ent reactions to the same stimuli, such as reactions to violent movies.
7. Behavior modification may involve modeling, operant conditioning, and classical conditioning.
8. Modeling would most likely be used to train acceptable behaviors.
9. Computer-assisted instruction uses numerous learning techniques including operant conditioning, response chains, and positive reinforcement on a fixed schedule.
10. Token economies model many real-world work situations in which a secondary reinforcer (money) is received for correct behavior (work).
11. Behavioral contracts attach positive reinforcers to changes in behavior. They can be set up to shape behavior through successive approximations.

Chapter 10

Graphic Organizer Activity 10

Types of Memory

Sensory Memory

Short-Term Memory

Long-Term Memory

Methods of Improving Short-Term Memory

Types of Sensory Memory

Iconic (visual)

Echoic (auditory)

Methods of Improving Short-Term Memory

Maintenance rehearsal

Chunking

Squire's Types of Long-Term Memory

Episodic

Semantic

Declarative

Squire's Types of Long-Term Memory

Procedural

Declarative

Procedural

Episodic

Semantic

Declarative

Enrichment Activity 10

1. She would be a paranoid personality.
2. Students will likely choose the obsessive-compulsive personality type for the work team. These people will gather the facts and remember them. Their main problem will be completing the project. Student answers will vary for the least preferred. They may say, for example, that they would least prefer a hysterical personality type because they could become paralyzed with their concerns about the pollution and would not be able to contribute to the group.
3. All of us use confabulation. Specific examples of confabulation would be more easily identified in paranoid and hysterical personality types.

Vocabulary Activity 10-1

1. J
2. C
3. I
4. L
5. B
6. A
7. F
8. K
9. G
10. D
11. H
12. E
13. The three memory processes are encoding, storage, and retrieval.
14. The three stages of memory are sensory, short-term, and long-term.
Guided Reading Activity 10-1
1. encode
2. acoustic codes
3. semantic codes
4. Iconic
5. Echoic
6. capacity
7. chunk
8. learn
9. long-term
10. primacy-recency
11. Working
12. recall
13. nerves
14. molecular

Vocabulary Activity 10-2
1. recall
2. recognition
3. decay
4. schemas
5. reconstructive memory
6. eidetic memory
7. confabulation
8. elaborate rehearsal
9. interference
10. mnemonic device
11. Reconstructive processes are the alternation of recalled memories that result from our experiences or attitudes. For example, two students may have different memories of a final exam based on their confidence about passing the test. Confabulation is “remembering” information that was never stored in memory. For example, you may have heard the story of your family’s move across the country so many times that you describe it as though you were there, even though the move occurred before you were born.

Guided Reading Activity 10-2
1. Human memory is organized in a way that makes recognition quite easy. You may be able to recognize the correct answer from a list but be unable to recall it for an essay.
2. Confabulation occurs when a person “remembers” information that was never stored in memory. The fact that people make this mistake shows that if our reconstruction of an event is incomplete, we fill in the gaps by making up what is missing.
3. Most adults recall memories by reconstruction. Children with eidetic memory, a form of photographic memory, recall very specific details from a picture, page, or scene briefly viewed.
4. Playing loud noises during practice simulates game conditions. According to the concept of state-dependent learning, the team should be better able to recall what they learn if they originally learn it in the same physiological or emotional state or setting as they will face in the game.
5. Relearning is a measure of procedural memory, because past learning affects performance without conscious recollection. (Teacher’s note: Answering this question requires students to apply the concept of procedural memory that they learned in Section 1.)
6. It is not certain whether long-term memories ever decay. The fact that apparently forgotten information can be recovered through meditation, hypnosis, or brain stimulation suggests that at least some memories never decay.
7. A person may block or repress memories of an embarrassing or frightening experience. The material is still in the person’s memory, but it has been made inaccessible because it is so disturbing.
8. Sigmund Freud thought that infant memories are repressed because of the emotional traumas of infancy. Others believe that the lack of language skills, an immature hippocampus, or an undeveloped sense of self explain infant amnesia.
9. Maintenance rehearsal is repeating words with no attempt to find meaning. Elaborative rehearsal is more efficient, because you relate the new information to what you already know.
10. Studying similar material together can cause interference.
11. You would be using a mnemonic device, using associations to memorize information.

Chapter 11

<table>
<thead>
<tr>
<th>Units of Thought</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>image</td>
<td>mental representation of a specific event or object</td>
</tr>
<tr>
<td>symbol</td>
<td>an abstract unit of thought that represents an object or quality</td>
</tr>
<tr>
<td>concept</td>
<td>a class of objects or events with certain common attributes or the attributes themselves</td>
</tr>
<tr>
<td>prototype</td>
<td>a representative example</td>
</tr>
<tr>
<td>rule</td>
<td>a statement of a relation between objects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kinds of Thinking</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>directed or convergent</td>
<td>a systematic and logical attempt to reach a specific goal, such as the solution of a problem</td>
</tr>
<tr>
<td>nondirected or divergent</td>
<td>free flow of thoughts with no particular goal or plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metacognition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>awareness of or thinking about one’s own cognitive processes</td>
<td></td>
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</tbody>
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