

## **Classical and Operant Conditioning**

**Classical Conditioning:** A learning process that occurs through associations between an environmental stimulus and a naturally occurring stimulus.

\_\_\_\_\_ experiment with the dogs, food, ringing bell and salivation.

**Unconditioned stimulus** – natural and automatic response.

- A situation that produces a response without prior learning.  
Examples –

**Unconditioned Response** – natural/automatic response to the unconditioned stimulus.

- Unlearned and automatically associated with the unconditioned stimulus.  
Examples–

**Conditioned Stimulus** – a previously neutral situation that causes the conditioned response after being associated with the unconditioned situation (CS).

For example –

**Conditioned Response** – learned behavior to a conditioned stimulus that occurs after a relationship has been created between CS and US (CR).

- For example –

### **Classical Conditioning in the Real World**

- In reality, people do not respond exactly like Pavlov's dogs. Many dog trainers use classical conditioning techniques to help people train their pets.
- Treatment of phobias or anxiety problems.
- Teachers are able to apply classical conditioning in the class by creating a positive classroom environment to help students overcome anxiety or fear. (Safe Environment when speaking in public)

### **Operant Conditioning**

B.F. Skinner – consequence changes behavior

- Changing of behavior by the use of reinforcement which is given after the desired response.
- Reinforcements and punishments
- Studied rats, food and electrical shock.

**Reinforcement** – a consequence that *increases* the likelihood of a behavior occurring.

Examples–

**Punishment** – a consequence that *decreases* the likelihood of a behavior occurring.

Examples–