#1

Organisms are born with innate behaviors of instincts and reflexes. Reflexes are motor or neural reactions to something particular coming from an environment external to the organism. Reflexes are simpler than instincts and usually involve the activity of a specific part of the body. Reflexes, typically, are associated with parts of the central nervous system associated with early development. Instincts are reactions to a broader range of events. Because instincts involve more complex behavior pattern, they involve higher brain centers and usually engage the body's movement of the body as a whole.

#2

The four reinforcement schedules are: 1) fixed interval; 2) variable interval; 3) fixed ratio; 4) variable ratio. In fixed interval the reward for the behavior is time dependent. The time between rewards for a particular response is determined and fixed. For the variable interval, the time between reinforcements varies, it has not set time pattern. For the fixed ratio schedule, there are a specific number of responses that would result in reinforcement. The reinforcement is no longer time dependent, but quantity dependent. In the variable ratio schedule there is no fixed amount of responses, the amount required to get a reward varies from time to time.

#3

The four steps in the process of modeling are: attention, retention, reproduction and motivation. In the attention stage the observer focuses and studies exactly what the model is doing. The second stage is retention in which the observer remembers, can list everything the model is doing. Next is the reproduction stage in which the observer can remember and accurately perform the model's behavior. In the end, the observer must be motivated to copy the behavior

of the model. Whether or not the observer is motivated depends on what happened to the model. If the model had a good end, the observer is motivated. If the model experienced a bad end, the observer is not motivated to copy the model.

#13

Conditioned – learned responses

UCR – unconditioned response – stimulus elicits a reflexive response

UCS – Unconditioned stimulus – a natural unlearned reaction to a stimulus

CS – a conditioned stimulus – stimulus that elicits a response after being paired it UCS

CR – conditioned response – response from a CS

Water squirts is (CS) conditioned stimulus; moving avoids the cake is conditioned response (CR). The cake is the unconditioned response (UCR) and the unconditioned stimulus is Patrick moving toward the cake when he sees it.

Video:

#29

Thorndike's Puzzle Box – It appears that cats put in the box for the first time, after trial and error found a way to escape. After being in the box several times they quickly learned how to escape from the box. A well-practiced cat could quickly escape the box to get the reward of

food. The actions that lead to the reward were then stamped in the mind of the cat. Thorndike determined that behavior changes because of consequences and these wild creatures developed new habits. This is related to the law of effect.

According to Skinner, the law of effect is also applicable to humans. Behaviors that produce satisfying results are more likely to be repeated as opposed to behavior that are not pleasant, which are more to be avoided. Humans learn as they acquire skills and knowledge through experience. Learning can be through direct experience or observation.

Chapter 7

#31

Cognitive psychology is the study of psychology dedicated to studying how people think, and why we think the way we do. This area focuses on human language,, creativity, and problem solving. This area includes the study of mental processors in intelligence, comparative intelligence among people, and how we analyze thoughts and information.

#33

Strategies for problem-solving are trial and error, applying algorithms and using
Trial and error evaluate actions that give favorable outcomes as opposed to the actions that bring undesirable outcomes.

An algorithm is a step-by-step, detail action format that produces the same result every time it is followed.

A heuristic is a general problem-solving approach. This approach employs an process that seems appropriate for the situation, and in a particular situation it generally, usually works most of the time. This method is used when there is too much or too little information to make a decision. This method may also be considered when the decision must be made quickly, and it is not extremely important matter.

#35

IQ stands for intelligence quotient and is used in conjunction with the test used to measure intelligence specifically. This test is scored on the basis that intelligence is comprised of various abilities in several cognitive realms and considers the many mental processes that may have been used in answering each item. Indices evaluated are verbal comprehension, visual spatial, fluid reasoning, working memory, and processing speed, which all add up to give the Full Scale IQ score. An IQ score between 85 and 115 is considered average and 68% of the population is within this range. An IQ of 130 or greater is deemed to be superior.

#41

Role schema is all the things that come to mind when thinking about a certain role or position that a person holds. This helps fill in information gaps as a person assesses knowledge they have in mind about that particular role. While this is usually helpful in providing generalities about someone's character or personality, sometimes the conclusions may not be totally accurate. For example, one would think most lawyers are fast talkers, read a lot, are smart, studious and stay professionally current. So you could meet a corporate lawyer, who may be unable to argue a case, cannot think quick on her feet and doesn't make a habit to read the legal journals, and she has no expertise regarding corporate boards. Although she has the position, she does not fit the preconceived role.

#62 Video

Intelligence is mental capacity. Some consider intelligence to be a collection of distinct abilities. Cattell states that intelligence is divided into crystalized intelligence which is acquired knowledge along with the ability to retrieve it and fluid intelligence which is the ability to analyze complex relationships and problem solve. Steinberg's theory includes creative, analytical, and practical intelligence. Practical intelligence to be street smart. Gardner's theory of intelligence includes approximately eight categories.

Intelligence is not one ability but multiple abilities. Schools should foster the development of all abilities and appreciate that some students have different giftings. Each area of intelligence has its place and area of contribution. In Rex's case, his extraordinary ability has to be fostered. His mother stated that the piano is where he becomes alive, it gives him a personal meaning and joy to be alive. Because they are not well adapted to normal life, in the areas where they do not excel or maybe learning disabled, they should be taught at that level. Rex is in a class line with his level of intelligence in the other areas of his life. That is appropriate.