

## **Fig 15 Main Features of the Intraverbal Relation**

**Definition.** A type of vb with response form controlled by (1) a verbal stimulus (the product of someone's vb) with which (2) the response does **not** have point-to-point correspondence.

**Point-To-Point Correspondence.** Skinner's term for when subdivisions or parts of the S control subdivisions or parts of the R.

**Response Forms and Controlling Stimuli.** Speaking, writing, signing, etc. and the verbal stimulus can be auditory, visual, tactile. Note, however, that for ASL or Ameslan or just Sign (which is not equivalent to finger spelling) vocal or written responses to signs, or signing responses to vocal or written words are intraverbal behavior. There is no point-to-point correspondence between signs and words. The sign for cat, consists of stroking imaginary facial whiskers--clearly no point-to-point correspondence with either the spoken or the written word "cat ."

**Intraverbal Examples.** A tendency to say swamp as a result of hearing someone say alligator. The "sw" part of the response is not any more related to or caused by the "al" part of the stimulus than to the "ig" part of the stimulus, etc.

## Figure 15—Elaboration Part 1

*More intraverbal examples with more to consider:* You hear “animal” and so have a tendency to say “zoo” or “cat” or “pet” (or any number of other responses: “tiger” or “lion” or “monkey” etc.). In such cases (i.e., with intraverbals), the control is “thematic.” That is, the control of the stimulus over the response is through the generalized, learned relations between and among verbal responses. Here are more examples:

✂ In America, how would people respond (i.e., what would they say) to my stimulus (i.e., if I said) “red, white, and ...”? These are thematically related through the learned colors (and even the learned sequence of colors) of the American flag...

✂ In China (in English and likely, even in *translation*, in Chinese), what would people say if I said “The East is ...”? This is thematically related as a learned line in a song...

*And what about that translation question?*

## Figure 15—Elaboration Part 2

*Even more to consider: Translation (with examples):* Translation involves *different* response forms to the *same* controlling verbal variables, *without* any point to point correspondence; hence it is intraverbal behavior. For example:

✂ The sign for “cat,” which is to stroke long whiskers... may be considered to have three parts, but none of them control the first part of “cat” (the “c” in c–a–t) any more than they control any other part... Rather, the control between “cat” and that sign is thematic as in the equivalent verbal responses in different verbal communities; hence it is intraverbal behavior.

✂ Consider “tian” and “field”... (spoken or “written”...)

✂ Consider “Xingwei Xue” and “Behaviorology”...

All translation, regardless of verbal community or sense mode, is intraverbal behavior... (Now, *there* is a source of substantive implications, and applications...)

## Fig 16 Intraverbal (IV) Examples and Non Examples

Classify each example as IV, tact, or as some other kind of vb .

A tendency to \_\_\_\_\_ solely as a result of \_\_\_\_\_

1. say "over" \_\_\_\_\_ hearing "under"\*
2. say "window" \_\_\_\_\_ seeing "window"\*
3. write "cat" \_\_\_\_\_ seeing someone sign "cat" \*
4. say "cup" \_\_\_\_\_ seeing a cup of coffee
5. sign "cat" \_\_\_\_\_ seeing someone sign "dog"\*
6. say "cat" \_\_\_\_\_ seeing a dog
7. write "cat" \_\_\_\_\_ seeing "cat"
8. say "taxi" \_\_\_\_\_ hearing "taxi"\*
9. Hungry child enters kitchen and would really like a cookie, but there is no one there (no appropriate audience), so no vb occurs. Then parent comes into the kitchen, and child says "cookie."

\*A stimulus word in quotes means that it is a verbal stimulus (a spoken or written word, or the visual result of signed response.)

## Figure 16—Addendum Part 1

#1: If I asked you to write (or say) whatever you might think of when I say “under,” one of the things you would be likely to write (or say) would be “over” as “under” has some thematic controlling relations to responses having to do with space, location, etc. Other things you might write (or say) could be “around” and/or “through” etc.

#6: This could be just an inaccurate tact (perhaps from inaccurate seeing...). Or it could be an example of one of the more complex tact relations (e.g., metaphorical or metonymical tact extensions) that we have too little time to cover in this presentation (but would cover in an Advanced Verbal Behavior course).

#9...

## Figure 16—Addendum Part 2

#9: The *verbal* behavior occurs *when* it occurs because a stimulus occurs (the entering parent, a listener, an audience). At the same time, the *form* of the verbal response (“cookie”) occurs because of an Establishing Operation (EO), in this case a type of food deprivation. (Look back to the “*Figure 10 Summary*,” especially the middle point.)

Similarly, if the child had been napping indoors such that an EO, like activity deprivation, was occurring, then getting outside would be more reinforcing, and any behavior that previously obtained access to outside would be more likely. We could *loosely* say that the child wanted out. And if no listener were present, the child might (if he or she could) open the door and go out. But if the child could not just open the door and go out (perhaps the door knob is out of reach), then she or he would be unlikely to say anything *until* a listener appeared, and *then* he or she would say “out” (as a mand)...

## Fig 17 Point to Point Correspondence, No Formal Similarity

### **Textual Behavior and Taking Dictation**

**General S<sup>D</sup>--R Relations:** For both of these verbal relations the response form is controlled by (1) a verbal stimulus, with which it (2) has point-to-point correspondence, but (3) there is no formal similarity between stimulus and response product.

**Textual Relation:** S is visual (written or printed words) and R consists in saying those words. In common-sense terms textual behavior is reading out loud (but with **no** implication that reader understands—can react otherwise--to what is being read).

**Taking Dictation:** S is auditory (spoken words) and R consists in writing the words that are heard. (The term comes from what a stenographer does, but here there is no implication that a large sample of behavior is being recorded.)

**Interesting Point:** There is at present no form of written sign behavior that is analogous to the phonetic writing system related to vocal behavior. That is, there is no form of sign behavior that has the same general S<sup>D</sup>--R relation in effect for textual behavior and taking dictation.

## Fig 18 Point to Point Correspondence & Formal Similarity

### **Echoic Behavior, Copying a Text, and Mimetic Behavior**

For these three relations the response form is controlled by (1) a verbal S, with which it (2) has point to point correspondence, and (3) there is formal similarity between S and response product.

**Formal Similarity.** Skinner's term when the controlling stimulus and the response product are (1) in the same sense mode (both are visual, or both are auditory, or both are tactile, etc.) and (2) resemble each other in the physical sense of resemblance (look alike, sound alike, feel alike, etc.).

**Echoic Behavior.** The stimulus is auditory and the response is speaking (echoing what one hears).

**Copying a Text.** The stimulus is visual and the response is writing (copying what one sees in written form).

**Mimetic Behavior.** Imitating someone's signs.

There are similar verbal relations that have no special name in Skinner's system, e.g. finger spelling what one sees someone else finger spell.

## Fig 19 All VB by Verbal S, Examples and Non Examples

Classify as IV, Echoic, CT, Textual, TD, or as Mimetic Behavior

A tendency to \_\_\_\_\_ solely as a result of

1. say "over" \_\_\_\_\_ seeing "over"
2. say "window" \_\_\_\_\_ hearing "window"
3. say "cat" \_\_\_\_\_ seeing someone sign "cat"
4. write "cup" \_\_\_\_\_ seeing "coffee"
5. sign "cat" \_\_\_\_\_ seeing someone sign "cat"
6. say "cat" \_\_\_\_\_ seeing "dog"
7. write "cat" \_\_\_\_\_ seeing "cat"
8. say "taxi" \_\_\_\_\_ hearing "taxi"
9. write "running" \_\_\_\_\_ hearing "running"
10. sign "stand up" \_\_\_\_\_ seeing someone sign "stand up"
11. say "happy" \_\_\_\_\_ seeing "happy"
12. write "running" \_\_\_\_\_ seeing "running"