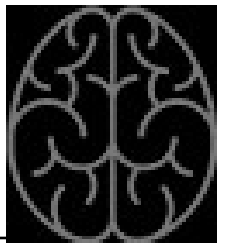




EFFECTS OF VERBAL DISRUPTION ON DERIVED STIMULUS RELATIONS

Cullen Westerfield, Reagan E. Cox,
and Anna Ingeborg Petursdottir
Texas Christian University



INTRODUCTION

PEANUT BUTTER

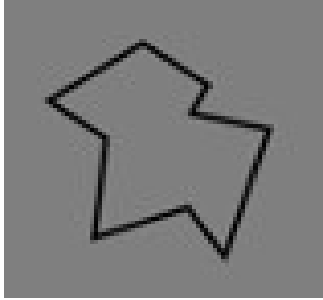


JELLY

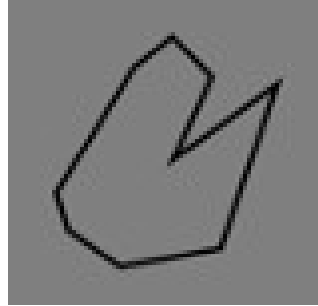
INTRODUCTION



INTRODUCTION: INTRAVERBAL NAMING TASK



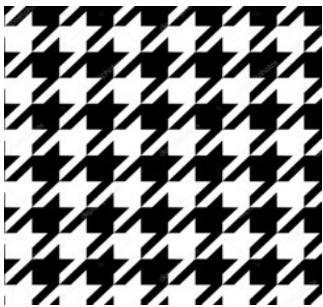
Orga



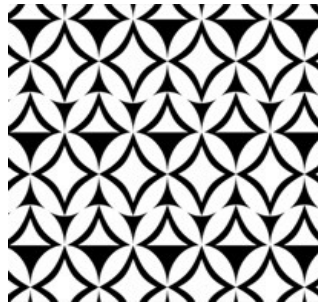
Huzo



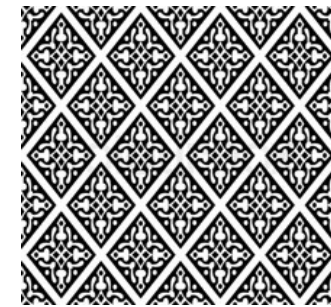
Luti



Rido



Fodi



Poga



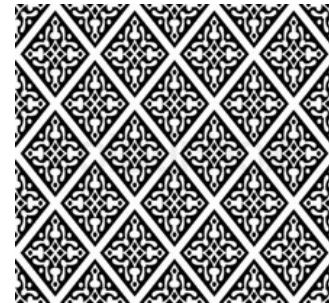
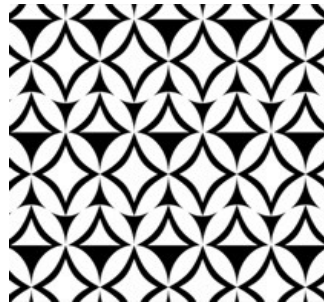
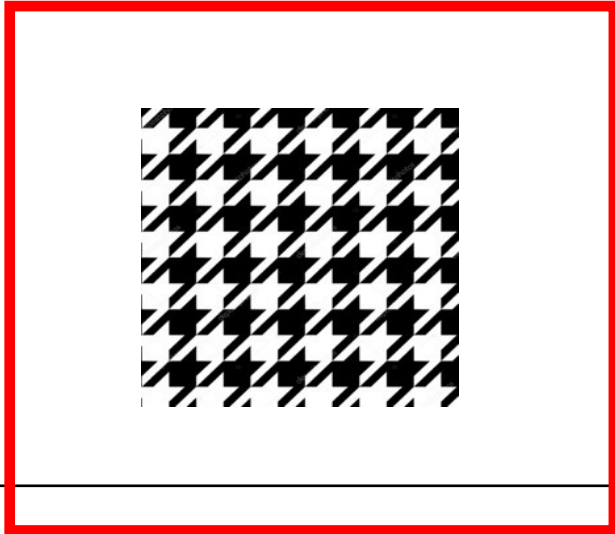
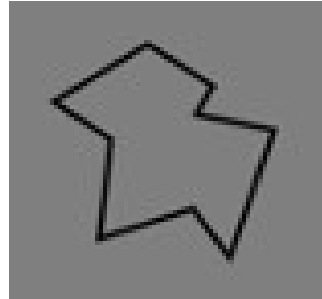
INTRODUCTION: INTRAVERBAL NAMING TASK

ORGA – RIDO

HUZO-FODI

LUTI-POGA

INTRODUCTION: INTRAVERBAL NAMING TASK



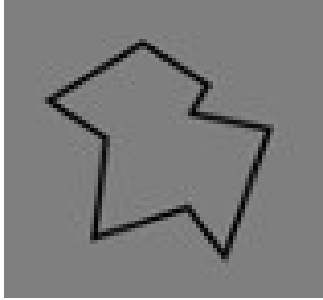
INTRODUCTION: INTRAVERBAL NAMING TASK

ORGA – RIDO

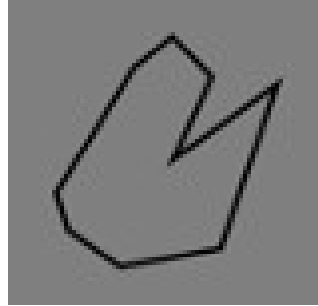
HUZO-FODI

LUTI-POGA

INTRODUCTION: INTRAVERBAL NAMING TASK



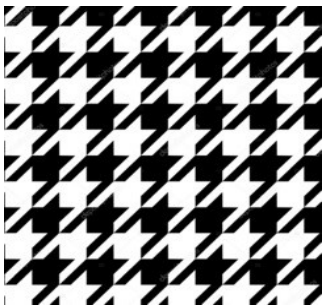
Orga



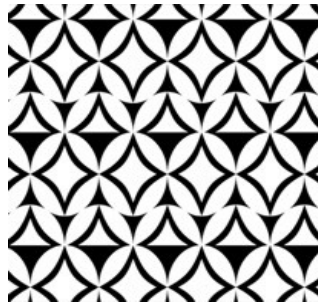
Huzo



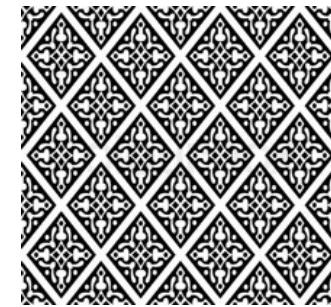
Luti



Rido



Fodi

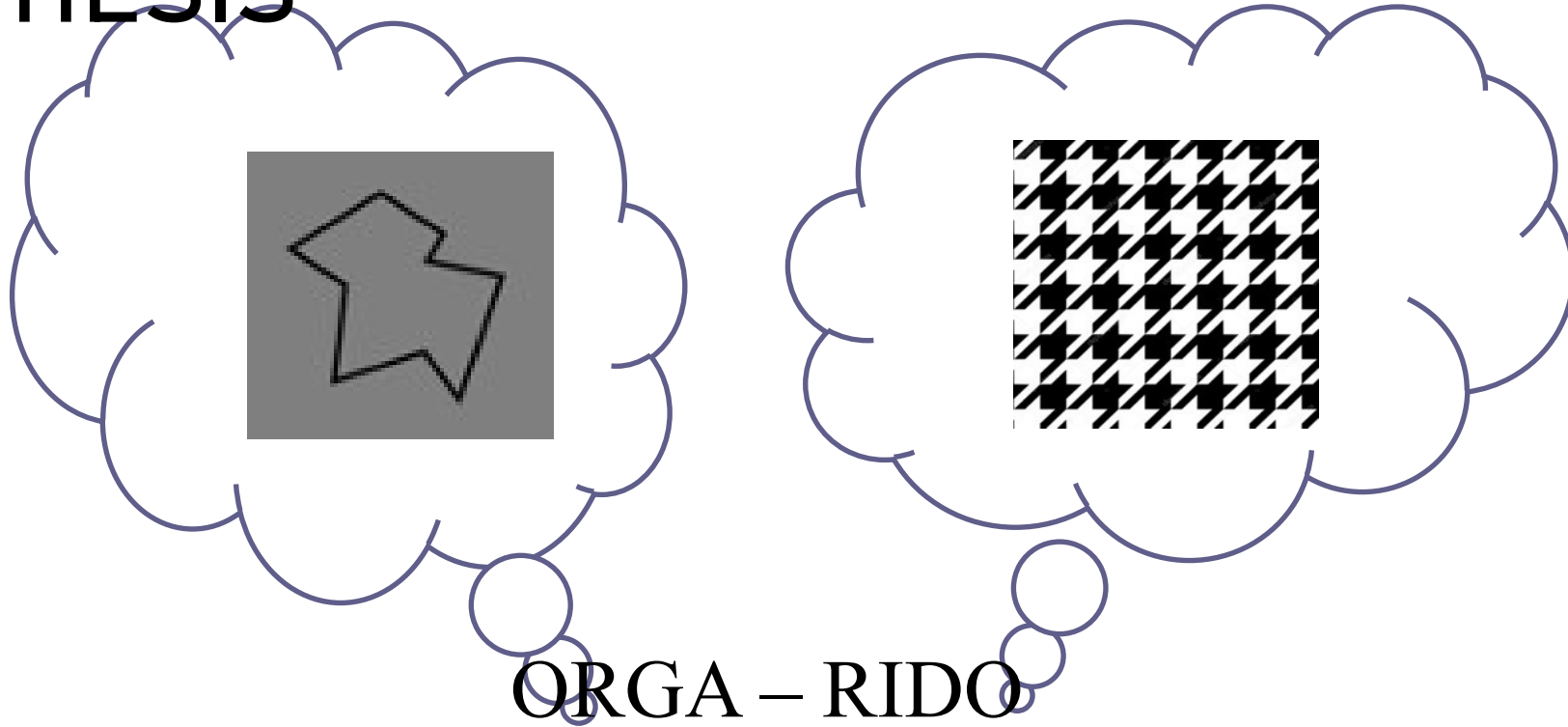


Poga

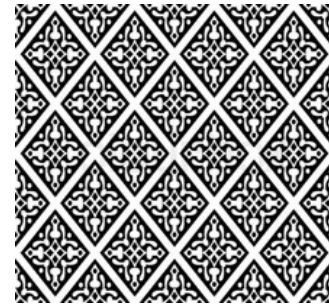
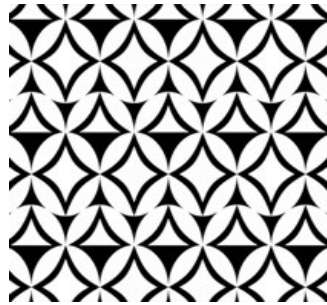
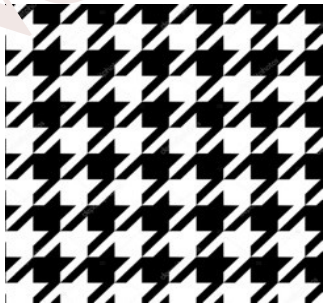
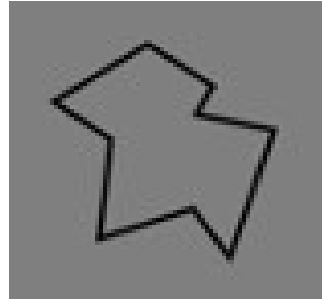
INTRODUCTION: INTRAVERBAL NAMING TASK

- Reverse sequence: Slower and less accurate test performance than after standard sequence (Cox & Petursdottir, under review; Petursdottir et al., 2019)
 - Present study: Effects of performing a vocal task on test performance after standard and reverse learning
 - Hypothesis: Reverse learning results in greater dependence on verbal problem-solving at test
-

HYPOTHESIS

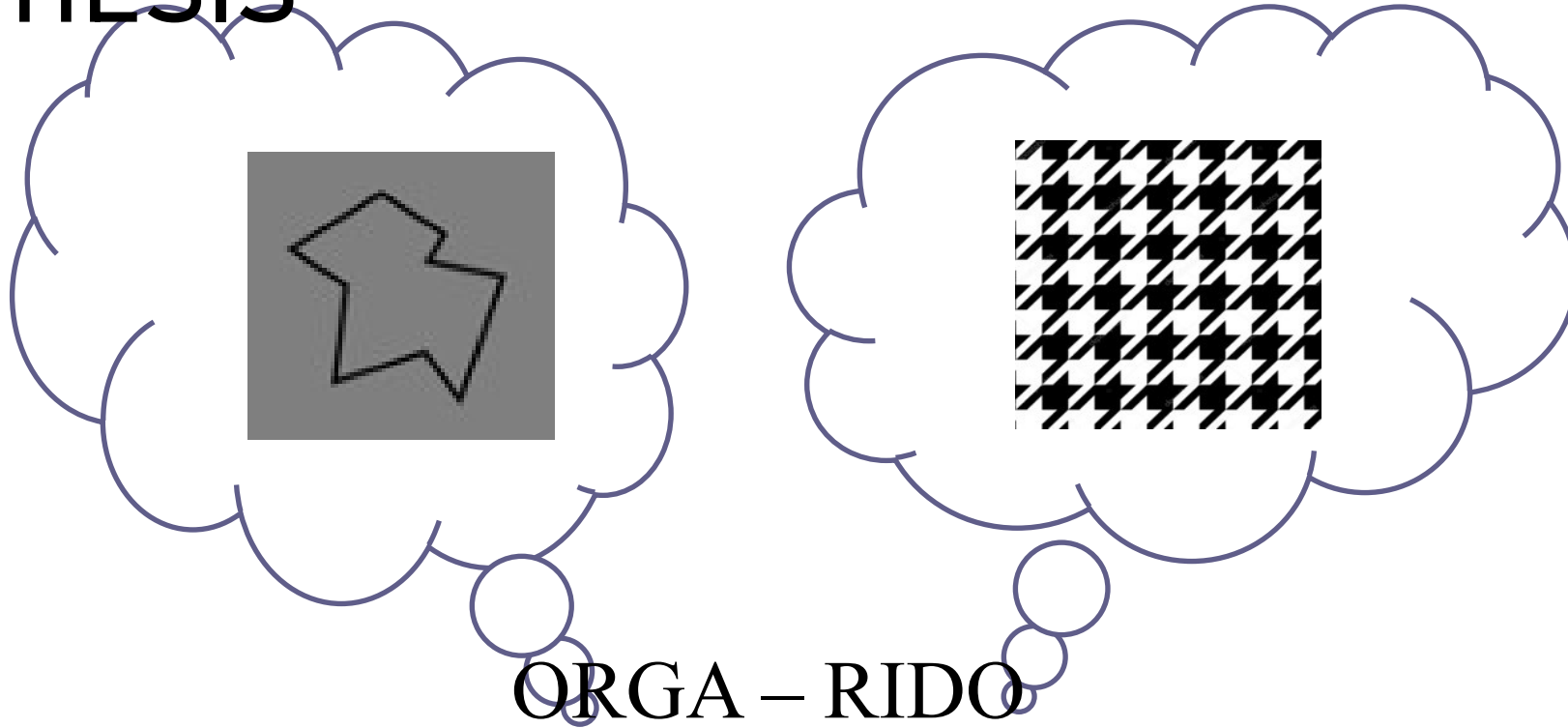


HYPOTHESIS



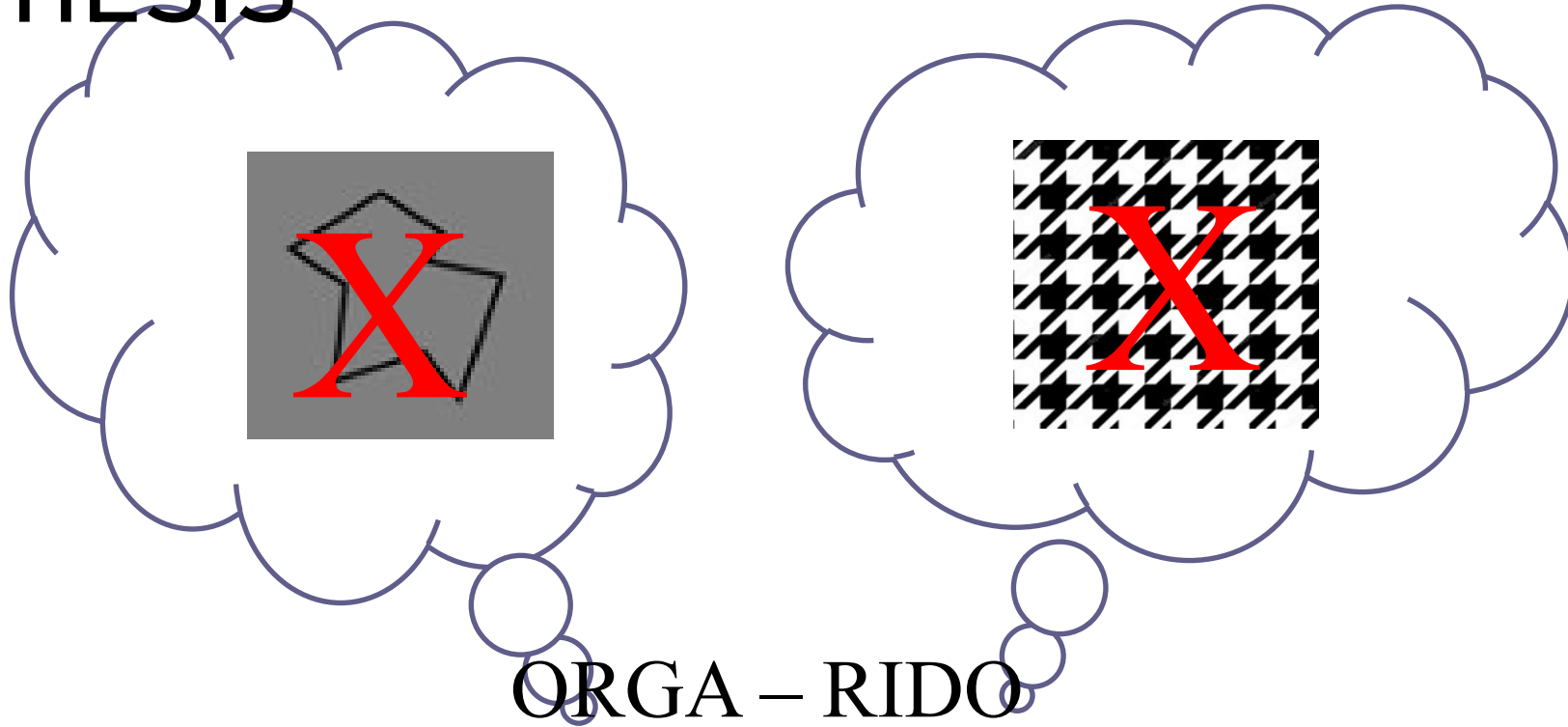
BINGO!

HYPOTHESIS



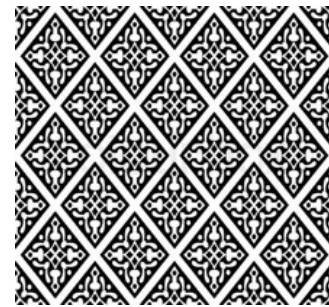
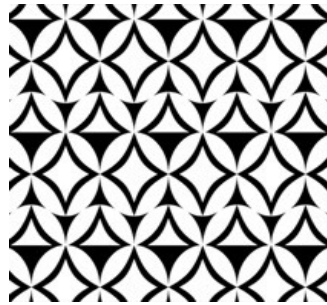
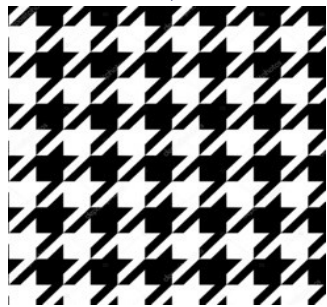
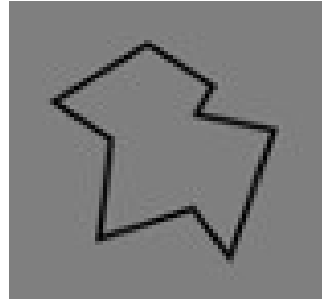
Visual imagining improves test performance (Cox et al., in preparation)

HYPOTHESIS



HYPOTHESIS

“This is Orga, and Orga goes with Rido... and here’s Rido”

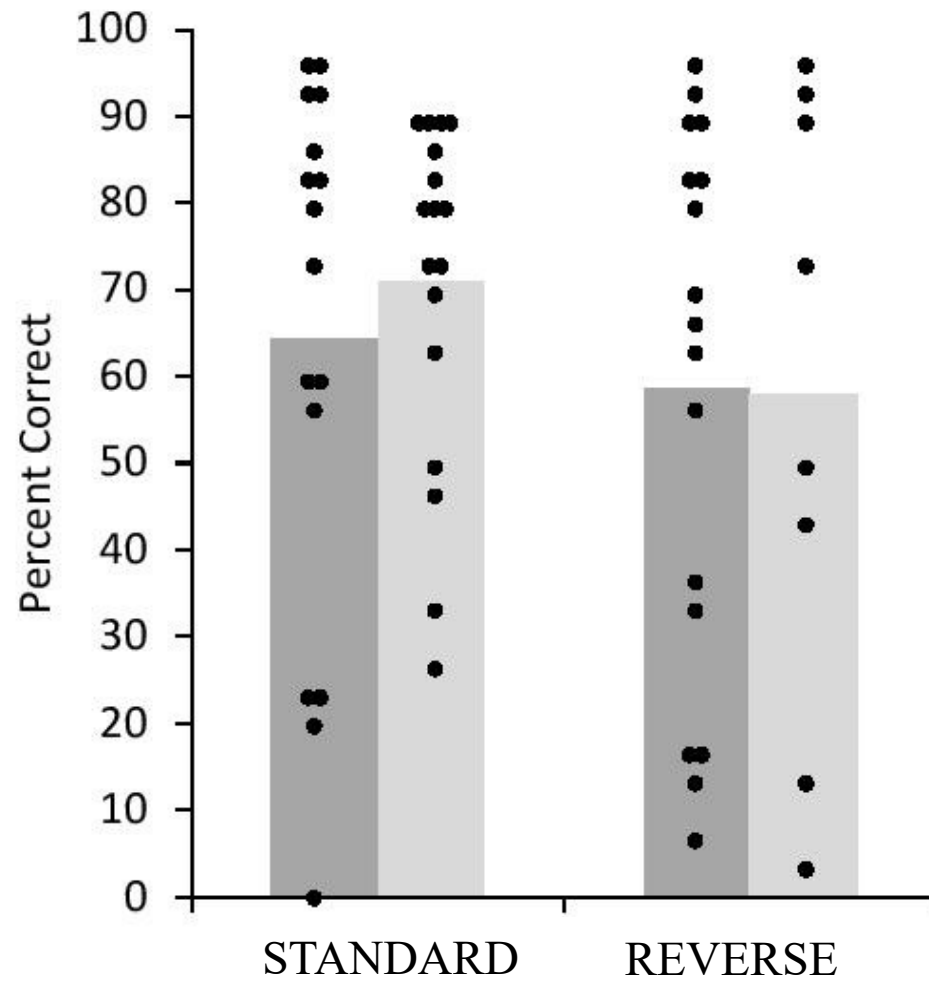


METHOD

Condition	<i>n</i>
Standard	17
Standard-Alphabet	16
Reverse	14
Reverse-Alphabet	13

Prediction: Vocal task will disrupt speed and accuracy in the reverse group more than in the standard group

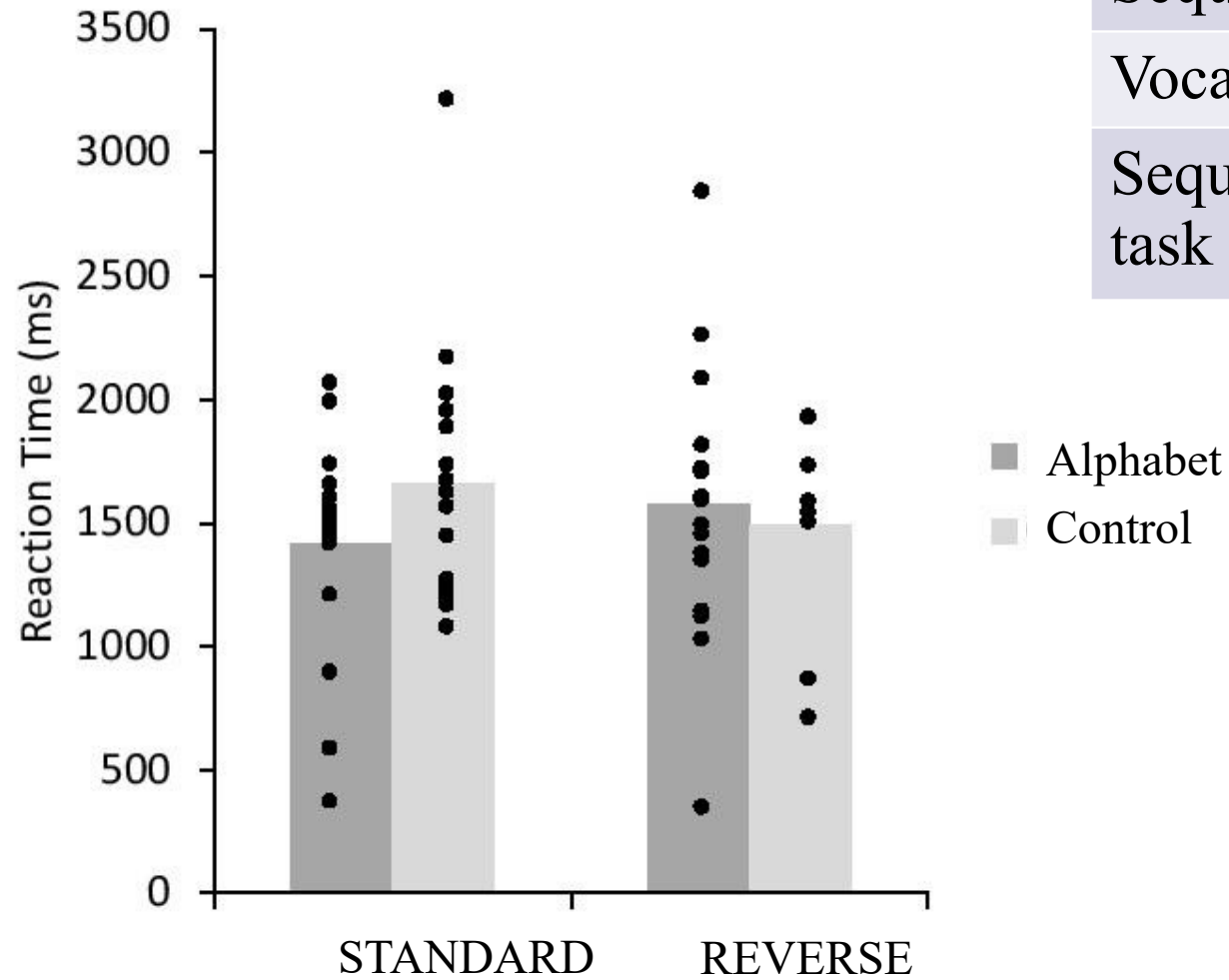
RESULTS



TEST	<i>p</i> -value
Sequence	
Vocal task	
Sequence x vocal task	

■ Alphabet
■ Control

RESULTS



TEST	<i>p</i> -value
Sequence	
Vocal task	
Sequence x vocal task	

DISCUSSION

- Only 47% of those in the reverse group and 13% of those in the standard group followed the ABC instructions.
 - Going forward, synchronous or in-person experimentation with constant monitoring is required to ensure participants follow instructions.
-

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Home, P. J., & Lowe, C. F. (1996). On the origins of naming and other symbolic behavior. *Journal of the Experimental Analysis of Behavior*, 65(1), 185–241.
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QUESTIONS?
