriminative stimulus | Any stimulus such as a stop sign or a doorknob, that provides the organism with a cue for making a certain response in order to obtain reinforcement |
| Shaping | The reinforcement of simple steps in behavior that lead to a desired more complex behavior |
| Successive approximations | Small steps in behavior, one after the other, that lead to a particular goal behavior |
| Instinctive drift | Tendency for an animal’s behavior to revert to genetically controlled patterns |
| Behavior modification | The 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 |
| Applied behavior analysis (ABA) | Modern term for a form of functional analysis and behavior modification that uses a variety of behavioral techniques to mold a desired behavior or response. |
| Biofeedback | Using feedback about biological conditions to bring involuntary responses, such as blood pressure and relaxation, under voluntary control |
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| Neurofeedback | Form of biofeedback using brain-scanning devices to provide feedback about brain activity in an effort to modify behavior |
| Insight | The sudden perception of relationships among various parts of a problem, allowing the solution to the problem to come quickly |
| Learned helplessness | The 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 | Referring to the observation that learning can take place without actual performance of the learned behavior |
| Three ways to make punishment more effective | 1. Punishment should immediately follow the behavior it is meant to punish
2. Punishment should be consistent
3. Punishment of the wrong behavior should be paired, whenever possible , with reinforcement of the right behavior
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