Simple and Conditional Discrimination

Miguel Caio, Ph.D., BCBA
Jose A. Martinez-Diaz, Ph.D., BCBA-D

PowerPoint Slides, video lecture by Dr. Miguel Caio.
All other materials by Jose Martinez Diaz

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CONTENT OUTLINE

A. Discrimination
B. Examples of Discrimination
C. Discrimination Training
D. Evoked Vs. Emitted Operants
E. Discriminative Vs Motivative Variables
F. Generalization
G. Successive Vs Simultaneous Presentations
H. Teaching Procedures – Trial and Error
I. Teaching Procedures – Errorless Discrimination
J. Conditional Discrimination
K. Equivalence
L. Applied Equivalence Research
M. Coin Equivalence Research
N. Transfer of Stimulus Control From Pictures to Texts
O. Conditional Discrimination and Oral Labeling (textual + tact) Training
P. Implications

Learning Objectives

1. Students will be able to define the discriminated operant.
2. Students will be able to describe examples of discrimination.
3. Students will be able to define a discriminative stimulus (SD).
4. Students will be able to define a S-delta (SΔ) or extinction stimulus.
5. Students will be able to define stimulus control.
6. Students will be able to discuss the difference between “evoked” and “emitted”
7. Students will be able to discuss the difference between “discriminative” and “motivative”
8. Students will be able to discuss the difference between “discrimination” and “generalization”
9. Students will be able to discuss the difference between successive and simultaneous presentation of SD and S-Delta.
10. Students will be able to describe trial and error teaching procedures.
11. Students will be able to describe errorless discrimination teaching procedures.
12. Students will be able to define and discuss the difference between simple and conditional discriminations.
13. Students will be able to describe and give the rationale for appropriate data collection for conditional discrimination.
14. Students will be able to define and discuss stimulus equivalence.
15. Students will discuss how the stimulus equivalence technology can be used to teach basic skills to preschool children diagnosed with autism.
16. Students will be able to discuss Stoddard et al. (1989) in terms the results (a curriculum incorporating equivalence facilitating mastery in minimal time).
17. Students will be able to discuss three conclusions of the Murphy et al. (2005) study with children diagnosed with autism.
18. Students will be able to discuss findings of Eikeseth and Smith (1992) who demonstrated that tact training may remedy failures on equivalence training/testing.

**Related Readings**


