Establishing stimulus classes in adults and children using a respondent-type training procedure: A follow-up study.
Smeets, Paul M; Leader, Geraldine; Barnes, Dermot.

AB Four experiments examined the effects of a successive stimulus pairing procedure (respondent training) on formation of conditional discriminations and equivalence classes. Different training protocols (linear, many-to-one, one-to-many), and training and test arrangements (simultaneous, simple-to-complex) were used. A simultaneous protocol was used in Exp 1. During training, 10 college students were exposed to multiple random series of stimulus pairs in which stimuli of the same pair were presented one after the other. These series were followed by a match-to-sample test series involving symmetry probes mixed with equivalence probes. Exps 2-4 involved preschool children. Exp 2 was a modified replication of Exp 1; Exp 3 was the same except that a simple-to-complex protocol was used. Exp 4 was the same as Exp 3 except that only symmetry and equivalence relations were tested. Symmetry and equivalence were obtained most quickly with adults trained on simultaneous many-to-one protocols. With children, however, the simultaneous protocol was not effective. The simple-to-complex protocol produced much better results which were virtually the same for all training arrangements (linear, many-to-one, one-to-many).