

Glossary

A

A-B design – A research design in ABA which includes just one rotation from baseline to treatment phase and then from that we see if the behavior changed in the predicted manner

A-B-A-B Reversal Design - A research design in ABA in which the baseline and treatment phases are implemented twice

Abolishing operation - When an event makes a reinforcer or punisher less potent and so less likely to occur

Absent-mindedness - When we forget to do things or have a lapse of attention such as not remembering where we put our keys

Abstract - A 150-250-word summary of a research article

Acceptance techniques – A cognitive behavior modification strategy in which the person comes to accept that which he/she cannot change

Accommodation - When novel information is obtained, we could update an existing schema or create a brand new one

Acquisition - The entire process of conditioning, to include when we first make the association between NS and US to its strengthening over time through repeated pairings

Adaptation - Schemas change due to direct experience with our environment

Adjusting schedule – A complex schedule in which after the organism makes 30 lever presses, the schedule changes to 35 presses, and then 40

Afferent neurons - Carry messages to the brain

Agoraphobia - When a person experiences fear specific to leaving their home and traveling to public places

Alternative activity – A different task students must be offered in lieu of participating in a research study

Amnesia - The loss of memories, such as facts, information, and experiences

Anterograde amnesia - When we experience difficulty learning new information since the onset of amnesia

Appetitive stimuli - Stimuli that an organism desires and seeks out

Applied Science – The type of science which desires to find solutions to real-world problems

Assimilation - When new information is made to fit into existing schemas

Attentional model – Model of conditioning which states that how much attention an organism will give a CS is dependent on how well the CS predicts the US

Aversive stimuli – Stimuli that are readily avoided

Avoidance theory of punishment – When an animal comes to avoid an aversive stimulus by engaging in the required behavior (i.e. moving to the other part of the shutter box) or not making an undesirable one

B

Backup reinforcers - The regular reinforcers the person has in their life that come to be associated with tokens in a token economy

Backward conditioning – When the US occurs before the NS in respondent conditioning

Baseline Phase – The phase of behavior modification before any strategy or strategies are put into effect; serves as a comparison with the treatment phase

Basic Science – The type of science concerned with the acquisition of knowledge for the sake of the knowledge and nothing else

Behavior - What people do, say, or think/feel

Behavioral contract - A written agreement between two people in which at least one of the two have agreed to engage in a specific level of the target behavior

Behavioral deficit – A behavior we want to increase as it is currently either not being performed or being performed not at the desired level.

Behavioral definition - A precise, objective, unambiguous description of the target behavior or a competing behavior

Behavioral excess – A behavior that we want to decrease because it is causing us some type of trouble in our life

Bias - When current knowledge, beliefs, and feelings skew our memory of past events

Biological preparedness - Says that organisms tend to learn some associations more readily than others

Blocking - When we experience the tip-of-the-tongue phenomena and just cannot remember something

Blocking - The compound stimulus is composed of a NS and a CS and the established CS interferes with learning a new CS relationship

Break point – When the rate of behavior decreases sharply or completely stop

C

Case studies – A detailed description of one person or a small group based on careful observation

Central executive – Tells us where to focus our attention and can even home in on specific aspects of a stimulus

Chained schedule - A reinforcer is delivered after the last in a series of schedules is complete, and each schedule is controlled by a specific stimulus

Change blindness – When we fail to notice a difference in two pictures presented in rapid succession, compared to side-by-side

Changing-Criterion Design – A research design in ABA in which the performance criteria changes as the subject achieves specific goals

Chunking – Taking larger lists of unrelated and meaningless material and grouping them into smaller, meaningful units

Cognition – a thought

Cognition - Concerns thinking and includes such processes as attention, learning, memory, language, reasoning, decision making, problem solving, and learning

Cognitive behavioral therapy – A type of therapy which focuses on exploring relationships among a person's thoughts, feelings and behaviors and seeks to reduce maladaptive cognitions

Cognitive coping skills training – A cognitive behavior modification strategy which teaches social skills, communication, and assertiveness through direct instruction, role playing, and modeling

Cognitive restructuring, also called rational restructuring – A cognitive behavior modification strategy in which maladaptive cognitions are replaced with more adaptive ones

Compensatory-response model – States that a CS that has come to be repeatedly associated with the a-process or primary response to a US will with time, elicit a compensatory response or b-process

Competing behavior - A behavior which interferes with the successful completion of a target behavior

Competing response – In habit reversal, this is a behavior that is incompatible with the habit and makes its occurrence nearly impossible or difficult

Complex schedules - Schedules characterized by being a combination of two or more simple schedules

Compound stimulus - When we are presented with two or more stimuli simultaneously

Concepts - Mental categories of objects, ideas, abstractions, events, relations, or activities that have common properties and are shared by all members of the category

Concrete operations – The stage of cognitive development in which children now understand conservation, reversibility, and cause and effect but their thinking is still grounded in concrete experiences and concepts

Concurrent schedule – A complex schedule which presents an organism with two or more simple schedules at one time and it can choose which to follow

Conditioned emotional response (CER) technique – A procedure in which a subject is trained to press a bar and once responding reliably, is presented with a NS in the form of a light, tone, or noise paired with a mild foot shock (US) which causes fear (UR); in time the NS/CS alone elicits fear (CR)

Conditioned response – The response which is elicited by a CS, though it is not the same as the UR

Conditioned stimulus – The initially neutral stimulus that has been associated with a naturally occurring stimulus to bring about a response

Conditioned suppression theory of punishment - This theory asserts that punishment does not occur due to a weakening of a behavior, but because an emotional response is produced that interferes with the behavior's occurrence

Conditioning trial - The pairings of NS and US each represent a single trial

Conjunctive schedule – A complex schedule with two or more simple schedules which must have their conditions met before reinforcement is delivered

Connectionism – The idea that stimulus and responses were connected by the organism and this lead to learning; according to Thorndike

Contingency - When one thing occurs due to another; in terms of enhancing the effectiveness of reinforcers and punishers, it refers to the uniqueness of the consequence to the situation

Contiguity - Occurs when two events are associated with one another because they occur together closely, either in time (temporal) or space (spatial)

Contrived reinforcers – Reinforcers that are arranged to modify a behavior

Control group – The group in an experiment that does not receive the treatment or is not manipulated

Controlled response - The altered response

Controlling responses - Responses that do the altering

Cooperative schedule – A complex schedule which requires two organisms to meet the requirements together

Correlational Research – A research method which examines the relationship between two variables or two groups of variables

Counterconditioning - The reversal of previous learning

Covert - Behavior cannot be observed

Criterion - The specific “trigger” for when we advance from one goal to the next

Critical thinking - Our ability to assess claims made by others and make objective judgments that are independent of emotion and anecdote and based on hard evidence

D

Debriefed - When the true purpose of a study is revealed and participants are told where to go if they need assistance and how to reach the researcher if they have questions

Deception – When researchers intentionally withhold the true purpose of the study from participants

Deductive reasoning - When the procedure needed to draw a conclusion is clear and only one answer is possible

Deferred imitation - When we observe a model but do not show such learning until a later time

Delay conditioning - Involves the presentation of the NS before the US, but the NS overlaps with the US for a short period of time

Dependent variable – The variable in an experiment that is measured

Descriptive statistics – A type of statistic that provides a means of summarizing or describing data, and presenting the data in a usable form

Determinism - Says that every act is determined or caused by past events

Differential reinforcement – When we attempt to get rid of undesirable or problem behaviors by using the positive reinforcement of desirable behaviors

Differential Reinforcement of Alternative Behavior (DRA) - When we reinforce the desired behavior and do not reinforce undesirable behavior

Differential Reinforcement of High Rates of Responding (DRH) – When we reinforce a behavior occurring at a high rate or very often or seek to increase a behavior

Differential Reinforcement of Incompatible Behavior (DRI) – This strategy delivers a reinforcer when another behavior is used instead of the problem behavior; we substitute the behavior

Differential Reinforcement of Low Rates of Responding (DRL) – When we want to reduce the occurrence of a behavior, not eliminate it

Differential Reinforcement of Other Behavior (DRO) - When we deliver a reinforcer contingent on the absence of an undesirable behavior for some period

Discriminated avoidance procedure -An animal is provided with a signal that an aversive event is about to occur but has enough time to engage in a behavior to avoid this event

Discriminated behavior - When a behavior is more likely to occur in the presence of the S^D and not the S^Δ

Discriminative stimuli (also called a S^D) - When cues in the environment bring about a specific behavior

Discrimination hypothesis - Says that it is more difficult to discriminate between extinction and the partial schedule than it is extinction and the continuous schedule

Discrimination training - Involves the reinforcement of a behavior when one stimulus is present but extinguishing the behavior when a different stimulus is present

Discussion – In this section of a research article the researcher restates the main findings and hypothesis of the study, offers an interpretation of the findings and what their significance might be, and states strengths and limitations of the study which then allows for a listing of future directions

Dishabituation - Occurs when an organism's state of arousal is enhanced leading to an increase in the response that previously was habituated

Distal goals – Goals that are far off in the future

Distracted - When one stimulus interferes with our attending to another

Dual-process theory – States that the processes of habituation and sensitization are controlled by different mechanisms; habituation is controlled by the S-R system and sensitization by the state system

Dualism - Asserts that the body, as an extension of the physical world, functions much like a machine and produces involuntary, reflexive responses to external events while the *mind* has free will and produces voluntary behaviors

Duration - A measure of how long the behavior lasts

E

Efferent or motor neurons - Send commands out of or away from, the nervous system

Elicited behaviors - Behaviors that occur due to a specific environmental stimulus

Emotional intelligence or EI - Our ability to manage the emotions of others as well as ourselves and includes skills such as empathy, emotional awareness, managing emotions, and self-control

Empiricism - States that knowledge arises from sensory experience

Enactive learning - Learning by doing

Establishing operation - When an event makes a reinforcer or punisher more potent and so more likely to occur

Evaluative conditioning - When our initial evaluation of a stimulus changes due to it being associated with another stimulus that we already like or dislike

Exchange rate - How many tokens are needed to purchase a backup reinforce in a token economy

Excitatory conditioning – When the NS is associated with the presentation of the US

Experimental group – The group in an experiment that does receive the treatment or manipulation

Experiments – A controlled test of a hypothesis in which a researcher manipulates one variable and measures its effect on another variable

Extinction – When the CS is no longer paired with the US leading to no response when the CS is presented again

Extinction burst - When extinction first occurs, the person or animal is not sure what is going on and actually begins to make the response more often (frequency), longer (duration), and more intensely

Extrinsic reinforcement – States that some sources of reinforcement come from outside us, or are external

F

Fading - The gradual removal of a prompt(s) once the behavior continues in the presence of the S^D

Fast mapping - When children ascertain the meaning of a word from how it's used in a sentence (its context), what word it is contrasted with, and previous knowledge of words and word categories

Fixed duration (FD) schedule – States that the organism has to make the behavior continuously for a period of time after which a reinforcer is delivered

Fixed Interval schedule (FI) – A schedule of reinforcement in which we reinforce some set amount of time

Fixed Ratio schedule (FR) – A schedule of reinforcement in which we reinforce some set number of responses

Fixed time (FT) schedule - An organism receives reinforcement after a set amount of time

Flooding - Exposing the person to the maximum level of stimulus and as nothing aversive occurs, the link between CS and US producing the CR of fear should break, leaving the person unafraid

Fluency - A measure of the number of correct responses made per minute

Formal operations – The stage of cognitive development which begins in adolescence and lasts into adulthood. Teens become capable of abstract thinking and understand that ideas can be compared and classified, just as objects can

Free recall - Asking the person to demonstrate what they previously learned

Frequency - A measure of how often a behavior occurs

Functional relationship - When we can say a target behavior (DV) has changed due to the use of a procedure/treatment/strategy (the IV) and this relationship has been replicated at least one other time

G

Gaps - Holes in the literature; or topics needing additional research

Generalizability – In research, when we can make statements about the population from our sample

Generalized anxiety disorder - The most common anxiety disorder characterized by a global and persistent feeling of anxiety

Generalized imitation – Imitating the reinforced and non-reinforced behavior

Generalization training - When we reinforce behavior across situations until generalization occurs for the stimulus class

Generalized reinforcer – A reinforcer that obtains its name because of being paired with many other reinforcers

Gestural prompt – Making gestures with your body to indicate the correct action the person should engage in

Goal - An objective or result we desire that clearly indicates how our time and physical and psychological energy will be spent

Guided compliance - Physically guiding the person through the activity which is meant to be aversive and in the future he or she should engage in the desire behavior to avoid the discomfort of being guided

H

Habit - An acquired behavior pattern regularly followed until it has become almost involuntary (<http://www.dictionary.com/browse/habit>)

Habit disorder – When a habit becomes annoying for others due to an increase in frequency, duration, and/or intensity

Habit strength or formation – States that S-R connections are strengthened the more times reinforcement occurs

Habituation - When the size or probability of a response decreases in response to a repetitive stimulus

Heuristics – Mental shortcuts

Higher order conditioning – When a stimulus that is associated with a CS (formerly the NS) becomes a CS itself and elicits the CR

History - The study of the past – the people, places, and events that make it up

Hypothesis - A specific, testable prediction

I

Imitation – Copying the behavior of another person, called a model

Immediacy – When a reinforcer or punisher is delivered immediately

Inattentive blindness - When we miss a stimulus clearly present in our visual field when our attention is focused on a task

Independent variable – The variable in an experiment that is manipulated

Inductive reasoning - Used when there is no single correct solution to a problem

Inferential statistics – A type of statistics that allows for the analysis of two or more sets of numerical data

Informed consent - When the person agrees to participate because they are told what will happen to them

Inhibitory conditioning – When the absence of the US is associated with a NS

Intellectual Disability - A deficit in cognitive or intellectual functioning

Intelligence - Includes the ability to solve problems, acquire language and knowledge, think abstractly, adapt to one's environment, and engage in the manipulation of one's environment

Interference - When information that is similar to other information interferes in either storage or retrieval

Inter-rater reliability - How consistent different observers are when making judgments

Interstimulus interval - The period between the presentation of the NS and then the US (Panel C) within a conditioning trial

Intertrial interval - The period between conditioning trials

Intrinsic reinforcement – When we obtain reinforcement from the mere act of engaging in a behavior

Introduction – The first section of a research article designed to provide a summary of the current literature as it relates to the topic

Intensity - A measure of how strong the response is

Interval Recording – A type of recording method in which you take the observation period and divide it up into shorter periods of time; can be whole or partial

Introduction – The first section of a research article designed to provide a summary of the current literature as it relates to the topic

Introspection - The examination of one's mental state

J

K

L

Laboratory observation - Involves observing people or animals in a laboratory setting

Language - All the socially shared rules for what words mean, how to make new words, how to put them together, and what combinations work best in specific situations

Language acquisition device - An innate mechanism in the brain that makes the learning of a language possible

Lapse - When we make a mistake or slip up

Latency - Represents the time it takes for a behavior to follow from the presentation of a stimulus

Latent inhibition - States that it is easier to condition a novel stimulus than a familiar one

Law of Effect (Thorndike, 1905) - The idea that if our behavior produces a favorable consequence, in the future when the same stimulus is present, we will be more likely to make the response again, expecting the same favorable consequence. If our action leads to dissatisfaction, then we will not repeat the same behavior in the future

Learning - Any relatively permanent change in behavior due to experience and practice

Learning disorder - Characterized by the inability or difficulty processing academic or functional information in our environment

Literature review - When we conduct a literature search through our university library or a search engine such as Google Scholar to see what questions have been investigated already and what answers have been found

Load theory of attention - Posits that we can attend to task-irrelevant stimuli since only some of our cognitive resources have been used when engaged in low-load tasks, but high load tasks do not leave us any resources to process other stimuli

Long-term memory - Holds a great deal of information for an indefinite period of time, possibly for decades

M

Magnitude - How large a reinforcer or punisher is and has a definite effect on behavior

Maintenance Phase – The phase of behavior modification which follows the treatment phase and which involves the continued measurement of our behavior to ensure that the strategies we

used to bring about meaningful behavioral change stand the test of time and future or unforeseen temptations

Maintenance Problem – A problem during maintenance phase linked to a loss of motivation

Materialism - States that everything that makes up the universe could be described in physical terms and by explained by the properties of matter and energy

Mechanism - Is the idea that the universe is a great machine

Memory - The ability to retain and retrieve information

Mental images - Pictures in the mind's eye; there is no direct sensory experience

Method – The section of a research article in which participants, materials or apparatus, and procedure are described in detail; it is like a cookbook

Misattribution - When we believe a memory comes from one source when it really came from another source

Mixed schedule – Complex schedule with more than one simple schedule, but they are not associated with a specific stimulus

Modal action pattern (MAP) – A complex type of reflex that is fairly complex, involve the entire organism and not specific muscles, and can vary and which leads to an organisms survival

Modeling – Behavior modification technique used to change behavior by having subjects observe a model in a situation that usually causes them some anxiety; . By seeing the model interact nicely with the fear evoking stimulus, their fear should subside

Motivating operations – When an event make a reinforcer or punisher more or less reinforcing or punishing

Multiple-baseline designs – A research design in ABA which involves use of a baseline and treatment phase for different people, behaviors, or settings

Multiple schedule includes two or more simple schedules, each associated with a specific stimulus

N

Natural reinforcers – Reinforcers that occur naturally in the environment

Naturalistic observation – When a scientist studies human or animal behavior in its natural environment

Negative Punishment (NP) – In operant conditioning, this is when something good is taken away or subtracted making a behavior less likely in the future.

Negative Reinforcement (NR) – In operant conditioning, this is when something bad or aversive is taken away or subtracted due to your actions, making it that you will be more likely to make the same behavior in the future when some stimuli presents itself

Neurotransmitter – The chemical form that an actual code passes from one neuron to another

Neutral stimulus – A stimulus that causes no response

O

Observation period – The predetermined period of time when you observe behavior

Observational learning – Learning by watching others

Occasion setters - Stimuli that help an organism determine if the CS will be followed by a US leading to the CR

One-process theory of avoidance - States that avoidance behavior is negatively reinforced due to aversive stimulation with which it is associated occurring at a lower rate; utilizes operant conditioning only

Operant behaviors - Behaviors that are voluntary and controlled instead by their consequences

Operant conditioning - A type of associate learning which focuses on consequences that follow a response or behavior that we make and whether it makes a behavior more or less likely to occur

Opponent process theory of emotion - States that our primary emotional reaction to an emotion-arousing stimulus, or *a* process, is followed by an opposite after-reaction, or *b* process, which counteracts this shift

Overcorrection procedures - When a person is expected to engage in effortful behavior for an extended period after the occurrence of an undesirable behavior

Overshadowing - Two neutral stimuli are presented at the same time and the more salient of the two becomes a CS

Overt - Behavior that is observable

P

Panic attack - A sudden or abrupt surge of fear or impending doom along with at least four physical or cognitive symptoms

Panic disorder - When an individual experiences recurrent panic attacks consisting of physical and cognitive symptoms

Partial reinforcement effect – When a response continues being made for a while even though reinforcement is not being received

Perceptual set - Accounts for how our prejudices, beliefs, biases, experiences, and even our mood affect how we interpret sensory events called stimuli

Perception - The process of adding meaning to raw sensory data

Perceptual load - How difficult a task is

Persistence - When unwanted memories continue and are not forgotten

Philosophy - Is the love and pursuit of knowledge

Physical prompt – Guiding the person through physical contact to make the correct response

Positive practice – A form of overcorrection in which a person is made to engage in the correct form of the behavior over and over again

Positive Punishment (PP) – In operant conditioning, if something bad or aversive is given or added, then the behavior is less likely to occur in the future

Positive Reinforcement (PR) – In operant conditioning, if something good is given or added, then the behavior is more likely to occur in the future

Positivism - States that only natural phenomena or facts that are objectively observable should be pursued

Posttraumatic stress disorder - More commonly known as PTSD, is identified by the development of physiological, psychological, and emotional symptoms following exposure to a traumatic event

Prelinguistic communication - The type of communication that occurs before language is possible

Premack principle – States that reinforcers (the consequence) are behaviors and not stimuli, which leads to high-probability behavior being used to reinforce low-probability behavior

Preoperational stage – The stage of cognitive development characterized by acquisition of the symbolic function, less dependence on sensorimotor activity to learn about the world, and mental reasoning emerges

Preparatory-response theory – Theory that states the CR exists to prepare the organism for the presentation of the US

Primary – In operant conditioning, refers to reinforcers and punishers that have their effect without having to be learned

Primary drives – Drives associated with innate biological needs states that are needed for survival such as food, water, urination, sleep, air, temperature, pain relief, and sex

Problems - When we cannot achieve a goal due to an obstacle that we are unsure how to overcome

Processing capacity - How much information we can handle

Product or outcome recording - This technique can be used when there is a tangible outcome you are interested in

Progressive ratio (PR) schedule - Involves the requirement for reinforcement increasing in either an arithmetic or geometric way, and after each reinforcement has occurred

Progressive schedule - The rules determining what the contingencies are change in a systematic way

Prompts - A stimulus that is added to the situation and increases the likelihood that the desirable response will be made when it is needed

Prompt delay - When you present the S^D and then wait for the correct response to be made

Prompt fading - When the prompt is gradually removed as it is no longer needed; can fade within a prompt or across prompts

Propositions - Units of meaning that are composed of concepts and express a relationship between the concepts

Proximal goals – Goals that are closer in time

Pseudoconditioning – When an elicited response is not actually caused by the NS/CS but by sensitization

Psychology - The scientific study of behavior and mental processes

Punishment – Due to the consequence, a behavior/response is less likely to occur in the future. It is weakened

Purposive behaviorism - Goal-directed behavior; advanced by Tolman

Q

R

Random assignment – When participants have an equal chance of being placed in the control or experimental group

Random sampling - When everyone in the population has an equal chance of being included in the sample

Rate - A measure of change in response over time, or how often a behavior occurs

Real-time recording – A type of recording method in which you write down the time when the behavior starts and when it ends, and then do this each time the behavior occurs

Reductionism - Focuses on breaking things down to their basic components

Reflex - Indicates the relationship between innate behaviors and the environmental events or stimuli that elicit them

Reflex arc – Includes afferent neurons, interneurons, and efferent neurons which demonstrate the connection between stimulus and response

Reinforcement – Due to the consequences, a behavior/response is more likely to occur in the future. It is strengthened

Reinforcement schedule - In operant conditioning, the rule for determining when and how often we will reinforce a desired behavior

Relapse – When an isolated mistake becomes a pattern of behavior

Repetition blindness - When we experience a reduction in the ability to perceive repeated stimuli if flashed rapidly before our eyes

Replication - Repeating the study to confirm its results

Rescorla-Wagner Model – Theory of conditioning which states that a given US can only support so much conditioning and must be spread out among the CSs that are present

Research design – Our plan of action of how we will go about testing the hypothesis

Resistance to extinction – The idea that the behavior does weaken, but gradually

Respondent behaviors - Behaviors that are involuntary and reflexive in nature

Respondent conditioning - When we link or pair a previously neutral stimulus with a stimulus that is unlearned or inborn

Response – A behavior

Response costs – A type of negative punisher in which some amount of a reinforcer is removed when a problem/undesirable behavior is engaged in

Restitution – A type of overcorrection procedure in which an individual is made to restore the environment to a condition that is better than it was before the undesirable behavior occurred

Response deprivation hypothesis - Says that the behavior falls below its baseline or preferred level

Results – In this section of a research article the researcher states the outcome of the experiment and whether it was statistically significant or not

Retention interval - A period during which you are not practicing what you previously learned

Retrograde amnesia - When we cannot remember past events and previous familiar information

Rules – Tools that add order, predictability, and reliability to our plan

S

Schemas - Organized ways of making sense of experience

Scientific method - A systematic method for gathering knowledge about the world around us

Secondary or conditioned – In operant conditioning, refers to reinforcers and punishers that must be learned.

Secondary drives – Drives that are learned and associated with environmental stimuli that lead to the reduction of primary drives, thereby becoming drives themselves

Selective attention – When we voluntarily focus on specific sensory input from our environment

Self-control – The will power to resist temptation

Self-efficacy - Our sense of self-esteem and competence and feeling like we can deal with life's problems

Self-instructions - Statements you write or say to yourself as positive affirmations and motivational tools

Self-management – Use of behavior modification principles and procedures by an individual to bring about change in their own behavior; Also called self-modification

Self-monitoring – When you monitor your own behavior

Self-regulation - Our ability to carefully consider our actions and the effect they have on others or ourselves, and to make adjustments

Sensation - The detection of physical energy that is emitted or reflected by physical objects

Sensitization - When the size or probability of a response increases in response to a repetitive stimulus

Sensorimotor stage - When infants focus on developing sensory abilities and learn to get around in their environment

Sensory memory - Holds all incoming sensory information detected from our environment for a very short period of time

Sensory preconditioning - Situations in which a stimulus becomes a CS making other stimuli it was paired with likely candidates to become a CS in the future too

Shaping by successive approximations or shaping – When we get a person or animal to make some desired behavior that they would not normally know to make by reinforcing approximations of that behavior gradually

Short-term memory - Holds a limited amount of information for about 15-20 seconds

Shuttle box – An apparatus consisting of two compartments separated by a wall with an opening at floor level

Sign stimuli – The releasing stimuli in a modal action pattern

Simultaneous conditioning – When the NS and US occur at the same time

Social anxiety disorder - Occurs when an individual experiences anxiety related to social or performance situations, where there is the possibility that they will be evaluated negatively

Social desirability - When a participant answers questions dishonestly so that he/she is seen in a more favorable light

Social learning theory – States that learning occurs due to observational learning and operant conditioning

Specific phobia - Observed when an individual experiences anxiety related to a specific object or subject

Spontaneous recovery – When the person or animal tries to make the response again in the future even though it stopped being reinforced in the past (in operant conditioning); When the CS elicits the CR after extinction has occurred in respondent conditioning

Statistical significance - An indication of how confident we are that our results are due to our manipulation or design and not chance

Stimuli - The environmental events that have the potential to trigger behavior

Stimulus class - Antecedents that share similar features and have the same effect on behavior

Stimulus control - When an antecedent has been consistently linked to a behavior in the past it gains control over the behavior

Stimulus discrimination - When the CR is elicited by a single CS or a narrow range of CS

Stimulus enhancement – States that we will focus our attention on a stimulus if others are paying attention to it

Stimulus generalization - When a number of similar CS or a broad range of CS elicit the same CR

Stimulus substitution theory – States that respondent conditioning is a matter of substituting one stimulus with another, or the CS acts as a substitute for the US

Subgoals - Waypoints toward the final goal

Suggestibility - When false memories are created due to deception or leading questions

Surveys – A questionnaire consisting of at least one scale with some number of questions which assess a psychological construct of interest

Synapse - The point where the actual code passes from one neuron to another

Systematic desensitization - An exposure technique that utilizes relaxation strategies to help calm the individual as they are presented with the fearful object

T

Tandem schedule - A reinforcer is delivered after the last in a series of schedules is complete, but without a discriminative stimuli

Target behavior - Whatever behavior we want to change

Temperament - Base level of emotionality and reactivity to stimulation

Temptations - Anything or anyone that might lead you to engage in the undesired or problem behavior and not make the desired or target behavior

Theory – The systematic explanation of a phenomenon

Time out - When a person is removed from an activity because they are engaging in an undesirable or problem behavior

Tokens – Something that is accrued (and accumulated over time) once the target behavior occurs; part of a token economy

Token economy - An individual is provided with something that represents desired reinforcers and takes that “something” and cashes it in later for those reinforcers

Tolerance – In relation to drug use, occurs when a person no longer responds to the drug the way he or she initially did; higher doses of the drug are needed to obtain the same effect achieved early on

Topography - Represents the physical form a behavior takes

Trace conditioning – When the NS is presented ahead of the US in time; there is no overlap

Transduction - Converting physical energy into electrochemical codes

Transfer Problem – A problem during maintenance phase linked to a desirable behavior not transferring or generalizing as expected

Transformation rules - Help us to convert a simple sentence into other voices such as past, future, conditional, or passive tenses

Transience - When our memories decrease in accessibility over time

Treatment Phase - Occurs when the strategy or strategies are used, or you might say when the manipulation is implemented

Trial - One instance or attempt at learning

Trial and error learning - Making a response repeatedly if it leads to success

Two-process theory of avoidance (and punishment) - States that to learn an avoidance response, two processes are involved – respondent (or classical) conditioning and operant conditioning

U

Unconditioned response – The response which occurs naturally when the US is present

Unconditioned stimulus – The stimulus that naturally elicits a response

Universal grammar - A mechanism that allows children to identify many of the basic features of language

US preexposure effect - Exposure to a US before conditioning occurs can make subsequent conditioning more difficult

V

Variable - Anything that varies over time or from one situation to the next

Variable duration (VD) schedule - The behavior must be made continuously for some varying amount of time to receive reinforcement

Variable Interval schedule (VI) - A schedule of reinforcement in which we reinforce a changing or varying amount of time

Variable Ratio schedule (VR) – A schedule of reinforcement in which we reinforce some varying number of responses

Variable Time (VT) schedule - Reinforcement occurs after a varying amount of time has passed, regardless of whether the desired behavior is being made

Vicarious reinforcement/punishment - Learning by observing others and seeing the consequences of their behavior

W

Working memory – When we move information from long term memory to be manipulated in some way

X

Y

Z