What influences the speed of skill learning?

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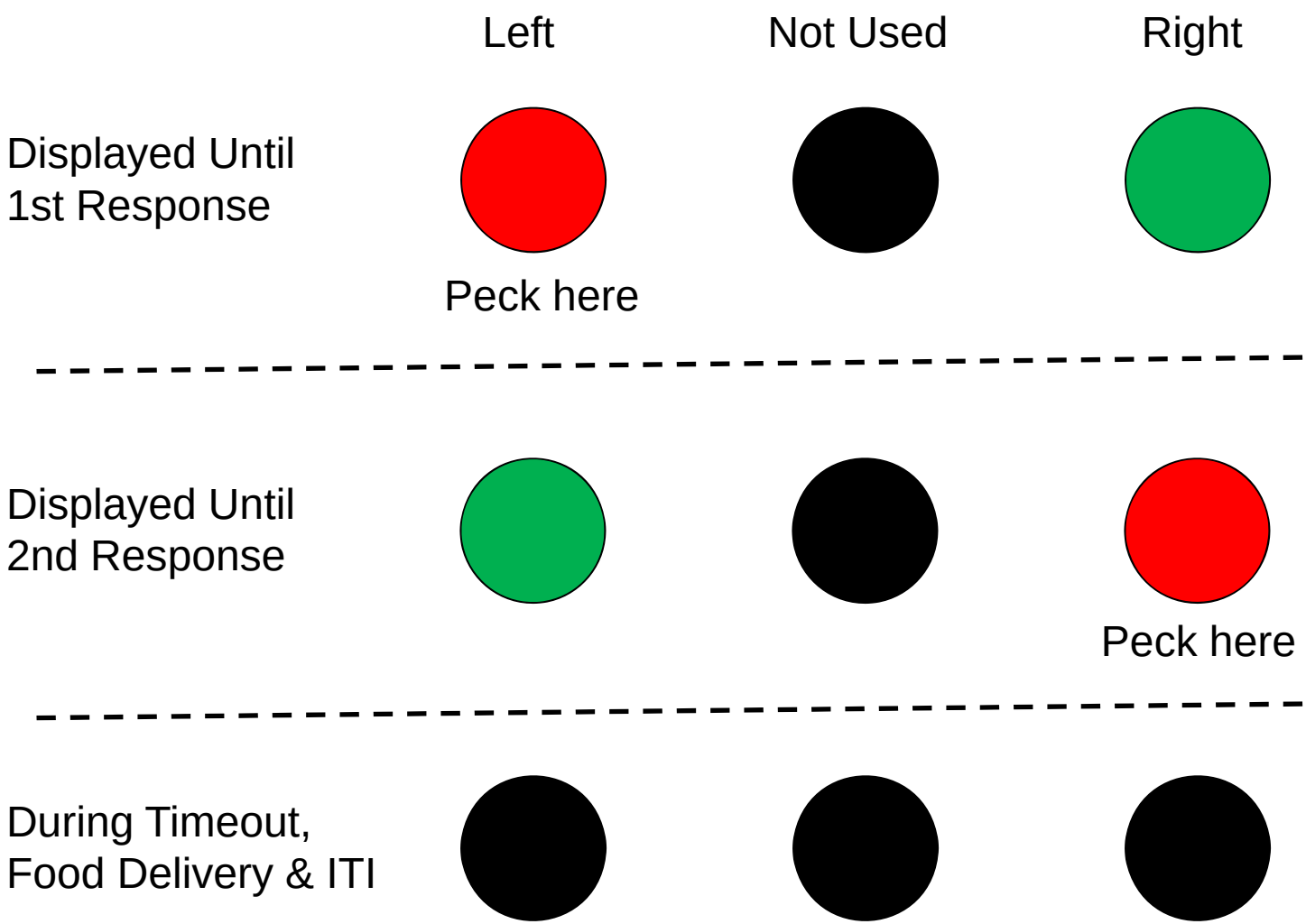
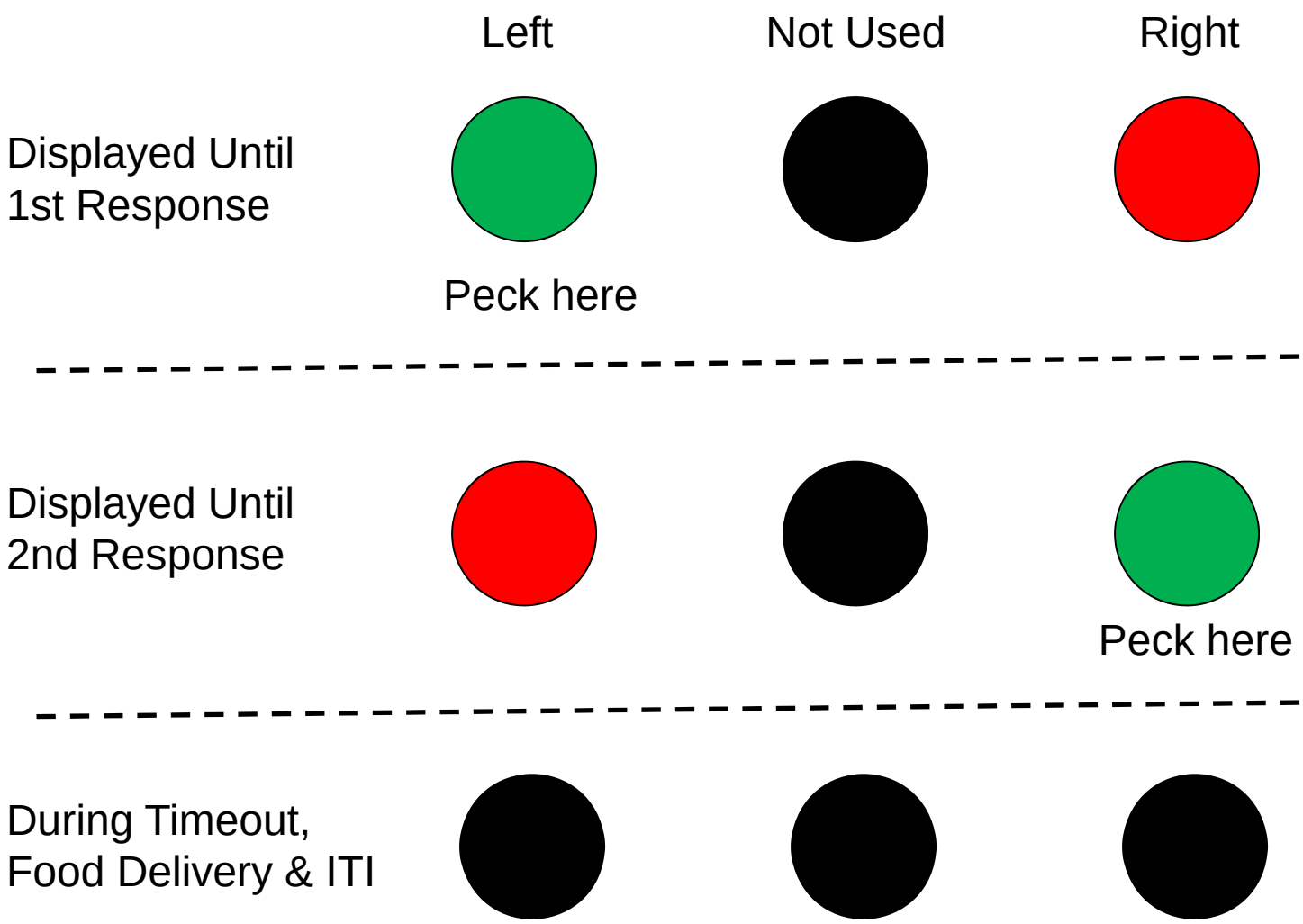
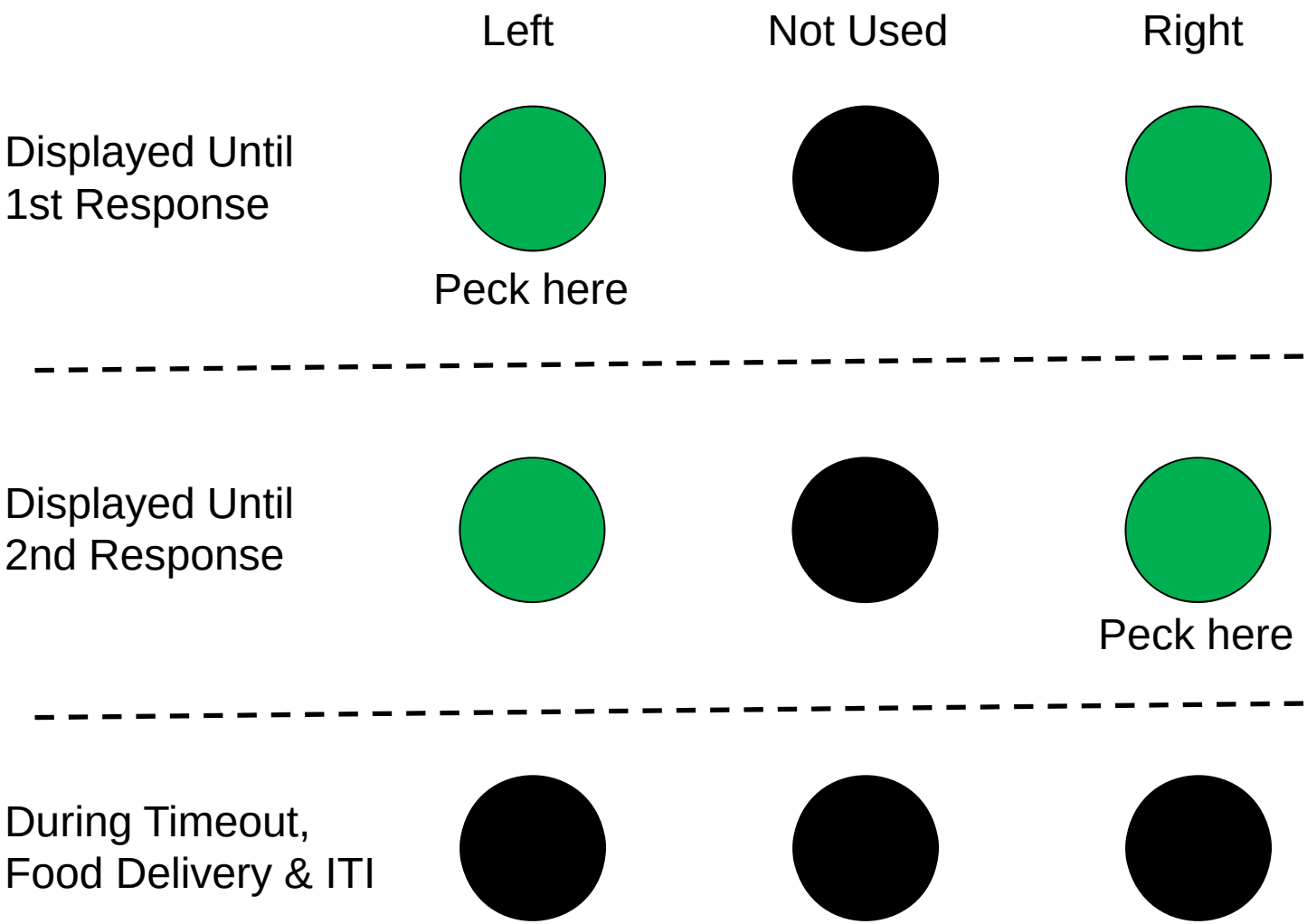
Guiding-Cues Condition



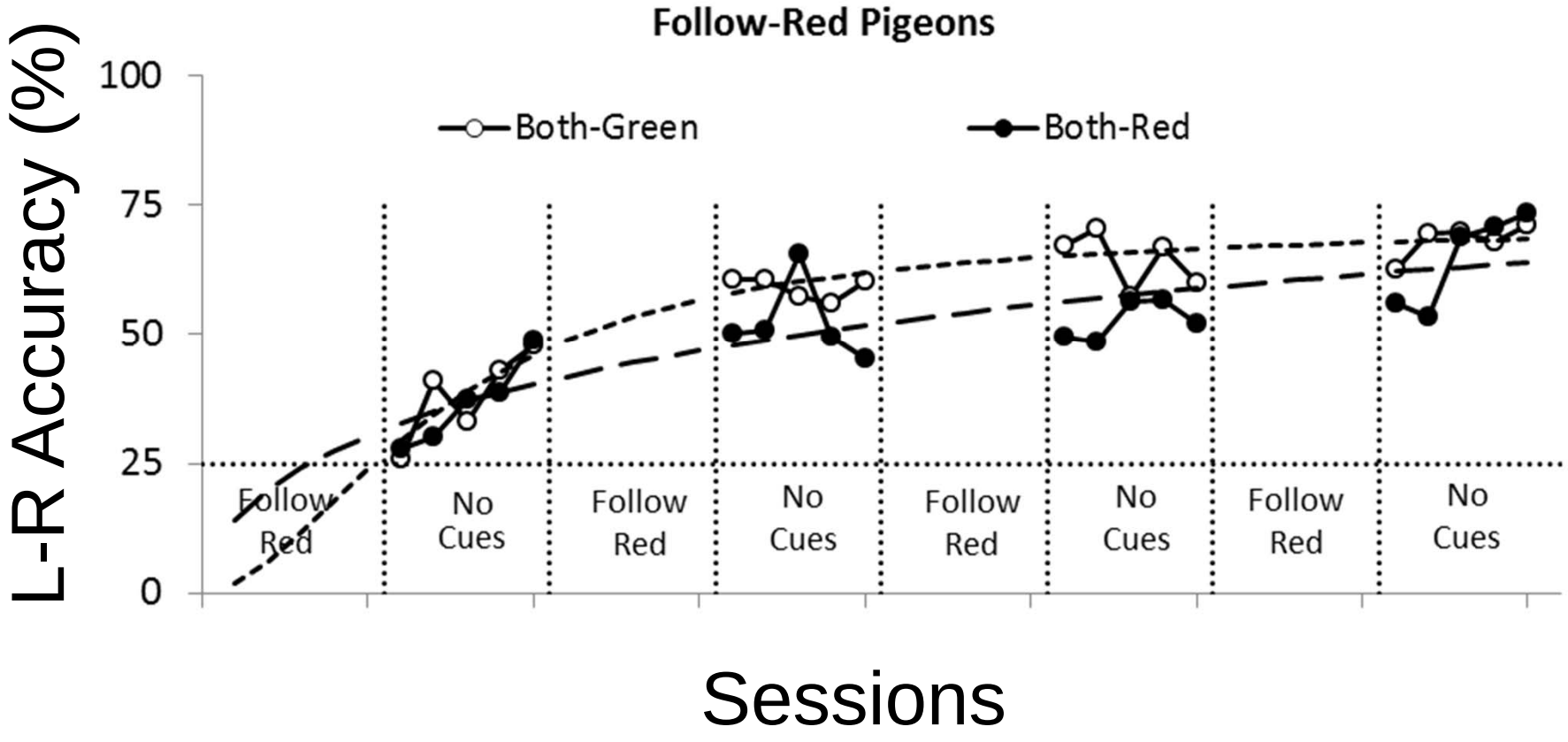
Reversed-Cues Condition



No-Cues Condition



Reid, Folks, & Hardy (in press)

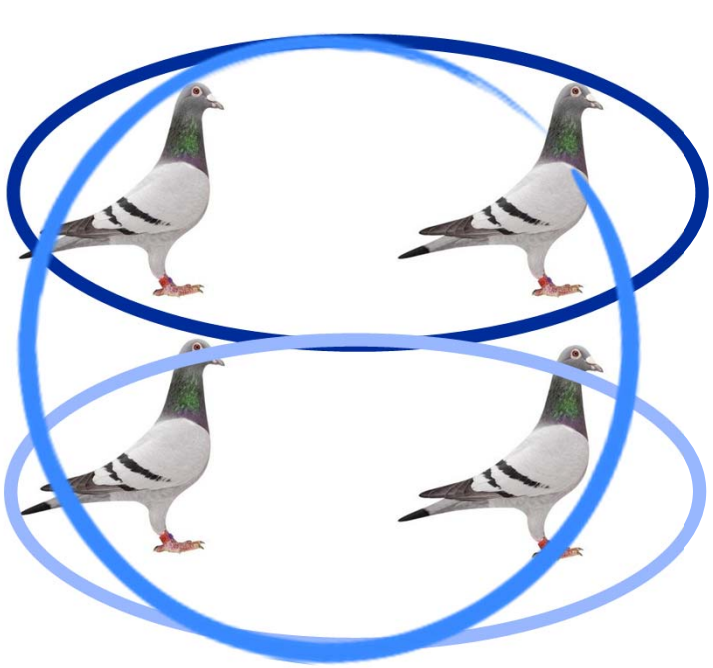


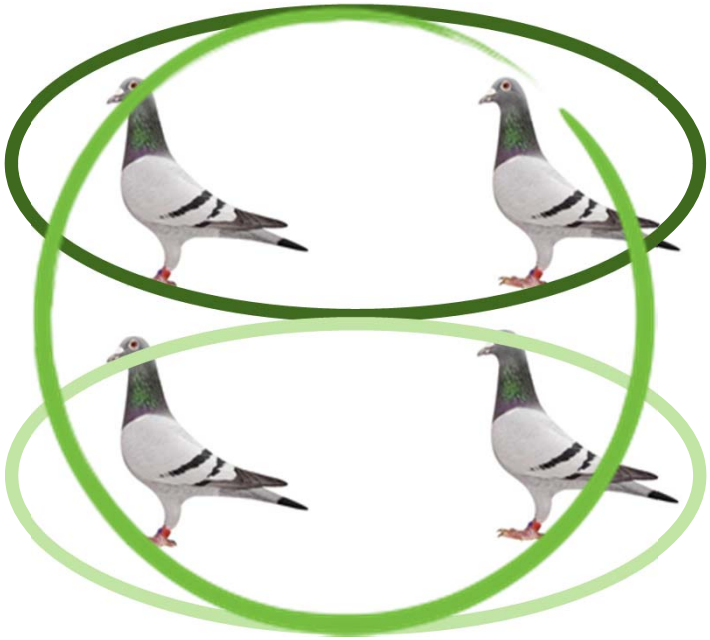
Follow Green

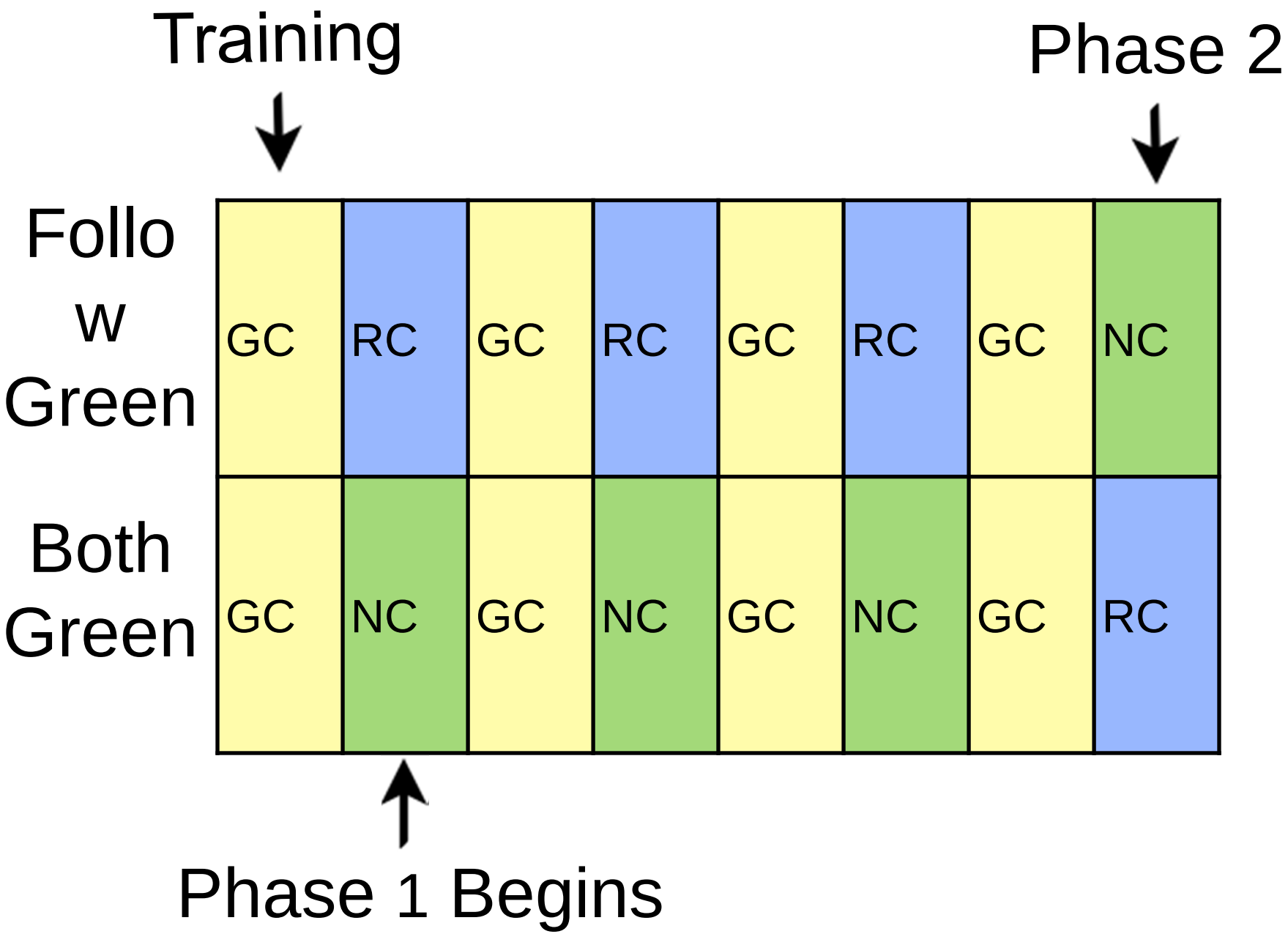
Both Green

Brief 80% for 1

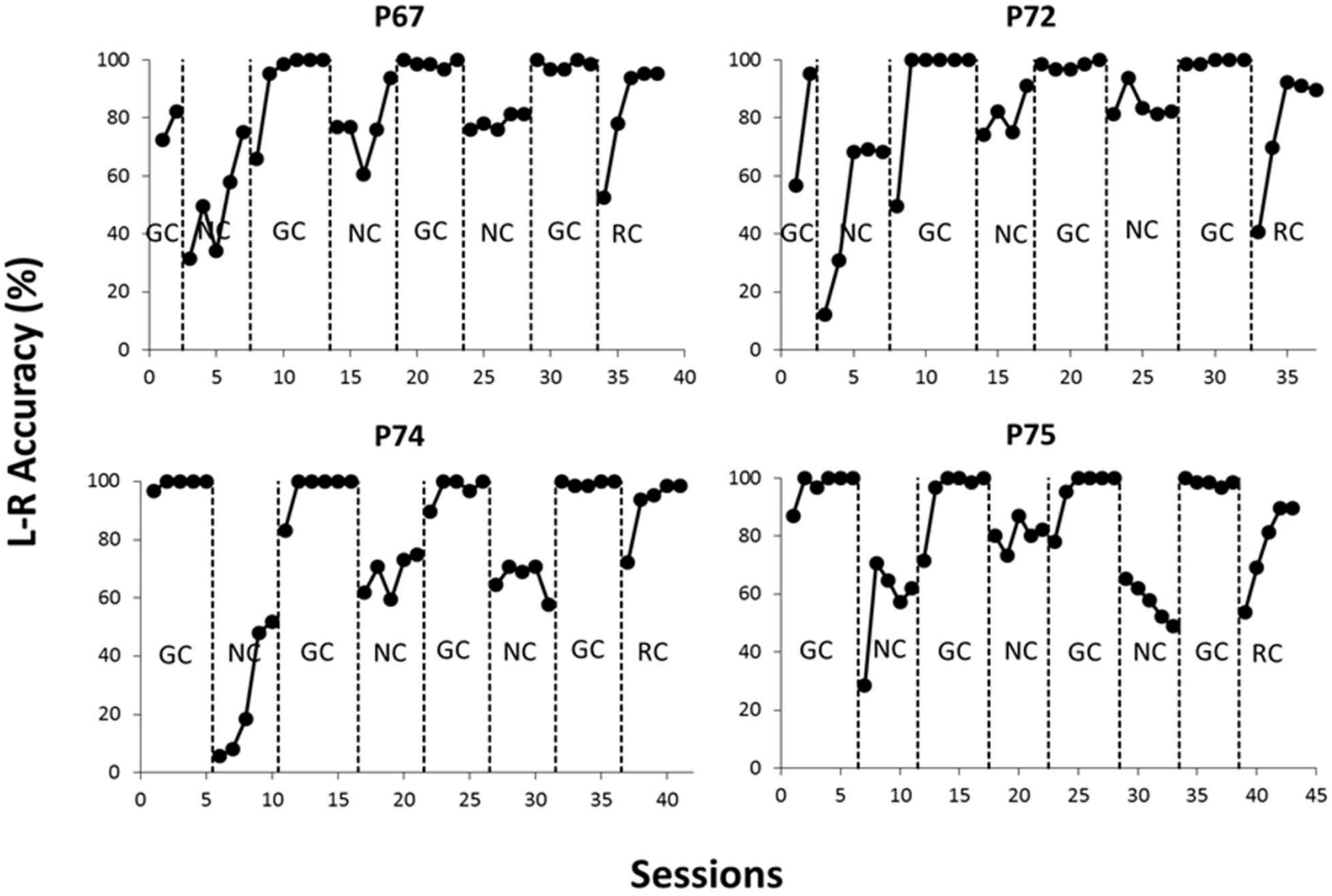
Extended 90% for 5



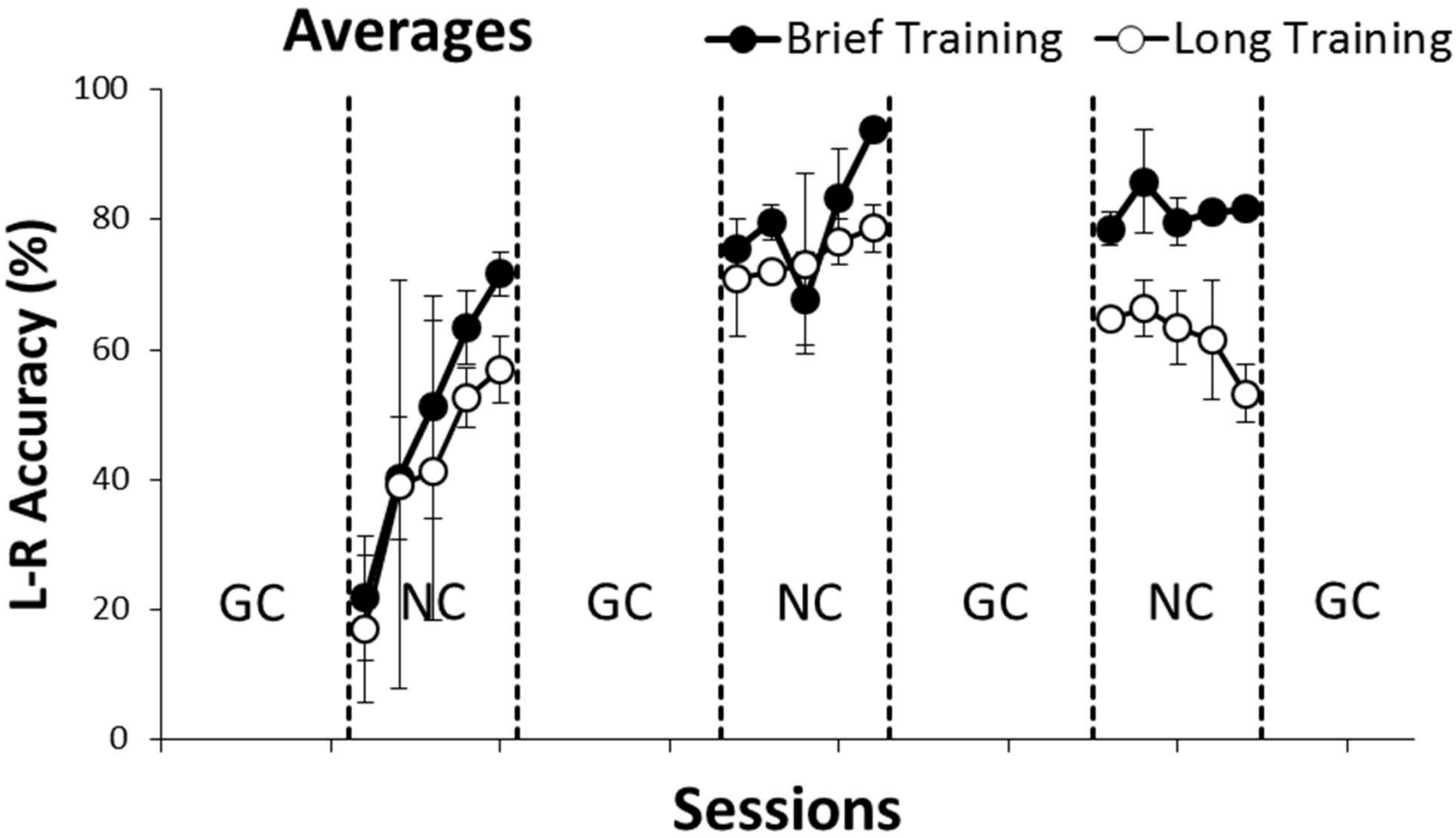



Training
Phase 2
Follow Green
Both Green
GC
RC
GC
RC
GC
RC
GC
NC
GC
NC
GC
NC
GC
NC
GC
RC
Phase 1 Begins

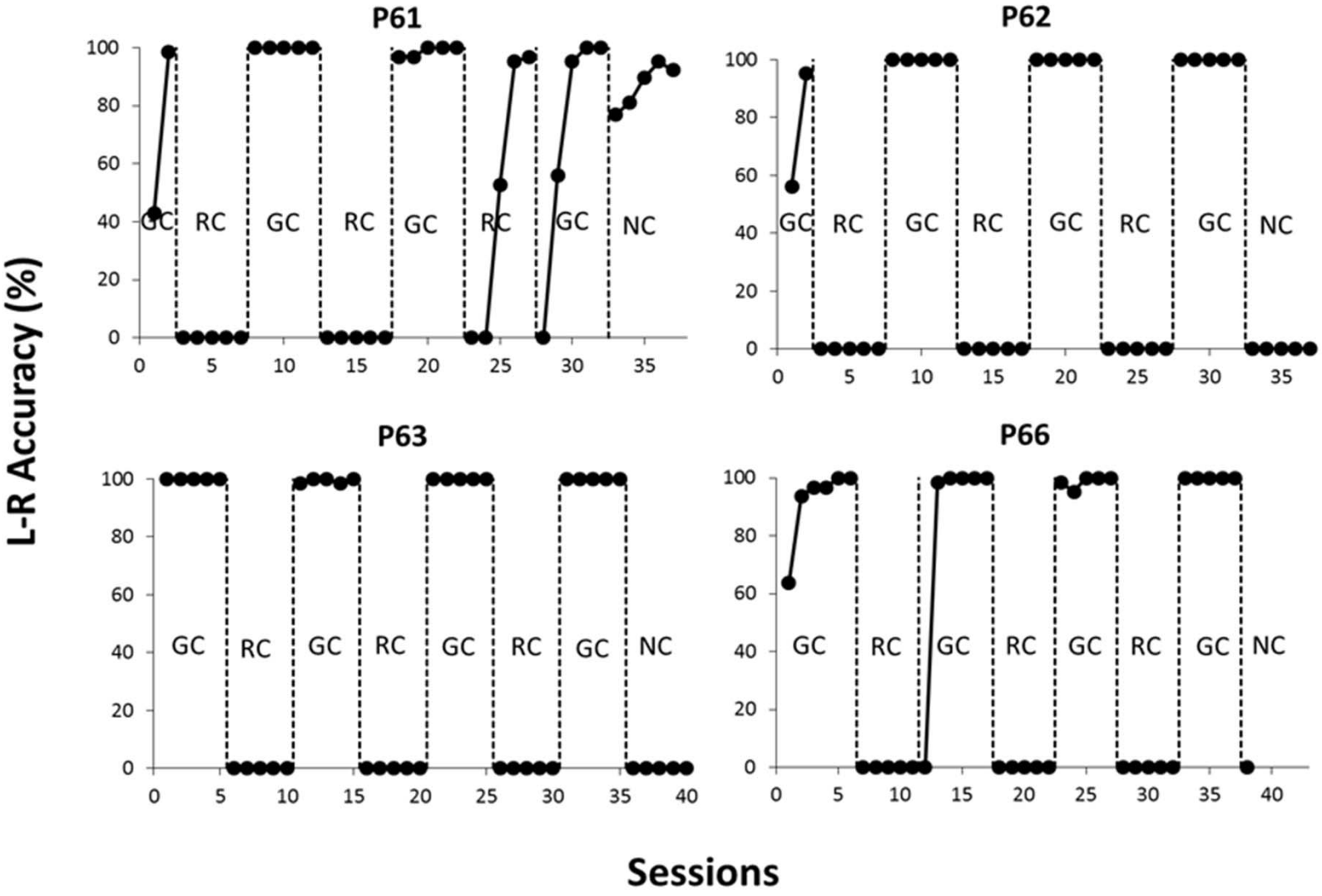
Experiment 1-
BOTH GREEN



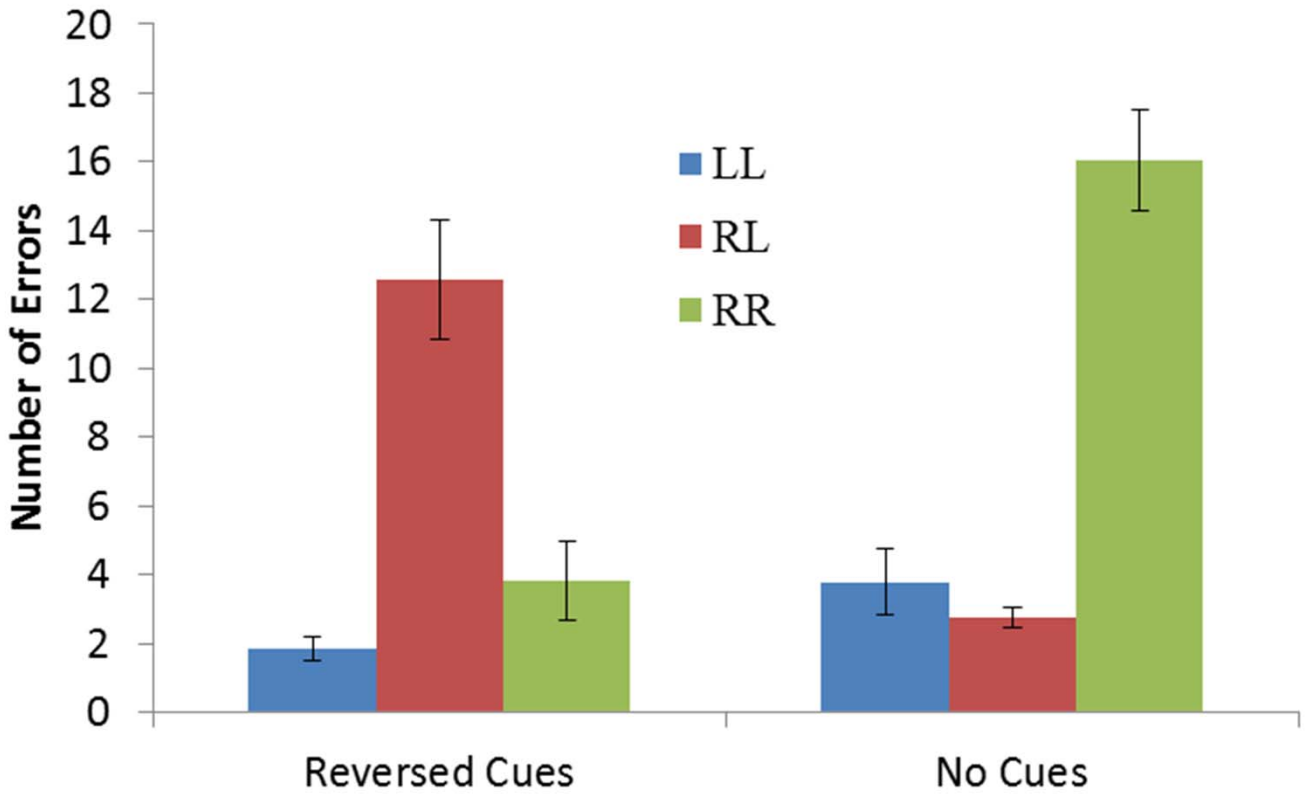
Does the duration of training affect the development of autonomy?



Experiment 1-
FOLLOW GREEN



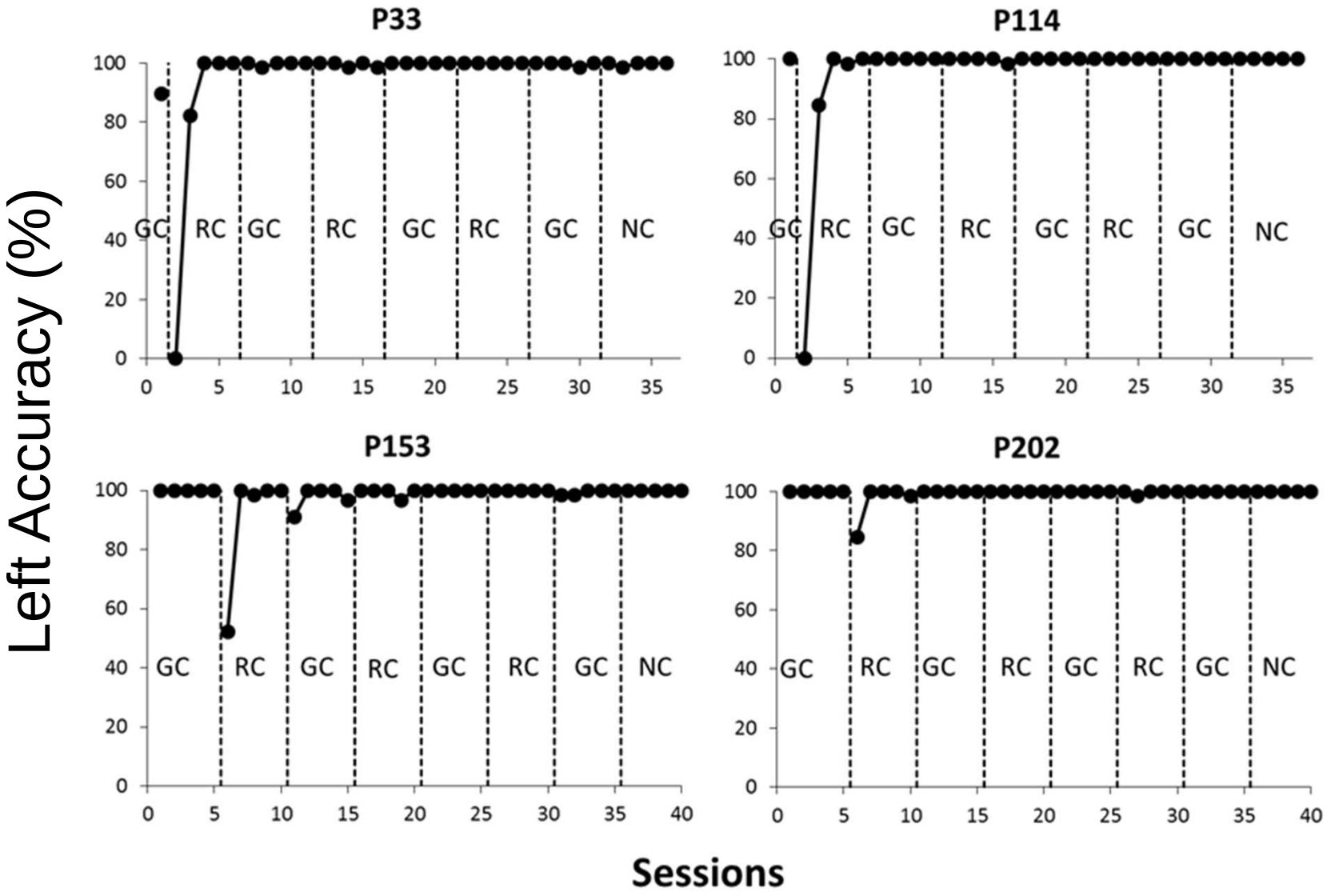
Experiment 1- Errors



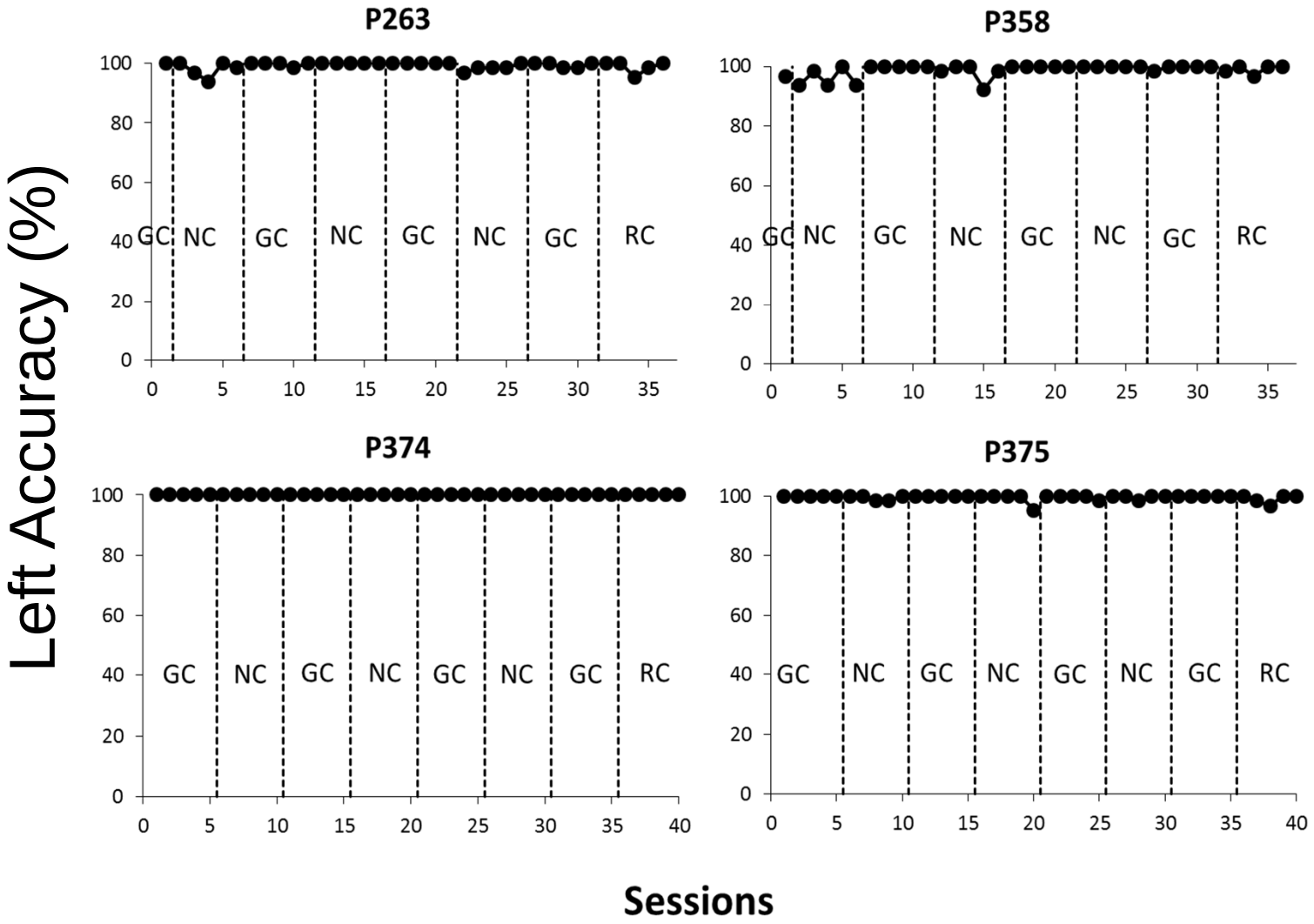
Why couldn’t the pigeons adapt to the Reversed Cues Condition?

- Extinction-Induced Variability?
- Difficulty of the Task

Experiment 2-
FOLLOW GREEN



Experiment 2-
BOTH GREEN



Conclusions

- Training duration had no effect for NC in both experiments but did have an impact on RC in Experiment 2.
  - -Why?
- Faster adaption for NC in both experiments
- Previous research: more difficult cues led to faster autonomy
- Further questions

Why does it matter?

- Application to children with learning disabilities.
  - Prompt dependence.
  - Emotional response to difficult tasks.