Multiple Choice

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

1. Learning that certain events occur together is called
   a. shaping.
   b. latent learning.
   c. observational learning.
   d. associative learning.
   e. conditioned reinforcement.

2. By learning to associate a squirt of water with an electric shock, sea snails demonstrate the process of
   a. habituation.
   b. spontaneous recovery.
   c. classical conditioning.
   d. observational learning.
   e. operant conditioning.

3. By directly experiencing a thunderstorm, we learn that a flash of lightning signals an impending crash of thunder. This best illustrates
   a. operant conditioning.
   b. the law of effect.
   c. observational learning.
   d. classical conditioning.
   e. generalization.

4. Seals in an aquarium will repeat behaviors, such as slapping and barking, that prompt people to toss them a herring. This best illustrates
   a. respondent behavior.
   b. operant conditioning.
   c. observational learning.
   d. latent learning.
   e. spontaneous recovery.

5. After one chimpanzee sees a second chimp open a box that contains a food reward, the first animal opens a similar box with great speed. This best illustrates
   a. shaping.
   b. spontaneous recovery.
   c. respondent behavior.
   d. observational learning.
   e. positive reinforcement.

6. 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.

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

8. John B. Watson considered himself to be a(n)
   a. physiological psychologist.
   b. cognitive psychologist.
   c. behaviorist.
   d. psychoanalyst.
   e. operant conditioner.

9. John B. Watson emphasized that
   a. learning depends on how predictably rather than how frequently events are associated.
   b. unlike lower animals, humans learn through a process of cognition.
   c. both humans and lower animals learn to expect that a CS will be followed by a US.
   d. learning should be explained without any reference to mental processes.
   e. cognition plays a role in conditioning through the power of prediction.

10. Last year, Dr. Moritano cleaned Natacha's skin with rubbing alcohol prior to administering each of a series of painful rabies vaccination shots. Which of the following processes accounts for the fact that Natacha currently becomes fearful every time she smells rubbing alcohol?
    a. negative reinforcement
    b. classical conditioning
    c. latent learning
    d. operant conditioning
    e. observational learning

11. A dog's salivation at the sight of a food dish is a(n)
    a. conditioned stimulus.
    b. unconditioned stimulus.
    c. unconditioned response.
    d. conditioned response.
    e. neutral stimulus.

12. In Pavlov's experiments, the dog's salivation triggered by the taste of food was a(n)
    a. conditioned response.
    b. unconditioned response.
    c. unconditioned stimulus.
    d. conditioned stimulus.
13. 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.

14. In Pavlov's experiments on the salivary conditioning of dogs, the US was
a. a tone.
b. salivation to the sound of a tone.
c. the presentation of food in the dog's mouth.
d. salivation to the food in the mouth.
e. not used in the conditioning trials.

15. In Aldous Huxley's *Brave New World*, infants develop a fear of books after books are repeatedly presented with a loud noise. In this fictional example, the loud noise is a(n)
a. unconditioned stimulus.
b. unconditioned response.
c. conditioned stimulus.
d. conditioned response.
e. preconditioned stimulus.

16. In Aldous Huxley's *Brave New World*, infants develop a fear of roses after roses are presented with electric shock. In this fictional example, the presentation of the roses is the
a. conditioned stimulus.
b. unconditioned stimulus.
c. unconditioned response.
d. conditioned response.
e. fear response.

17. A child's learned fear at the sight of a hypodermic needle is a(n)
a. conditioned response.
b. unconditioned stimulus.
c. conditioned stimulus.
d. unconditioned response.
e. nonconditioned response.

18. Which of the following is an unconditioned response?
a. salivating at the sight of a lemon
b. raising your hand to ask a question
c. jerking your hand off a very hot stove
d. walking into a restaurant to eat
e. working for money.

19. In Pavlov's experiments, the taste of food triggered salivation in a dog. The food in the dog's mouth was the
a. US.
b. UR.
c. CS.
d. CR.
e. SR.

20. A dog's salivation at the sight of a food dish is a(n)
   a. conditioned stimulus.
   b. unconditioned stimulus.
   c. unconditioned response.
   d. conditioned response.
   e. higher-order response.

21. The infant Albert developed a fear of rats after a white rat was associated with a loud noise. In this example, fear of the white rat was the
   a. US.
   b. UR.
   c. CS.
   d. CR.
   e. SA.

22. In Pavlov's experiments on the salivary conditioning of dogs, the CS was
   a. the taste of food.
   b. salivation to the taste of food.
   c. the sound of a tone.
   d. salivation to the sound of a tone.
   e. the anticipation of food.

23. In classical conditioning, the ________ signals the impending occurrence of the ________.
   a. US; CS
   b. UR; CR
   c. CS; US
   d. CR; UR
   e. US; CR

24. Which of the following best illustrates higher-order conditioning?
   a. a dog conditioned to salivate to a low-pitched tone
   b. a little boy who doesn't run into the street after being reprimanded by his mother
   c. a rat that has developed a taste aversion to a vanilla-flavored solution paired with a drug
   d. a pigeon in a Skinner box that learns to peck at a button to receive a food pellet
   e. a child who fears dogs after being bitten shows fear when she hears a dog bark

25. After Pavlov had conditioned a dog to salivate to a tone, he repeatedly sounded the tone without presenting the food. As a result, ________ occurred.
   a. generalization
   b. negative reinforcement
   c. latent learning
   d. extinction
26. The reappearance, after a time lapse, of an extinguished CR is called
   a. generalization.
   b. spontaneous recovery.
   c. secondary reinforcement.
   d. latent learning.
   e. shaping.

27. Spontaneous recovery refers to the
   a. expression of learning that had occurred earlier but had not been expressed because
      of lack of incentive.
   b. organism's tendency to respond spontaneously to stimuli similar to the CS as
      though they were the CS.
   c. return of a response after punishment has been terminated.
   d. reappearance, after a pause, of an extinguished conditioned response.
   e. tendency of organisms to generalize conditioned responses.

28. Which of the following provides evidence that a CR is not completely eliminated during extinction?
   a. latent learning
   b. partial reinforcement
   c. spontaneous recovery
   d. generalization
   e. discrimination

29. 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.

30. Extinction occurs when a ________ is no longer paired with a ________.
   a. UR; CR
   b. CS; UR
   c. US; UR
   d. CS; US
   e. NS; NR

31. The tendency for a CR to be evoked by stimuli similar to the CS is called
   a. spontaneous recovery.
   b. conditioned reinforcement.
   c. latent learning.
   d. generalization.
   e. shaping.
32. Monica's psychotherapist reminds her so much of her own father that she has many of the same mixed emotional reactions to him that she has to her own dad. Her reactions to her therapist best illustrate the importance of
a. habituation.
b. latent learning.
c. generalization.
d. delayed reinforcement.
e. shaping.

33. Because of the discomfort and embarrassment associated with his childhood bed-wetting, Andrew becomes nervous whenever he has the urge to urinate. If genital arousal subsequently makes Andrew unusually anxious, this would best illustrate
a. shaping.
b. generalization.
c. spontaneous recovery.
d. secondary reinforcement.
e. a discriminative stimulus.

34. Toddlers taught to fear moving cars may also begin to fear moving trucks and motorcycles. This best illustrates
a. generalization.
b. secondary reinforcement.
c. shaping.
d. intermittent reinforcement.
e. spontaneous recovery.

35. An allergy attack triggered by the sight of plastic flowers best illustrates the process of
a. latent learning.
b. delayed reinforcement.
c. generalization.
d. secondary reinforcement.
e. spontaneous recovery.

36. Two-year-old Philip was recently clawed by the neighbor's cat. Philip's newly developed tendency to fear all small animals demonstrates the process of
a. generalization.
b. latent learning.
c. shaping.
d. spontaneous recovery.
e. secondary reinforcement.

37. Compared with nonabused children, those who have experienced a history of abuse show a stronger brain-wave response to an unfamiliar but angry-looking face. This best illustrates
a. shaping.
b. generalization.
c. the law of effect.
d. negative reinforcement.
e. punishment.
38. Little Albert was conditioned by John B. Watson to fear furry white rats. After conditioning, Albert also showed fear to rabbits, dogs, and fur coats. This best illustrates
   a. discrimination.
   b. generalization.
   c. acquisition.
   d. shaping.
   e. extinction.

39. Jacqueline is sexually aroused by the sight of her handsome boyfriend but not by the sight of her equally handsome brother. This best illustrates the value of
   a. latent learning.
   b. shaping.
   c. intermittent reinforcement.
   d. discrimination.
   e. spontaneous recovery.

40. After recovering from a serious motorcycle accident, Gina was afraid to ride a motorcycle but not a bicycle. Gina's pattern of fear best illustrates
   a. shaping.
   b. conditioned reinforcement.
   c. spontaneous recovery.
   d. discrimination.
   e. negative reinforcement.

41. Your heart may race when confronted by a lion but not when approached by a kitten. This best illustrates the adaptive value of
   a. shaping.
   b. discrimination.
   c. extrinsic motivation.
   d. spontaneous recovery.
   e. negative reinforcement.

42. The predictability rather than the frequency of CS-US associations appears to be crucial for classical conditioning. This highlights the importance of ________ in conditioning.
   a. shaping
   b. discrimination
   c. generalization
   d. cognitive processes
   e. intermittent reinforcement

43. The cognitive perspective would be likely to emphasize that classical conditioning depends on
   a. an organism's active behavioral responses to environmental stimulation.
   b. the amount of time between the presentation of the CS and the US.
   c. how frequently an organism is exposed to an association of a CS and a US.
   d. an organism's expectation that a US will follow a CS.
   e. the expectation of a reward being fulfilled after the organism has responded appropriately.
44. Animals most readily learn the specific associations that promote
   a. shaping.
   b. survival.
   c. extrinsic motivation.
   d. prosocial behavior.
   e. social interaction.

45. Garcia and Koelling's studies of taste aversion in rats demonstrated that classical conditioning is
   constrained by
   a. cognitive processes.
   b. biological predispositions.
   c. environmental factors.
   d. continuous reinforcement.
   e. latent learning.

46. The idea that any perceivable neutral stimulus can serve as a CS was challenged by
   a. Garcia and Koelling's findings on taste aversion in rats.
   b. Pavlov's findings on the conditioned salivary response.
   c. Watson and Rayner's findings on fear conditioning in infants.
   d. Bandura's findings on observational learning and aggression in children.
   e. Skinner's research on schedules of reinforcement.

47. In a series of experiments, men found women more attractive and sexually desirable when their
   photos were framed in
   a. black.
   b. yellow.
   c. violet.
   d. red.
   e. white.

48. Ivan Pavlov's experiments
   a. illustrated how the law of effect can be applied to conditioning.
   b. revealed how biological predispositions affect learning.
   c. showed that cognition is important to learning.
   d. demonstrated how learning can be studied objectively.
   e. exhibited the central principles of operant conditioning.

49. After learning to fear a white rat, Little Albert responded with fear to the sight of a rabbit. This best
   illustrates the process of
   a. secondary reinforcement.
   b. generalization.
   c. shaping.
   d. latent learning.
   e. spontaneous recovery.

50. After he was spanked on several occasions for spilling his milk at a restaurant, Colin became afraid
   to go to the restaurant. In this case, spanking was a(n) ________ for Colin's fear.
   a. negative reinforcer
b. conditioned stimulus
c. secondary reinforcer
d. unconditioned stimulus
e. primary reinforcer

51. A patient who had long feared going into elevators was told by his therapist to force himself to enter 20 elevators a day. The therapist most likely wanted to encourage the ________ of the patient's fear.
   a. generalization
   b. latent learning
   c. shaping
   d. extinction
   e. reinforcement

52. Months after she was raped, Courtney's heart pounds with fear merely at the sight of the place where she was attacked. The location of her attack is most likely a(n) ________ for Courtney's anxiety.
   a. conditioned stimulus
   b. negative reinforcer
   c. unconditioned stimulus
   d. partial reinforcer
   e. primary reinforcer

53. Which of the following is an example of a respondent behavior?
   a. studying for a test
   b. blushing when embarrassed
   c. thanking someone for their help
   d. sniffing to locate the source of a strange odor
   e. asking for a raise

54. Voluntary behaviors that produce rewarding or punishing consequences are called
   a. respondent behaviors.
   b. prosocial behaviors.
   c. operant behaviors.
   d. conditioned responses.
   e. unconditioned responses.

55. Ever since his mother began to give Julio gold stars for keeping his bed dry all night, Julio discontinued his habit of bed-wetting. His change in behavior best illustrates the value of
   a. primary reinforcement.
   b. classical conditioning.
   c. spontaneous recovery.
   d. operant conditioning.
   e. latent learning.

56. Which of the following terms best describes a respondent behavior?
   a. purposeful
   b. conscious
   c. reflexive
   d. voluntary
57. 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.

58. A Skinner box is a(n)
   a. soundproofed cubicle in which organisms are classically conditioned in the absence of distracting noise.
   b. aversive or punishing event that decreases the occurrence of certain undesirable behaviors.
   c. “slot machine” used to study the effects of partial reinforcement on human gambling practices.
   d. chamber containing a bar or key that an animal can manipulate to obtain a reward.
   e. television projection device designed for use in laboratory studies of observational learning.

59. Skinner developed a behavioral technology that included a procedure known as
   a. shaping.
   b. modeling.
   c. latent learning.
   d. intrinsic motivation.
   e. conditioned stimuli.

60. Five-year-old Trevor is emotionally disturbed and refuses to communicate with anyone. To get him to speak, his teacher initially gives him candy for any utterance, then only for a clearly spoken word, and finally only for a complete sentence. The teacher is using the method of
   a. secondary reinforcement.
   b. delayed reinforcement.
   c. spontaneous recovery.
   d. shaping.
   e. latent learning.

61. Because Mr. Baron demonstrates appreciation only for very good classroom answers, his students have stopped participating in class. Mr. Baron most clearly needs to be informed of the value of
   a. generalization.
   b. modeling.
   c. shaping.
   d. latent learning.
   e. spontaneous recovery.

62. On Monday, Johnny’s mother gave him cookies and milk after he had played quietly for 10 minutes. On Tuesday, she required 20 minutes of quiet play before treat time, and on Wednesday, the cookies were given to him only after a full half hour of quiet play. Johnny was taught to play quietly for extended periods through
a. latent learning.
b. secondary reinforcement.
c. partial reinforcement.
d. shaping.
e. modeling.

63. In shaping a dog to “shake,” the command “shake” would be the ________. When the dog slightly moves its paw, this would be a(n) ________.
   a. discriminative stimulus; operant behavior
   b. unconditioned stimulus; respondent behavior
   c. conditioned stimulus; positive reinforcer
   d. modeling; prosocial behavior
   e. continuous reinforcement; conditioned reinforcer

64. A pigeon is consistently reinforced with food for pecking a key after seeing an image of a human face, but not reinforced for pecking after seeing other images. By signaling that a pecking response will be reinforced, the image of a human face is a(n)
   a. unconditioned stimulus.
   b. partial reinforcement.
   c. discriminative stimulus.
   d. primary reinforcer.
   e. generalized stimulus.

65. Every Saturday morning, Arnold quickly washes the family's breakfast dishes so that his father will allow him to wash his car. In this instance, washing the car is a(n)
   a. positive reinforcer.
   b. unconditioned response.
   c. conditioned response.
   d. negative reinforcer.
   e. punishment.

66. Because Mandisa always picked up her newborn daughter when she cried, her daughter is now a real crybaby. In this case, picking up the infant served as a(n) ________ for crying.
   a. negative reinforcer
   b. conditioned stimulus
   c. positive reinforcer
   d. unconditioned stimulus
   e. punisher

67. The more often Matthew is scolded following a temper tantrum, the more frequently he loses his temper. In this case, the scolding serves as a ________ for Matthew's temper tantrums.
   a. negative reinforcer
   b. conditioned stimulus
   c. positive reinforcer
   d. punishment
   e. unconditioned stimulus

68. Any stimulus that, when removed 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.

69. Jacinda has a glass of wine after work because it relieves her anxiety. Her wine drinking is likely to continue because it is followed by a ________ reinforcer.
   a. secondary
   b. partial
   c. negative
   d. positive
   e. conditioned

70. Receiving delicious food is to escaping electric shock as ________ is to ________.
   a. positive reinforcer; negative reinforcer
   b. primary reinforcer; secondary reinforcer
   c. immediate reinforcer; delayed reinforcer
   d. reinforcement; punishment
   e. partial reinforcement; continuous reinforcement

71. Closing your bedroom door so that you won't hear the TV that is interfering with your studying is an example of
   a. positive reinforcement.
   b. conditioned reinforcers.
   c. partial reinforcement.
   d. negative reinforcement.
   e. punishment.

72. What is the difference between a primary and a conditioned reinforcer?
   a. Primary reinforcers are presented immediately after the behavior; conditioned reinforcers are presented after a delay.
   b. Primary reinforcers are introduced every time the behavior occurs; conditioned reinforcers are introduced only sometimes.
   c. Primary reinforcers lead to rapid learning of the behavior; conditioned reinforcers produce greater resistance to extinction.
   d. Primary reinforcers increase the rate of operant responding; conditioned reinforcers decrease the rate of operant responding.
   e. Primary reinforcers are unlearned and innately satisfying; conditioned reinforcers are learned.

73. Innately satisfying stimuli that fulfill biological needs are called ________ reinforcers.
   a. fixed
   b. primary
   c. positive
   d. continuous
   e. unconditioned
74. 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

75. To quickly teach a dog to roll over on command, you would be best advised to use
   a. classical conditioning rather than operant conditioning.
   b. partial reinforcement rather than continuous reinforcement.
   c. latent learning rather than shaping.
   d. immediate reinforcers rather than delayed reinforcers.
   e. negative reinforcers rather than positive reinforcers.
## MULTIPLE CHOICE

1. **ANS:** D  
   **PTS:** 1  
   **DIF:** Easy  
   **OBJ:** 1  
   **TOP:** How do we learn?  
   **REF:** Page 216 | Section- Learning  
   **MSC:** Factual | Definitional  

2. **ANS:** C  
   **PTS:** 1  
   **DIF:** Medium  
   **OBJ:** 1  
   **TOP:** How do we learn?  
   **REF:** Page 216 | Section- Learning  
   **MSC:** Factual | Definitional  

3. **ANS:** D  
   **PTS:** 1  
   **DIF:** Medium  
   **OBJ:** 1  
   **TOP:** How do we learn?  
   **REF:** Page 216 | Section- Learning  
   **MSC:** Factual | Definitional  

4. **ANS:** B  
   **PTS:** 1  
   **DIF:** Medium  
   **OBJ:** 1  
   **TOP:** How do we learn?  
   **REF:** Page 217 | Section- Learning  
   **MSC:** Factual | Definitional  

5. **ANS:** D  
   **PTS:** 1  
   **DIF:** Medium  
   **OBJ:** 1  
   **TOP:** How do we learn?  
   **REF:** Page 217 | Section- Learning  
   **MSC:** Factual | Definitional  

6. **ANS:** C  
   **PTS:** 1  
   **DIF:** Medium  
   **OBJ:** 2  
   **TOP:** Classical conditioning  
   **REF:** Page 218 | Section- Learning  
   **MSC:** Factual | Definitional  

7. **ANS:** C  
   **PTS:** 1  
   **DIF:** Medium  
   **OBJ:** 2  
   **TOP:** Classical conditioning  
   **REF:** Page 218 | Section- Learning  
   **MSC:** Factual | Definitional  

8. **ANS:** D  
   **PTS:** 1  
   **DIF:** Medium  
   **OBJ:** 2  
   **TOP:** Pavlov's experiments  
   **REF:** Page 218 | Section- Learning  
   **MSC:** Conceptual | Application  

9. **ANS:** D  
   **PTS:** 1  
   **DIF:** Medium  
   **OBJ:** 2  
   **TOP:** Pavlov's experiments  
   **REF:** Page 219 | Section- Learning  
   **MSC:** Conceptual | Application  

10. **ANS:** B  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

11. **ANS:** A  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

12. **ANS:** A  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

13. **ANS:** C  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

14. **ANS:** A  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

15. **ANS:** A  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

16. **ANS:** A  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

17. **ANS:** A  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

18. **ANS:** A  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

19. **ANS:** A  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

20. **ANS:** D  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

21. **ANS:** D  
    **PTS:** 1  
    **DIF:** Medium  
    **OBJ:** 2  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

22. **ANS:** C  
    **PTS:** 1  
    **DIF:** Easy  
    **OBJ:** 1  
    **TOP:** Pavlov's experiments  
    **REF:** Page 219 | Section- Learning  
    **MSC:** Conceptual | Application  

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**Unit 6 Study guide**  
**Answer Section**
23. ANS: C  PTS: 1  DIF: Medium  REF: Page 220 | Section- Learning
   OBJ: 3  TOP: Classical conditioning: acquisition  MSC: Factual | Definitional

24. ANS: E  PTS: 1  DIF: Medium  REF: Page 220 | Section- Learning
   OBJ: 3  TOP: Classical conditioning: acquisition  MSC: Conceptual | Application

25. ANS: D  PTS: 1  DIF: Medium  REF: Page 221 | Section- Learning
   OBJ: 3  TOP: Classical conditioning: extinction and spontaneous recovery
   MSC: Factual | Definitional

26. ANS: B  PTS: 1  DIF: Easy  REF: Page 221 | Section- Learning
   OBJ: 3  TOP: Classical conditioning: extinction and spontaneous recovery
   MSC: Factual | Definitional

27. ANS: D  PTS: 1  DIF: Medium  REF: Page 221 | Section- Learning
   OBJ: 3  TOP: Classical conditioning: extinction and spontaneous recovery
   MSC: Factual | Definitional

28. ANS: C  PTS: 1  DIF: Medium  REF: Page 221 | Section- Learning
   OBJ: 3  TOP: Classical conditioning: extinction and spontaneous recovery
   MSC: Factual | Definitional

29. ANS: C  PTS: 1  DIF: Medium  REF: Page 221 | Section- Learning
   OBJ: 3  TOP: Classical conditioning: extinction and spontaneous recovery
   MSC: Conceptual | Application

30. ANS: D  PTS: 1  DIF: Medium  REF: Page 221 | Section- Learning
    OBJ: 3  TOP: Classical conditioning: extinction and spontaneous recovery
    MSC: Factual | Definitional

31. ANS: D  PTS: 1  DIF: Easy  REF: Page 222 | Section- Learning
    OBJ: 3  TOP: Classical conditioning: generalization
    MSC: Factual | Definitional

32. ANS: C  PTS: 1  DIF: Medium  REF: Page 222 | Section- Learning
    OBJ: 3  TOP: Classical conditioning: generalization
    MSC: Conceptual | Application

33. ANS: B  PTS: 1  DIF: Difficult  REF: Page 222 | Section- Learning
    OBJ: 3  TOP: Classical conditioning: generalization
    MSC: Conceptual | Application

34. ANS: A  PTS: 1  DIF: Easy  REF: Page 222 | Section- Learning
    OBJ: 3  TOP: Classical conditioning: generalization
    MSC: Factual | Definitional

35. ANS: C  PTS: 1  DIF: Difficult  REF: Page 222 | Section- Learning
    OBJ: 3  TOP: Classical conditioning: generalization
    MSC: Conceptual | Application

36. ANS: A  PTS: 1  DIF: Medium  REF: Page 222 | Section- Learning
    OBJ: 3  TOP: Classical conditioning: generalization
    MSC: Conceptual | Application

37. ANS: B  PTS: 1  DIF: Medium  REF: Page 222 | Section- Learning
    OBJ: 3  TOP: Classical conditioning: generalization
    MSC: Factual | Definitional

38. ANS: B  PTS: 1  DIF: Medium  REF: Page 222 | Section- Learning
    OBJ: 3  TOP: Classical conditioning: generalization
    MSC: Conceptual

39. ANS: D  PTS: 1  DIF: Difficult  REF: Page 222 | Section- Learning
    OBJ: 3  TOP: Classical conditioning: discrimination
OBJ: 7  TOP:  Skinner's experiments  MSC:  Factual | Definitional
58. ANS:  D  PTS:  1  DIF:  Medium  REF:  Page 229 | Section- Learning
OBJ: 7  TOP:  Skinner's experiments  MSC:  Factual | Definitional
59. ANS:  A  PTS:  1  DIF:  Medium  REF:  Page 229 | Section- Learning
OBJ: 7  TOP:  Shaping behavior  MSC:  Factual | Definitional
60. ANS:  D  PTS:  1  DIF:  Medium  REF:  Page 229 | Section- Learning
OBJ: 7  TOP:  Shaping behavior  MSC:  Conceptual | Application
61. ANS:  C  PTS:  1  DIF:  Medium  REF:  Page 229 | Section- Learning
OBJ: 7  TOP:  Shaping behavior  MSC:  Conceptual
62. ANS:  D  PTS:  1  DIF:  Medium  REF:  Page 229 | Section- Learning
OBJ: 7  TOP:  Shaping behavior  MSC:  Conceptual | Application
63. ANS:  A  PTS:  1  DIF:  Difficult  REF:  Page 229 | Section- Learning
OBJ: 7  TOP:  Shaping behavior  MSC:  Conceptual | Application
64. ANS:  C  PTS:  1  DIF:  Difficult  REF:  Page 230 | Section- Learning
OBJ: 7  TOP:  Shaping behavior  MSC:  Factual | Definitional
65. ANS:  A  PTS:  1  DIF:  Difficult  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  MSCs of reinforcers  MSC:  Conceptual | Application
66. ANS:  C  PTS:  1  DIF:  Medium  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  MSCs of reinforcers  MSC:  Conceptual | Application
67. ANS:  C  PTS:  1  DIF:  Difficult  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  MSCs of reinforcers  MSC:  Conceptual | Application
68. ANS:  D  PTS:  1  DIF:  Medium  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  MSCs of reinforcers  MSC:  Factual | Definitional
69. ANS:  C  PTS:  1  DIF:  Difficult  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  MSCs of reinforcers  MSC:  Conceptual | Application
70. ANS:  A  PTS:  1  DIF:  Difficult  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  MSCs of reinforcers  MSC:  Conceptual | Application
71. ANS:  D  PTS:  1  DIF:  Medium  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  MSCs of reinforcers  MSC:  Conceptual | Application
72. ANS:  E  PTS:  1  DIF:  Medium  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  Primary and conditioned reinforcers  MSC:  Factual | Definitional
73. ANS:  B  PTS:  1  DIF:  Easy  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  Primary and conditioned reinforcers  MSC:  Factual | Definitional
74. ANS:  A  PTS:  1  DIF:  Medium  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  Primary and conditioned reinforcers  MSC:  Conceptual | Application
75. ANS:  D  PTS:  1  DIF:  Difficult  REF:  Page 231 | Section- Learning
OBJ: 8  TOP:  Immediate and delayed reinforcers  MSC:  Conceptual | Application