CHAPTER 11

Functional Relationships Between Arbitrary Sets of Stimuli and Arbitrary Sets of Responses: "Verbal Behavior"

I.

A.

1.

a.

i.

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I. Heading

e. Arbitrary Class of Arbitrary Stimuli - Arbitrary Class of Arbitrary Responses

Graphic

One of a class of arbitrary stimuli controls one of a class of arbitrary responses.

Si Ri

Equivalent sets or classes
x
x

Graphic

i. Set Interactions

When does element function as unique instance and when does it function as simply a member of a group?

(1) Unions and Disjunctions

Graphic

(2) Hierarchical

Graphic

ii. Conceptual Follow-Up: Verbal Behavior

If various sets of stimuli and various sets of responses can become equivalent then a "word" can come to be equivalent to any member of a set of stimuli or any

of a set of responses.

Graphic

Then verbal is an extension of simple "S-R". It is possible to learn via verbal. It would be expected that individual would have conversations.

1. What if there were two interlocked "verbal" systems, “A” and “B,” each generating responses based upon the S's and R's provided by the other system. It would be "conscious" and talk to itself.
2. We need to study the details of all this stuff. What is its structure?

iii. **Structural Aspects of Verbal Behavior**

Study of this kind of stuff will help us understand the system by helping understand the transfer characteristics of the system.

Graphic

(a) functional aspects of structure
(b) reductionistic aspects of structure
(c) molar context of structure

e.g., phrase structure
transformational grammar
hierarchical organization
metaphor

iv. **Transfer From One Set to Another**

This is usually with verbal behavior but it is really a property of sets. In education, is there transfer from Latin to History. Bad question should be what are sets?

- Study behavior
- Attention
- Tools for other sets via hierarchical
- Again IQ comes in here
- high IQ is already “have many sets”

positive or negative
facilitative
proactive retroactive
interference