Exercise walk-through

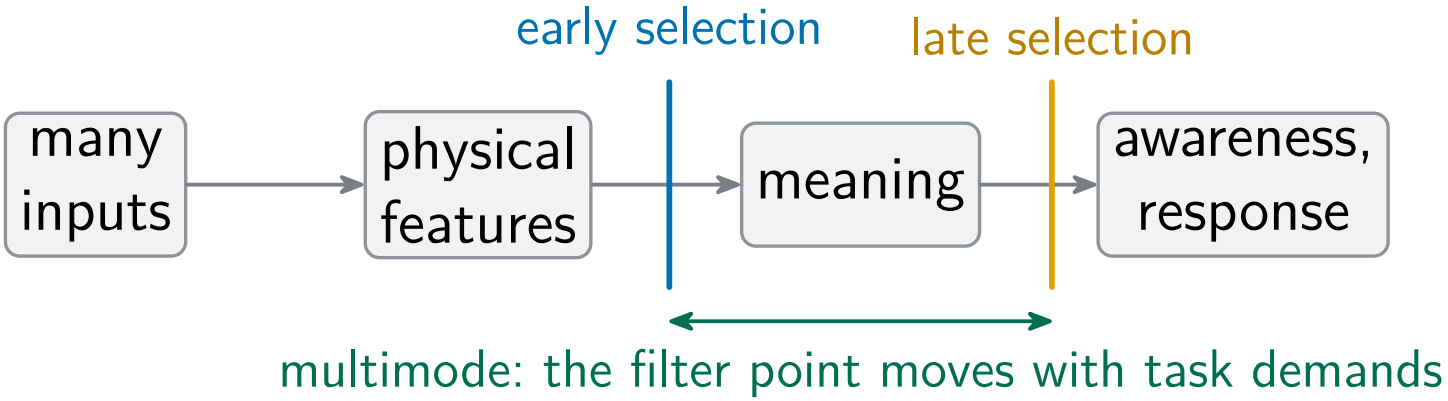
22.1 Attention limits and non-associative learning: evidence and transfer

GRE · GRE Subject Test · GRE Psychology

Attention limits and non-associative learning

- Compare early-selection, late-selection and flexible models of **selective attention** .
- Predict the costs of **divided attention** .
- Use load theory to predict when distractors break through.
- Explain **habituation** and **dishabituation** , and use them to test infants.

Figure: Where is the filter?



- Where the filter sits is what the theories disagree about.
- Match each part of the diagram to the text.

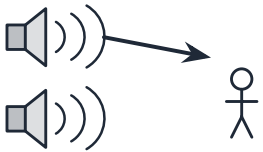
Habituation

- Dishabituation: a changed stimulus restores the response.
- Habituation is not sensory adaptation (the receptors tiring) or fatigue: after habituation the response returns at once to a new stimulus.
- Infant researchers use it: a baby looks less at a repeated picture, and looks longer again if it notices a change. Recovery of looking shows the baby can tell the two apart.
- Extinction is different: it removes a learned association; habituation needs no association.

Exercise 2.1

2.1 Hands-free phone conversation still impairs driving because: [1]

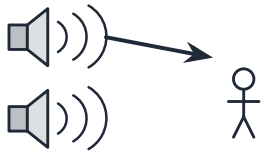
A. the hands remain occupied B. central processing capacity is shared C. peripheral vision narrows physically D. habituation blocks the phone signal E. procedural memory takes over



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2.1 Hands-free phone conversation still impairs driving because: [1]

A. the hands remain occupied B. central processing capacity is shared C. peripheral vision narrows physically D. habituation blocks the phone signal E. procedural memory takes over



2.1 Answer: B. The bottleneck is central capacity, not the hands; multimode theory predicts the cost from combined demands. The other options do not satisfy the stated defining conditions.

Exercises 2.2·2.3

2.2 A baby stops looking at a repeated picture, then looks again when the picture changes. The recovery of looking is: [1]

A. extinction B. generalisation C. dishabituation D. spontaneous recovery E. imprinting



2.3 Revisit the worked case. State one conclusion its evidence supports and one stronger conclusion it does not support. Explain the difference. [2]



Exercises 2.2·2.3

2.2 A baby stops looking at a repeated picture, then looks again when the picture changes. The recovery of looking is: [1]

A. extinction B. generalisation C. dishabituation D. spontaneous recovery E. imprinting



2.2 Answer: C. Response decline to repetition is habituation; recovery to a changed stimulus is dishabituation – no conditioning is involved. Compare the exact process, design or evidence, rather than an associated keyword.

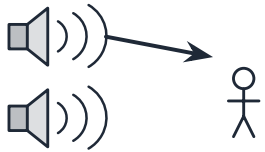
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2.3 Use the worked case evidence to support a bounded claim and explain why a causal, universal or stronger claim needs additional evidence. The claim must fit the specific design and observed process.

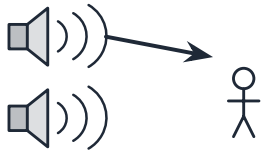
Exercise 3.1

3.1 A response falls with repeated sound presentations. Propose a check against fatigue and explain why extinction is not established. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]



Exercise 3.1

3.1 A response falls with repeated sound presentations. Propose a check against fatigue and explain why extinction is not established. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]



3.1 Test an appropriate changed stimulus and recovery after a rest, with suitable controls. Recovery can make general response fatigue less plausible, although it does not alone settle every mechanism. Extinction requires a previously learned cue/consequence relation that is no longer maintained; repetition alone supplies no such history. Award B1 each (authored) for the interpretation, its reasoning, a relevant limitation/alternative and an appropriate check, up to four points. Accept a different justified answer satisfying these demands.