

Chapter 13

1. What is the definition of *stimulus control*, and how is stimulus control measured?
2. What is the relationship between stimulus discrimination and stimulus generalization?
3. What features of an organism determine which stimuli can come to control its behavior?
4. How can the steepness of a generalization gradient be increased by learning?
5. Which view of stimulus generalization (Pavlov's or Lashley & Wade's) is supported by evidence that the stimulus control can be shaped by learning?
6. What is a multiple schedule, and why does it increase stimulus control?
7. What types of discrimination procedures are there and how do they differ?
8. How can individuals be trained to treat different stimuli in the same manner? What is this type of training called?