AP Learning

Multiple Choice
Identify the choice that best completes the statement or answers the question.

_____ 1. Pets who learn that the sound of an electric can opener signals the arrival of their food illustrate
  a. shaping.
  b. extrinsic motivation.
  c. classical conditioning.
  d. observational learning.
  e. negative reinforcement.

_____ 2. 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
  a. classical conditioning.
  b. observational learning.
  c. habituation.
  d. operant conditioning.
  e. latent learning.

_____ 3. Who introduced the term *behaviorism*?
  a. John Garcia
  b. B. F. Skinner
  c. John B. Watson
  d. Albert Bandura
  e. Ivan Pavlov

_____ 4. In Pavlov's experiments, the dog's salivation triggered by the sound of the tone was a(n)
  a. conditioned response.
  b. unconditioned stimulus.
  c. unconditioned response.
  d. conditioned stimulus.
  e. neutral stimulus.

_____ 5. In classical conditioning, the _____ signals the impending occurrence of the _____.
  a. UCS; CS
  b. UCR; CR
  c. CS; UCS
  d. CR; UCR
  e. UCS; CR

____ 6. Long after being bitten by a stray dog, Alonzo found that his fear of dogs seemed to have disappeared. To his surprise, however, when he was recently confronted by a stray dog, he experienced a sudden twinge of anxiety. This sudden anxiety best illustrates
   a. delayed reinforcement.
   b. latent learning.
   c. spontaneous recovery.
   d. shaping.
   e. discrimination.

____ 7. Learning associations between one's own personal actions and resulting events is most relevant to the process of
   a. classical conditioning.
   b. latent learning.
   c. observational learning.
   d. operant conditioning.
   e. insight.

____ 8. The law of effect refers to the tendency to
   a. learn associations between consecutive stimuli.
   b. learn in the absence of reinforcement.
   c. repeat behaviors that are rewarded.
   d. lose intrinsic interest in an over-rewarded activity.
   e. enhance conditioning using strict responses.

____ 9. The process of reinforcing successively closer approximations to a desired behavior is called
   a. generalization.
   b. intermittent reinforcement.
   c. shaping.
   d. secondary reinforcement.
   e. modeling.

____ 10. An event that increases the frequency of the behavior that it follows is a(n)
   a. conditioned stimulus.
   b. unconditioned stimulus.
   c. reinforcer.
   d. operant behavior.
   e. discrimination.

____ 11. Any stimulus that, when presented after a response, strengthens the response is called a(n)
   a. conditioned stimulus.
   b. unconditioned stimulus.
   c. positive reinforcer.
   d. negative reinforcer.
   e. positive punishment.

____ 12. 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.
   a. positive
   b. negative
   c. conditioned
   d. partial
   e. intermittent

____ 13. Which of the following is the best example of a conditioned reinforcer?
   a. applause for an excellent piano recital
   b. a spanking for eating cookies before dinner
   c. a cold root beer for mowing the lawn on a hot day
   d. termination of shock after removing one's finger from a live electric wire
   e. pudding for eating all your peas at supper

____ 14. 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

____ 15. On the first day of class, Professor Wallace tells her geography students that pop quizzes will be given at unpredictable times throughout the semester. Clearly, studying for Professor Wallace's surprise quizzes will be reinforced on a _____ schedule.
   a. fixed-interval
   b. conditioned-response
   c. variable-interval
   d. variable-ratio
   e. fixed-ratio

____ 16. Observational learning is best illustrated by
   a. abused children growing up to be abusers
   b. Little Albert fearing fur coats
   c. children being negatively reinforced for their behavior
   d. children learning to duck when they hear a loud sound
   e. dogs salivating to the tone of a bell

AP Learning
Answer Section

MULTIPLE CHOICE

1. ANS: C   PTS: 1   DIF: Medium   OBJ: Unit VI | 26-1
    TOP: How do we learn?   SKL: Conceptual/Application
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: Factual/Definitional
4. ANS: A   PTS: 1   DIF: Easy   OBJ: Unit VI | 26-2
    TOP: Pavlov's experiments   SKL: Factual/Definitional
5. ANS: C   PTS: 1   DIF: Medium   OBJ: Unit VI | 26-3
    TOP: Acquisition   SKL: Factual/Definitional
6. ANS: C   PTS: 1   DIF: Medium   OBJ: Unit VI | 26-3
    TOP: Extinction and spontaneous recovery   SKL: Conceptual/Application
7. ANS: D   PTS: 1   DIF: Easy   OBJ: Unit VI | 27-1
    TOP: Operant conditioning   SKL: Factual/Definitional
8. ANS: C   PTS: 1   DIF: Medium   OBJ: Unit VI | 27-1
    TOP: Skinner's experiments   SKL: Factual/Definitional
9. ANS: C   PTS: 1   DIF: Easy   OBJ: Unit VI | 27-1
    TOP: Shaping behavior   SKL: Factual/Definitional
10. ANS: C   PTS: 1   DIF: Easy   OBJ: Unit VI | 27-2
    TOP: Types of reinforcers   SKL: Factual/Definitional
11. ANS: C   PTS: 1   DIF: Medium   OBJ: Unit VI | 27-2
    TOP: Types of reinforcers   SKL: Factual/Definitional
12. ANS: B   PTS: 1   DIF: Difficult   OBJ: Unit VI | 27-2
    TOP: Types of reinforcers   SKL: Conceptual/Application
13. ANS: A   PTS: 1   DIF: Medium   OBJ: Unit VI | 27-2
    TOP: Primary and conditioned reinforcers   SKL: Conceptual/Application
14. ANS: C   PTS: 1   DIF: Medium   OBJ: Unit VI | 27-3
    TOP: Reinforcement schedules   SKL: Factual/Definitional
15. ANS: C   PTS: 1   DIF: Medium   OBJ: Unit VI | 27-3
    TOP: Reinforcement schedules   SKL: Conceptual/Application
16. ANS: A   PTS: 1   DIF: Medium   OBJ: Unit VI | 27-4
    TOP: Punishment   SKL: Conceptual/Application