

Chapter 6

- Enhancing Classical Conditioning
 - o Conditioning is rapid if the stimulus is unfamiliar
 - o If the subject is used to the stimulus it takes longer to adjust
 - o Stimulus needs to stand out
 - o Preparation plays an important role
 - When people are aware of the connection between the conditioned response and unconditioned stimulus makes better connection
 - o The establishment of a conditioned response is acquisition
 - o To remove or extinguish a conditioned response
 - Extinction
 - Extinguished
 - Do not forget
 - Think of the rabbit and the blinking
 - o Extinction is not forgetting
 - You learn to ignore the stimulus
 - Forgetting is loss of learning
 - o We can tell extinction is not forgetting due to spontaneous recovery
 - Temporary return of an extinguished response
 - Extinction DOES NOT FULLY ERASE THE CONNECTION BETWEEN CONDITIONED STIMULUS AND CONDITIONED RESPONSE
- Explaining Classical Conditioning
 - o The conditioned stimulus is a signal to the organism – it prepares them; signals the likelihood of the events
 - o Stimulus generalization (inability to distinguish between stimuli)
 - o Discrimination (ability to distinguish between stimuli)
 - o Conditioning – CS Contiguity and contingency
 - A CR develops if there is predictability or contingency
 - When the CS occurs relative to the UCS matters too (contiguity)
 - Contingency – presences of one thing depends on (signals) the presence of another
 - Think of the bbq example
 - Contiguity – how close the two things come together
 - Temporal contiguity
 - Closeness in time aids the process of conditioning
 - Sooner UCS occurs after the CS the better you pick it up
 - Forward conditioning
 - o CS 1st → UCS (best for conditioning)
 - Simultaneous conditioning – same time
 - Trace conditioning – CS way later than UCS
 - Backwards – UCS → CS
 - Temp → over time consistency
- Redundant Contingency
 - o Blocking
 - Add another stimuli. If you do it at the same time the second learned will not take
- Operate (Instrumental) Conditioning

- o Thorndike
 - Cats
 - Graphed learning curve
 - Recorded speed; lucked into it didn't learn it
 - The escape acted as a reinforce
 - Reinforcement is any experience that rewards you for something
 - The response that has the reinforce will be chosen more, with the rest equal, they will be more likely to pick the response with the reinforcement
 - o $S \rightarrow \text{pleasure} \rightarrow \text{increased R}$
 - o $S \rightarrow \text{nothing} \rightarrow \text{no change}$
 - o $S \rightarrow \text{pain} \rightarrow \text{decreased R}$
- Operant/instrumental response
 - o Changes behavior because of reinforcements
 - o Subjective behavior determines and is effected by certain outcomes
 - o Positive = giving something
 - o Negative = taking something away
 - o NOT GOOD AND BAD
 - o Think about Big Bang Theory
 - o Most people response better to immediate response and immediate punishment
 - o Best = super harsh immediately
 - o Mild, logical and consistent punishment can be informative and helpful