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General Psychology

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1. Reflexes are simple and automatic responses to a specific stimulus, while instincts are more complex and involve a sequence of behaviors that are triggered by a particular situation or context. Instincts are also more flexible and adaptable than reflexes. While reflexes are hard-wired and cannot be modified, instincts can be modified and refined through learning and experience.

   Instincts are goal-oriented behaviors that are aimed at fulfilling a specific biological need or survival function, such as finding food, mating, or avoiding danger. Reflexes, on the other hand, are simply a response to a stimulus without any specific goal or purpose. For example, the knee-jerk reflex is an automatic response to a tap on the knee, but it doesn't serve any specific purpose other than to demonstrate the reflex itself.

2.

1. Continuous Reinforcement: This schedule provides reinforcement every time a desired behavior is performed. This is the most effective way to establish and maintain a behavior, but it can be difficult to maintain in the long term because it requires a constant supply of reinforcement.
2. Fixed Ratio Reinforcement: This schedule provides reinforcement after a fixed number of responses have been performed. For example, a rat may receive a food pellet every 10 lever presses. This schedule is effective for maintaining a behavior, but it can lead to “post-reinforcement pause” after each reinforcement received.
3. Variable Ratio Reinforcement: This schedule provides reinforcement after a number of responses have been performed. For example, a slot machine may provide a payout after an

average of 5 lever pulls. This schedule is the most effective for maintaining a behavior, as it leads to the highest rates of responding and the least amount of “post reinforcement pause”

4. Fixed Interval Reinforcement: is a type of reinforcement schedule in which a behavior is rewarded after a fixed amount of time has passed. Reinforcement is given on a set schedule regardless of how many times the behavior is performed within that time frame.

3. List and explain the steps of the modeling process in the order in which they occur.

Define the research question: The first step in the modeling process in psychology is to define the research question that the model will address. This involves identifying a specific phenomenon or behavior that you want to explain.

Develop the theoretical model: Once you have defined the research question, you need to develop a theoretical model that explains the phenomenon. This involves identifying the variables that are involved and how they are related to each other. The theoretical model should be based on existing theories and research in the field.

Collect and analyze data: After developing the theoretical model, you need to collect data to test the model. This involves selecting an appropriate sample and using various research methods, such as surveys or experiments, to collect data. Once you have collected the data, you need to analyze it using statistical methods to test the relationships between the variables in the model.

Evaluate the model: After analyzing the data, you need to evaluate the model to determine how well it fits the data. This involves assessing the goodness of fit between the model and the data, as well as testing the significance of the relationships between the variables in the model.

Revise the model: If the model does not fit the data well, you may need to revise the model. This involves making changes to the theoretical model based on the results of the analysis. You may need to add or remove variables, adjust the relationships between variables, or refine the theoretical framework.

Repeat the process: Once you have revised the model, you need to collect and analyze new data to test the revised model. This process may need to be repeated several times until you have developed a model that fits the data well and explains the phenomenon adequately.

4. Operant conditioning is a type of learning that focuses on the relationship between behavior and its consequences. In this theory, behaviors that are followed by positive consequences are more likely to be repeated in the future, while behaviors that are followed by negative consequences are less likely to be repeated. There are four means of modifying behavior in operant conditioning: positive reinforcement, negative reinforcement, punishment, and extinction. Positive reinforcement occurs when a behavior is followed by the presentation of a desirable stimulus, which increases the likelihood that the behavior will be repeated in the future.Negative reinforcement occurs when a behavior is followed by the removal of an aversive stimulus, which increases the likelihood that the behavior will be repeated in the future. Punishment occurs when a behavior is followed by the presentation of an aversive stimulus, which decreases the likelihood that the behavior will be repeated in the future. Extinction occurs when a behavior is no longer followed by a consequence, which decreases the likelihood that the behavior will be repeated in the future.

5. There are two kinds of responses and two kinds of stimuli that are key to classical conditioning which are, the unconditioned response which is an automatic and natural response to a stimulus that is not learned. The conditioned response which is a learned response that is elicited by a previously neutral stimulus. This response is only observed after the neutral stimulus has been repeatedly paired with an unconditioned stimulus. The unconditioned stimulus is a stimulus that naturally and automatically triggers an unconditioned response. Lastly, the conditioned stimulus a neutral stimulus that is repeatedly paired with an unconditioned stimulus to elicit a conditioned response.

31. Describe the field of cognitive psychology.

Cognitive psychology is a branch of psychology that studies mental processes, including perception, thinking, memory, attention, language, problem solving, and decision making. It is concerned with how people acquire , process, and use information in order to understand and make sense of the world around them.

32. List the stages of language and communication development in order of age of acquisition that occur between birth and 18-months old.

Crying and vegetative sounds (0-2 months): At birth, infants produce reflexive cries and vegetative sounds, such as burps, coughs and sneezes.

Cooing (2-4 months): Infants start to produce cooing sounds, such as “ooh” and “ahh”, often while gazing at caregivers.

Babbling (4-6 months): Infants start to produce repetitive consonant- vowel syllables, such as “ ba ba ba” or “ma ma ma” which are unrelated to the language spoken by the caregivers.

Echolalia (6-8 months): Infants start to imitate sounds and intonation patterns they hear from caregivers, even if they do not understand the meaning of the words.

Gestures (8-12 months): Infants start to use gestures, such as pointing, waving, and reaching, to communicate their needs and desires.

First words (12-18 months): Infants typically say their first words around their first birthday with a range of 10-14 months being considered typical. These first words are usually simple nouns, such as "mama," "dada," or "ball," and are often related to people, objects, or events in the infant's immediate environment.

37.A prototype is a preliminary or initial version of a product, system, or concept that is created to test its functionality, usability, and design before it is released to the market or implemented in a larger scale. It is a model that allows designers, engineers, and other stakeholders to evaluate the feasibility of an idea and identify potential issues or areas of improvement. An example of a prototype could be a 3D printed model of a new product design that allows engineers to test its shape, size, and functionality before investing in expensive tooling and manufacturing processes.

34. Raymond Cattell's theory of intelligence is known as the "fluid and crystallized intelligence" theory. Cattell believed that intelligence is made up of two separate but related components: fluid intelligence and crystallized intelligence. Fluid intelligence refers to the ability to reason, problem-solve, and adapt to new situations without relying on previously learned knowledge or skills. It is often thought of as the ability to think abstractly and solve novel problems. Fluid intelligence tends to decline with age, as it is primarily based on innate cognitive abilities. Crystallized intelligence, on the other hand, refers to the knowledge and skills that are acquired through experience and education. It includes things like vocabulary, factual knowledge, and specialized skills. Crystallized intelligence tends to increase with age, as individuals acquire more knowledge and experience over time.

35. IQ stands for "Intelligence Quotient." It is a measure of a person's cognitive abilities or intelligence relative to the rest of the population. The concept of IQ was developed by French psychologist Alfred Binet in the early 20th century to identify children who might need extra help in school.