What influences the speed of skill learning?

Erica Cousins, Brecken Harper, Faith Holley, Elizabeth Monroe

Faculty Advisor: Dr. Alliston Reid
Guiding-Cues Condition

- **Displayed Until 1st Response**
  - Left: Red
  - Not Used: Black
  - Right: Green
  - Peck here

- **Displayed Until 2nd Response**
  - Left: Green
  - Not Used: Black
  - Right: Red
  - Peck here

- **During Timeout, Food Delivery & ITI**
  - Left: Black
  - Not Used: Black
  - Right: Black

Left and Right are not used.
Reversed-Cues Condition

Displayed Until 1st Response
- Left
- Not Used
- Right

Displayed Until 2nd Response
- Left
- Not Used
- Right

During Timeout, Food Delivery & ITI
- Left
- Not Used
- Right

Peck here
Peck here
No-Cues Condition

- **Displayed Until 1st Response**
  - Left: Peck here
  - Not Used: 
  - Right: 

- **Displayed Until 2nd Response**
  - Left: Peck here
  - Not Used: 
  - Right: 

- **During Timeout, Food Delivery & ITI**
  - Left: 
  - Not Used: 
  - Right: 

Peck here
Reid, Folks, & Hardy
(in press)
Follow Green

Both Green

Brief
80% for 1

Extended
90% for 5

Follow Green

Both Green
Follow Green

Both Green

Training

Phase 1 Begins

Phase 2 Begins
Experiment 1 - BOTH GREEN
Does the duration of training affect the development of autonomy?
Experiment 1-
FOLLOW GREEN
Experiment 1- Errors

![Bar chart showing number of errors in Reversed Cues and No Cues conditions for LL, RL, and RR categories.](image)
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

[Graphs showing accuracy over sessions for P263, P358, P374, and P375]
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.