

**CARD 01 | CORE IDEA**

What does drive reduction theory propose?

Answer on reverse

**CARD 02 | KEY TERMS**

How do need, drive and drive reduction differ?

Answer on reverse

**CARD 03 | PRIMARY DRIVE**

What is a primary drive?

Answer on reverse

**CARD 04 | ACQUIRED DRIVE**

What is an acquired drive?

Answer on reverse

**CARD 05 | WORKED EXAMPLE**

How does drinking after dehydration fit the theory?

Answer on reverse

**CARD 06 | REINFORCEMENT**

How did Hull link drive reduction with learning?

Answer on reverse

**ANSWER 02 | KEY TERMS**

A need is a bodily state. A drive is the inner push Hull inferred from that need. Drive reduction is a fall in that push as the body moves back towards a safe range.

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**ANSWER 01 | CORE IDEA**

A bodily need creates an uncomfortable drive. An act that cuts the drive moves the body towards balance. Hull argued that this relief reinforces the act. The model does not explain all motivation or learning.

Evidence-bounded to article SHA e2395e2172aa

**ANSWER 04 | ACQUIRED DRIVE**

A drive that gains force through learning and association. Miller's rat work used learned fear and relief as a historical example. It does not make human anxiety a primary drive or prescribe school treatment.

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**ANSWER 03 | PRIMARY DRIVE**

A drive that arises from a bodily condition rather than a learned link. Hunger and thirst are clear examples. Not every discomfort, emotion or social goal is a primary drive.

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**ANSWER 06 | REINFORCEMENT**

Hull proposed that relief after an act strengthens the learned link between the situation and that response. His equations were testable ideas, not a classroom calculator for effort or learning.

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**ANSWER 05 | WORKED EXAMPLE**

A fluid deficit can lead to thirst, seeking water, drinking and relief. The sequence fits a drive account. It does not show that every drink has this cause or that restored balance alone reinforced the act.

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**CARD 07 | OPERANT BOUNDARY**

Is drive reduction the same as negative reinforcement?

Answer on reverse

**CARD 08 | LEARNING AND PERFORMANCE**

What did Tolman and Honzik challenge?

Answer on reverse

**CARD 09 | CURIOSITY LIMIT**

What did Harlow, Harlow and Meyer show?

Answer on reverse

**CARD 10 | MODERN EVIDENCE**

Does neuroscience confirm Hull's full theory?

Answer on reverse

**CARD 11 | SCHOOL EVIDENCE**

Does breakfast research prove drive reduction improves learning?

Answer on reverse

**CARD 12 | TEACHER BOUNDARY**

How can a teacher use the theory safely?

Answer on reverse

**ANSWER 08 | LEARNING AND PERFORMANCE**

Rats improved sharply when reward followed unrewarded maze experience. The result suggests learning can occur before reward changes performance. It does not show that reinforcement never matters.

Evidence-bounded to article SHA e2395e2172aa

**ANSWER 07 | OPERANT BOUNDARY**

No. Drive reduction is Hull's proposed inner mechanism. Negative reinforcement means a response increases because it removes or prevents an aversive event. It is defined by later behaviour, not an assumed drive.

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**ANSWER 10 | MODERN EVIDENCE**

No. Betley et al. studied hunger and thirst circuits in mice. Need-sensitive neurons also responded to predictive cues. This supports a role for bodily state and learning, not Hull's full system or a classroom mechanism.

Evidence-bounded to article SHA e2395e2172aa

**ANSWER 09 | CURIOSITY LIMIT**

Four rhesus monkeys learned mechanical puzzles without food or water prizes. This challenged a drive-only account. The small animal study did not prove that all curiosity is inborn or explain school learning.

Evidence-bounded to article SHA e2395e2172aa

**ANSWER 12 | TEACHER BOUNDARY**

Notice bodily barriers, ask rather than infer, check the task and environment, use the right school support route and review patterns over time. One act cannot reveal hunger, anxiety, trauma or any hidden drive.

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**ANSWER 11 | SCHOOL EVIDENCE**

No. Some studies report benefits, but methods vary. The Magic Breakfast trial found a Year 2 signal and no Year 6 attainment effect. It did not isolate hunger reduction from food, routine, social or classroom effects.

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