



Försättsblad Prov Original

Kurskod	Provkod	Tentamensdatum
P S 0 8 9 G	0 0 4 0	2 0 1 9 - 0 1 - 1 9
Kursnamn	Psykologi GR (A), Perception, emotion, kognition och inlä...	
Provnamn	PS089G, PEKI, Inläring, PPT1	
Ort	Östersund	
Termin		
Ämne		

MID SWEDEN UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
PS089G HT18
MOMENT: LEARNING THEORY

INDIVIDUAL RE-EXAMINATION PS089G, PSYCHOLOGY GR (A) LEARNING PSYCHOLOGY

Examination date: 2019-01-19

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Hi, and welcome to this written re-examination on Learning theory. Stay calm and read the questions thorough to make sure that you understand what answer is being requested. Then try to give a distinct and clear answer and remember to use the correct terminology.

To pass the exam you need a score of at least 60 %. Max: 22 points. To pass: 13 points.

Good luck to you all!

/Lisa & Karin

Case - Ronja

In your work as a school psychologist you're attending a meeting with two teachers at Linnés middleschool. The school has asked for your help regarding a pupil named Ronja, 10 years old, in class 4b. In the jobdescription, handed to you before this meeting, you read about difficulties that they have with Ronja during mathematics. These lessons always end up with her running around, singing loudly and throwing pencils and rubber at the other children. The two teachers that have asked for help, Anna and Torsten, are both Ronjas teachers in mathematics and her classmentors and they have tried everything to make her stop the problematic behavior that Ronja is engaging in. Most of the time they end up with having Ronja leave class and go out to the gym instead, just to give the other children a better environment to study and learn. Anna and Torsten are worried about Ronja not gaining the required knowledge in mathematics for middleschool pupils but they just don't know what to do.

You meet the teachers and start up with interviewing them separatly. Anna tells you that she has the class in mathematics directly after lunch. She has tried to work with reinforcement with all her struggling pupils by using carrot sticks to reward their effort. With Ronja, Anna has tried two different methods were she has rewarded her with a carrot stick after every fifth exercise or after about every ten minutes, give or take, working with the exercises. Nothing has worked and her conclusion is that her efforts trying to reward Ronja for "calculating behavior" in class has not worked at all.

Then you meet up with Torsten. He tells you that also he has tried to encourage Ronja in mathematics. He has tried a different method were Ronja has recieved a sticker after every finished exercise. The deal is that when she has 10 stickers the two of them will go outside and play football. Problem is, during the last term Ronja never collected as much as ten stickers, not even close. Torsten concludes that Ronja just doesn't seem to answer to rewards in the same way that other pupils do.

Question 1

By looking at the first subsection of this case, make two functional analyzes in form of ABC models.

- A) One that illustrates the function of the behavior based on positive reinforcement.
- B) One that illustrates the function of the behavior based on negative reinforcement.

(4 points)

Question 2

Contingent is a term used in learning theory. Describe what contingent mean in:

- A) Classical conditioning
- B) Operant conditioning
- C) Specify a contingent that Ronja is experiencing

(3 points)

Question 3

Explain how Anna tried to work with Ronja using the drive reduction theory (2 points). Also, give a possible explanation for why her intervention is not successful as it should, according to the theory (1 point)

(total 3 points)

Question 4

Anna worked by two different schedules of reinforcement, which are these two? Also specify the shortening for each schedule of reinforcement.

(2 points)

Question 5

What is the reward system called that Torsten is using? (1 point) Explain Premack's principle for Torsten and based on this, a possible reason why the intervention did not work (2 points).

(total 3 points)

Question 6

Anna and Torsten have heard about shaping and ask you if it can be a suitable intervention in Ronja's case. They don't really know what it is. Explain to Anna and Torsten what shaping means, do it by:

- a) specify a definition
- b) specify an important condition/presumption for shaping to be possible
- c) explain what shaping strives for
- d) indicate an advantage and a disadvantage of shaping.

(4 points)

Question 7

Take your starting point in your initial ABC analysis and then do three functional analyses of the ABC model that indicate / show different causes / antecedents for Ronja's problem behavior. One based on Skinner (article: Why I am not a Cognitive Psychologist), one from Tørneke (article: Rule-governed behavior) and one from Kanter (article: Where is the love).

(3 points)