

### Activity #3

**Group #1:** Using your own real-life experiences and examples, and not those from lecture or the text, provide at least four examples of situations that have both respondent and operant aspects to them. As appropriate, describe in detail the following, as they apply to the given situation:

- Unconditioned stimulus
- Unconditioned response
- Conditioned stimulus
- Conditioned response
- Reinforcer
- Punisher
- Conditioned reinforcer
- Conditioned punisher

**Group #2:** Using your own real-life experiences and examples, and not those from lecture or the text, choose a behavior to extinguish. Describe in detail how you would apply an extinction plan to this behavior. Describe what is meant by:

- Extinction burst
- Spontaneous recovery
- Resistance to extinction

**Group #3:** Using your own real-life experiences and examples, and not those from lecture or the text, provide examples of behaviors that are maintained by the following schedules of reinforcement:

- Fixed ratio
- Variable ratio
- Fixed duration
- Variable duration

Which schedule(s) produce the highest rate of responding? Which schedule(s) result in the greatest resistance to extinction?

**Group #4:** Using your own real-life experiences and examples, and not those from lecture or the text, provide examples of behaviors that are maintained by the following schedules of reinforcement:

- Fixed interval
- Variable interval
- Fixed interval with a limited hold
- Variable interval with a limited hold

Which schedule(s) produce the highest rate of responding? Which schedule(s) result in the greatest resistance to extinction?