

A VARIABLE THRESHOLD MODEL FOR SIGNAL DETECTION

by

Richard C. Atkinson

TECHNICAL REPORT NO. 42

November 17, 1961

PSYCHOLOGY SERIES

Reproduction in Whole or in Part is Permitted for  
any Purpose of the United States Government

INSTITUTE FOR MATHEMATICAL STUDIES IN THE SOCIAL SCIENCES

Applied Mathematics and Statistics Laboratories

STANFORD UNIVERSITY

Stanford, California

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

PHYSICAL CHEMISTRY

LECTURE NOTES

BY

PROFESSOR OF CHEMISTRY

UNIVERSITY OF CHICAGO

PHYSICAL CHEMISTRY

LECTURE NOTES

BY

# A VARIABLE THRESHOLD MODEL FOR

## SIGNAL DETECTION

Richard C. Atkinson<sup>1/</sup>

Stanford University

### 1. Introduction

This paper deals with an analysis of some simple detection experiments in terms of Stimulus Sampling Theory (Estes (1950), Estes and Burke (1953), Estes and Suppes (1959), Atkinson and Estes (1961)). The type of study to be considered is a choice experiment for which the experimenter has established, and explained to the subject, a one-to-one correspondence between the response set  $(A_1, A_2, \dots, A_r)$  and the stimulus presentation set  $(S_1, S_2, \dots, S_r)$ . On each trial a stimulus is presented and the subject attempts to identify the stimulus by making the appropriate response. For excellent reviews of theoretical and experimental research in this area see Green (1960) or Swets (1961).

We shall only consider experiments where  $r = 2$ ; that is, on each trial either  $S_1$  or  $S_2$  is presented and the subject is required to make response  $A_1$  or  $A_2$ . Also, the analysis will be restricted to procedures where the experimenter informs the subject at the end of each trial which response was correct. These two restrictions are not fundamental to the theory, but greatly simplify the presentation. Later, it will be apparent that the model can be extended to multi-stimulus problems and to procedures where information feedback is manipulated as an experimental variable.

---

<sup>1/</sup> The ideas presented in this paper have been much influenced by discussions with E. C. Carterette and R. Kinchla.

Two types of experimental procedures are to be distinguished in the analysis. We define these by example.

Yes-No Procedure:  $S_1$  is a tone burst in a background of white noise and  $S_2$  is the white noise alone. On a given trial either  $S_1$  or  $S_2$  is presented and the subject answers yes ( $A_1$ ) or no ( $A_2$ ) regarding the presence of the signal.

Forced-Choice Procedure: Two temporal intervals are defined on each trial, exactly one of which contains a signal; i.e., in one interval a tone burst in a background of white noise is presented, while in the other interval only the white noise is presented. On each trial, the subject is required to identify the interval he believes most likely to have contained the signal. Thus,  $S_i$  ( $i = 1, 2$ ) denotes a trial on which the signal occurred in time interval  $i$  and  $A_j$  ( $j = 1, 2$ ) denotes the subjects' selection of interval  $j$  as the one containing the signal.

In this paper we shall use the identifications given in these examples. That is, for the yes-no procedure  $S_1$  will always denote signal plus noise, whereas  $S_2$  will denote noise alone; for the forced-choice procedure  $S_1$  will denote signal plus noise in the first interval followed by noise alone in the second interval, and  $S_2$  indicates noise alone in the first interval and signal plus noise in the second interval. In addition, the following notation will be used:

$S_{i,n}$  = The presentation of stimulus  $S_i$  on trial  $n$  of the experiment.

$A_{j,n}$  = The occurrence of response  $A_j$  on trial  $n$  of the experiment.

A theoretical result of particular interest in analyzing detection data deals with the relation of  $\Pr(A_{1,n}|S_{1,n})$  to  $\Pr(A_{1,n}|S_{2,n})$ . For simplicity we write

$$p_{1,n} = \Pr(A_{1,n}|S_{1,n}) \tag{1}$$

$$p_{2,n} = \Pr(A_{1,n}|S_{2,n})$$

and when the appropriate limit exists

$$\lim_{n \rightarrow \infty} p_{i,n} = p_i .$$

For the yes-no procedure  $p_1$  is the asymptotic probability of a yes report when the signal is present (the likelihood of a "hit") and  $p_2$  is the probability of a yes report when noise alone is presented (the likelihood of a "false alarm"). In the literature, plots of the relation of  $p_2$  to  $p_1$  are commonly called ROC curves, which stands for receiver operating characteristic curves.

In terms of our notation, two classes of variables are under the control of the experimenter: (1) the physical parameters of the stimulus presentation set, and (2) the trial-to-trial schedule for presenting stimuli. This paper deals primarily with the effects of these variables in both the yes-no and forced-choice experiments. Other factors, such as the use of special instructions designed to introduce response bias and differential monetary payoffs contingent on trial outcomes, are discussed later but are not treated in detail. The reason is that the study of such variables, within our theoretical frame-

work, leads to models that are mathematically complex and thus warrant only limited investigation until the less complicated cases have been adequately explored.

In this paper we treat a simple probabilistic schedule for presenting stimuli; namely

$$\Pr(S_{l,n}) = \gamma \quad (2)$$

where  $\gamma$  is a constant over trials. More complex stimulus schedules can be analyzed; e.g., the stimulus presentation on trial  $n$  might depend on the response on trial  $n - k$ , or on the stimulus on trial  $n - k$ , or both. However, an analysis of this simpler schedule will be sufficient to illustrate the basic concepts.

The theory generates predictions for all aspects of the subjects' response protocol (mean response probabilities, associated variances, sequential predictions such as autocorrelations, and so forth) and thereby permits a detailed treatment of individual trial-by-trial data. Most of the predictions depend on estimates of parameters that describe the stimulus situation and the hypothesized detection process. Some readers may feel that we have been too liberal in postulating parameters; however, for most applications, restrictions are appropriate that markedly reduce the number of free parameters. Further, some predictions such as the ROC curve require that only two parameters be estimated.

## 2. Axioms and Identification Rules

Readers familiar with recent developments in stimulus sampling theory will recognize that our axioms are a schematic statement of a

more general theory. In this paper, we offer a simple analysis of the stimulus presentation set and postulate a learning process defined on the set of background stimuli (denoted  $s_0$ ). In addition, two perceptual states (H and L) are assumed to exist and are differentiated in terms of the signal parameters associated with these states. Roughly speaking, the subject is more "alert" or "attentive" to the stimulus in state H than in state L. The particular perceptual state of the subject on any trial is a function of his history of detections and the difficulty of the task. Only two perceptual states are postulated but it will be obvious that these notions can be generalized to an n-state process.<sup>2/</sup>

The axioms for the model fall into two groups: The first group deals with the stimulus situation and changes in perceptual states; the second group, with the response mechanism.

#### Stimulus Axioms

S1. If the subject is in state H and  $S_i$  ( $i = 1, 2$ ) is presented then either stimulus element  $s_i$  will be sampled (with probability  $h_i$ ), or stimulus element  $s_0$  will be sampled.

S2. If the subject is in state L and  $S_i$  ( $i = 1, 2$ ) is presented then either element  $s_i$  will be sampled (with probability  $l_i$ ), or element  $s_0$  will be sampled.

S3.  $h_1 \geq l_1$  and  $h_2 \geq l_2$ .

---

<sup>2/</sup> For an application of similar concepts to discrimination learning, see Atkinson (1960) and Atkinson (1961).

S4. If the subject makes a response that is designated as incorrect by the experimenter, then with probability  $\mu$  he moves to state H for the next trial; if he is already in state H he remains so.

S5. If a subject makes a response that is designated as correct by the experimenter, then with probability  $\delta$  he moves to state L on the next trial; if he is already in state L he remains so.

#### Response Axioms

R1. If  $s_i$  ( $i = 1, 2$ ) is sampled on trial  $n$  then the  $A_i$  response will occur with probability  $1$ .

R2. If  $s_0$  is sampled on trial  $n$  then the  $A_1$  response will occur with probability  $\gamma_n$  where

$$\gamma_n = \gamma - [\gamma - \gamma_1](1 - c)^{n-1} .$$

We distinguish between yes-no and forced-choice methods in terms of the signal parameters  $h_1$  and  $h_2$ . Consider first the case where the subject is in perceptual state H (i.e.,  $S_1$  and  $S_2$  are specified by  $h_1$  and  $h_2$ ). When a signal is presented in noise we assume that the subject either detects the signal (with probability  $\sigma$ ) or is uncertain as to whether or not the signal occurred. Similarly, when noise alone is presented we assume that the subject either detects the absence of a signal (with probability  $\eta$ ) or is uncertain whether or not the signal occurred. The three events will be denoted as follows:  $s$  = detected signal;  $\bar{s}$  = detected omission of signal; and  $u$  = uncertain. For the yes-no method the occurrence of event  $s$  is identified with the sampling of element  $s_1$ ;  $\bar{s}$  with the sampling of  $s_2$ ; and the event  $u$  with the sampling of element  $s_0$ . Hence, for the yes-no procedure

$$h_1 = \sigma \text{ and } h_2 = \eta . \tag{3}$$



For the forced-choice procedure the analysis is different. Consider an  $S_1$  trial--signal plus noise in the first interval followed by noise alone in the second interval. The following event sequences can occur:

- (1) event  $s$  occurs in the first interval and is followed by event  $\bar{s}$  in the second interval--with probability  $\sigma\eta$
- (2)  $s$  followed by  $u$ --with probability  $\sigma(1 - \eta)$
- (3)  $u$  followed by  $\bar{s}$ --with probability  $(1 - \sigma)\eta$
- (4)  $u$  followed by  $u$ --with probability  $(1 - \sigma)(1 - \eta)$ .

Information transmitted by either outcome 1, 2, or 3 is adequate to identify the trial, and hence the occurrence of any one of these events is associated with the sampling of element  $s_1$ . If the fourth outcome occurs, we assume that element  $s_0$  is sampled.<sup>3/</sup> Therefore,  $h_1 = 1 - (1 - \sigma)(1 - \eta)$ ; by a similar argument for  $S_2$  trials it can be shown that  $h_2 = h_1$ . Hence, for the forced-choice method

$$h_1 = h_2 = 1 - (1 - \sigma)(1 - \eta) . \quad (4)$$

Note that the signal parameter  $h_1 = h_2$  for the forced-choice method is always greater than or equal to  $h_1$  and  $h_2$  for the yes-no procedure.

---

<sup>3/</sup> In formulating a model that also treated choice time it would be natural to distinguish between outcomes 1 to 3. However, for an analysis of response selection, such a distinction is not necessary. Also, note that the assignment of probabilities to the four outcomes assumes no time-order effect; i.e., no interaction between events in one temporal interval and the next. For a given experimental situation, the precision of the comparison between the forced-choice and the yes-no method will depend on the accuracy of this assumption.

By similar arguments we may express  $l_1$  and  $l_2$  in terms of  $\sigma'$  and  $\eta'$ . These later parameters describe the signal when the subject is in perceptual state L.

It should be noted that the learning process postulated in Axiom R2 is highly artificial and represents only a gross approximation to current stimulus sampling models for learning. Further, for stimulus schedules other than those given by Eq. 2, it will be necessary to postulate other learning functions. For example, if we employ a contingent stimulus schedule where

$$\Pr(S_{1,n+1} | S_{1,n}) = \gamma^{(1)}$$

$$\Pr(S_{1,n+1} | S_{2,n}) = \gamma^{(2)}$$

then the function  $\gamma_n = \Pr(A_{1,n} | s_{0,n})$  given in Axiom R2 would in the limit approach  $\frac{\gamma^{(2)}}{1 - \gamma^{(1)} + \gamma^{(2)}}$ . The details of how to specify a more general learning function can be obtained in Estes (1959), or Atkinson and Estes (1961). The justification for our present formulation of the learning process is that it greatly simplifies the model. We return to this point later.

### 3. Asymptotic Response Probabilities and ROC Curves

Let  $C_{1,n}$  denote the event where the subject is in perceptual state H at the start of trial n; and  $C_{2,n}$ , the event of being in state L at the start of trial n. Further, we introduce the notation

$$v_n = \Pr(C_{1,n})$$

From axioms S1, S2, R1, and R2 it follows that

$$\Pr(A_{1,n} | S_{1,n} C_{1,n}) = h_1 + (1-h_1)\gamma_n$$

$$\Pr(A_{1,n} | S_{2,n} C_{1,n}) = (1-h_2)\gamma_n$$

$$\Pr(A_{1,n} | S_{1,n} C_{2,n}) = \ell_1 + (1-\ell_1)\gamma_n$$

$$\Pr(A_{1,n} | S_{2,n} C_{2,n}) = (1-\ell_2)\gamma_n$$

Hence, for  $p_{1,n}$  and  $p_{2,n}$  (as defined by Eq. 1) we obtain

$$p_{1,n} = v_n[h_1 + (1-h_1)\gamma_n] + (1-v_n)[\ell_1 + (1-\ell_1)\gamma_n] \quad (5)$$

$$p_{2,n} = v_n(1-h_2)\gamma_n + (1-v_n)(1-\ell_2)\gamma_n$$

To obtain an expression for  $p_{i,n}$  we need first to write  $v_n$ .

By axioms S4 and S5 we may prove that

$$v_{n+1} = v_n(1-\delta a_n) + (1-v_n)\mu b_n \quad (6)$$

where

$$a_n = \gamma[h_1 + (1-h_1)\gamma_n] + (1-\gamma)[h_2 + (1-h_2)(1-\gamma_n)]$$

$$b_n = \gamma(1-\ell_1)(1-\gamma_n) + (1-\gamma)(1-\ell_2)\gamma_n$$

A solution for this difference equation can be given but it is rather lengthy. For the moment we shall confine our attention to asymptotic predictions and therefore require only the limiting expression of  $v_n$ . Following the convention introduced earlier, let  $v = \lim_{n \rightarrow \infty} v_n$ . Then, from Eq. 6 and Axiom R2,

$$v = \frac{b}{a\varphi + b} \quad (7a)$$

where

$$\varphi = \delta/\mu \quad (7b)$$

$$a = \gamma[h_1 + (1-h_1)\gamma] + (1-\gamma)[h_2 + (1-h_2)(1-\gamma)] \quad (7c)$$

$$b = \gamma(1-\gamma)(2-\ell_1-\ell_2) \quad (7d)$$

Substituting these results in Eq. 6 and letting  $\gamma_n = \gamma$ , the following expressions are obtained for  $p_1$  and  $p_2$ :

$$p_1 = v[h_1 + (1-h_1)\gamma] + (1-v)[\ell_1 + (1-\ell_1)\gamma] \quad (8)$$

$$p_2 = \gamma[v(1-h_2) + (1-v)(1-\ell_2)]$$

If  $\gamma = \Pr(S_{1,n})$  is permitted to vary between 0 and 1, then the ROC curve defined by the above equations is, in general, a convex function that originates at point  $(0, \ell_1)$  and terminates at point  $(1-\ell_2, 1)$ . However, it is necessary to be more precise and distinguish three cases:

- (1) If  $\delta = 0$ ,  $\mu > 0$ , then asymptotically the subject is absorbed in state H and the ROC curve is given by the linear function

$$p_1 = \frac{1-h_1}{1-h_2} p_2 + h_1 \quad (9)$$

- (2) If  $\delta > 0$ ,  $\mu = 0$ , then asymptotically the subject is absorbed in state L and the ROC curve is

$$p_1 = \frac{1-l_1}{1-l_2} p_2 + l_1 \quad (10)$$

Equation 9 is represented by the upper straight line in Figure 1, and Eq. 10 by the lower line.

- (3) For the general case where  $\mu, \delta > 0$ , the ROC curve is a convex function bounded between Eq. 9 and Eq. 10 that originates at point  $(0, l_1)$  and terminates at  $(1-l_2, 1)$ . Figure 1 gives several ROC curves for the case where  $h_1 = .9$ ,  $h_2 = .5$ ,  $l_1 = .2$  and  $l_2 = .1$ ; the curves are distinguished by the value of  $\phi = \delta/\mu$ . Successive points on each curve were generated by varying  $\gamma$ , the signal-presentation probability. The quantity  $\phi$  is a ratio of two non-zero probabilities and hence takes any positive number greater than zero. For  $\phi$  close to zero the ROC curve tends toward the line given by Eq. 9 in Figure 1; for large  $\phi$  the curve approaches the line given by Eq. 10.

For most experiments involving variations in  $\gamma$ , it seems reasonable to assume that the observed values for both  $p_1$  and  $p_2$  will be

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It also emphasizes the need for regular audits to ensure the integrity of the financial data.

3. The document further outlines the various methods used to collect and analyze financial information.

4. Finally, it provides a detailed overview of the reporting requirements and the role of the auditor.

5. The document concludes by highlighting the significance of transparency and accountability in financial reporting.

6. It also discusses the challenges faced by auditors and the steps taken to address them.

7. The document further explores the impact of technology on the auditing process and the need for continuous learning.

8. It also addresses the ethical considerations that auditors must adhere to in their professional conduct.

9. The document provides a comprehensive overview of the auditing process and the role of the auditor.

10. It also discusses the importance of communication and collaboration between auditors and management.

11. The document further outlines the various types of audits and the specific procedures involved in each.

12. It also provides a detailed overview of the reporting requirements and the role of the auditor.

13. The document concludes by highlighting the significance of transparency and accountability in financial reporting.

14. It also discusses the challenges faced by auditors and the steps taken to address them.

15. The document further explores the impact of technology on the auditing process and the need for continuous learning.

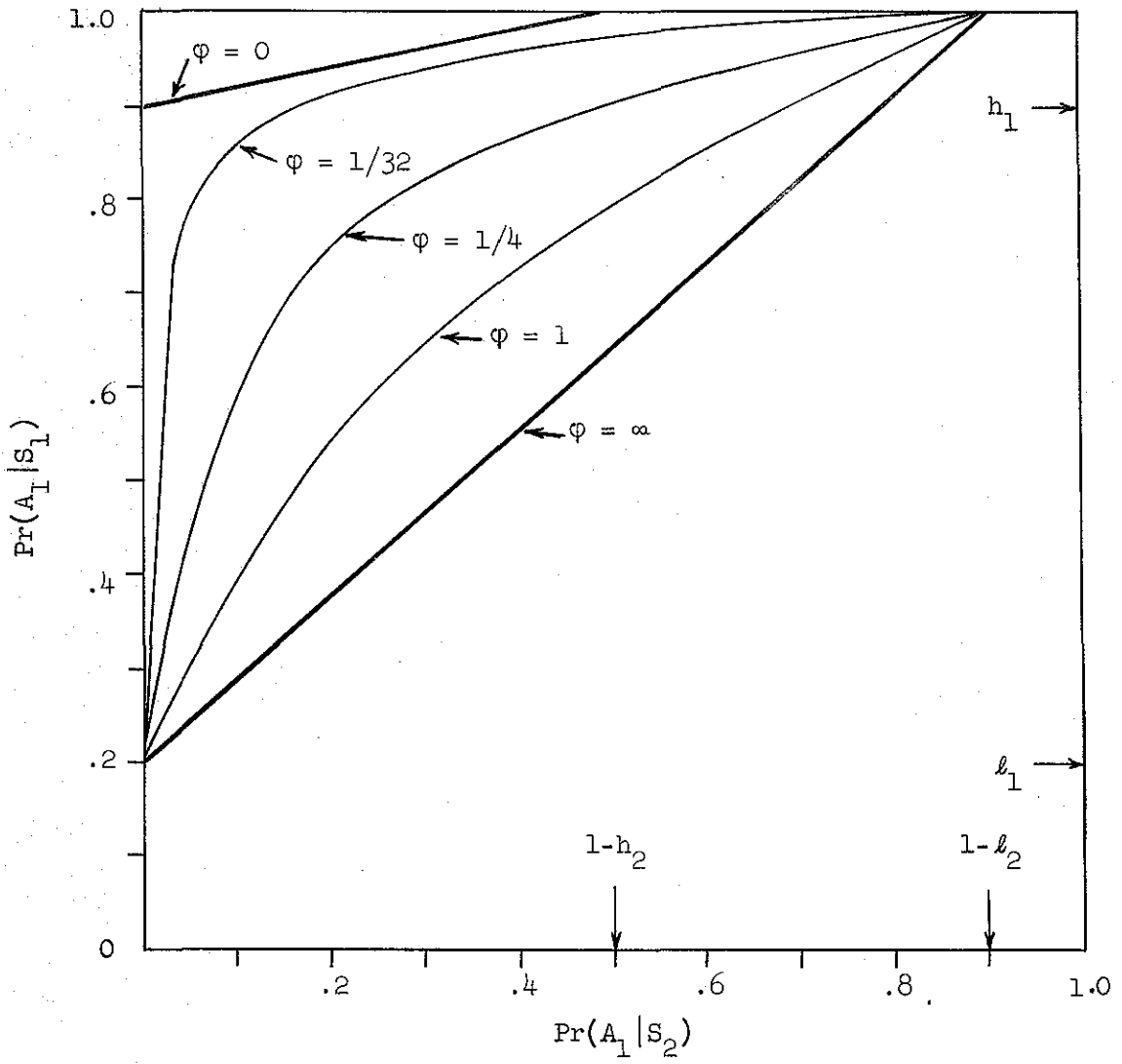
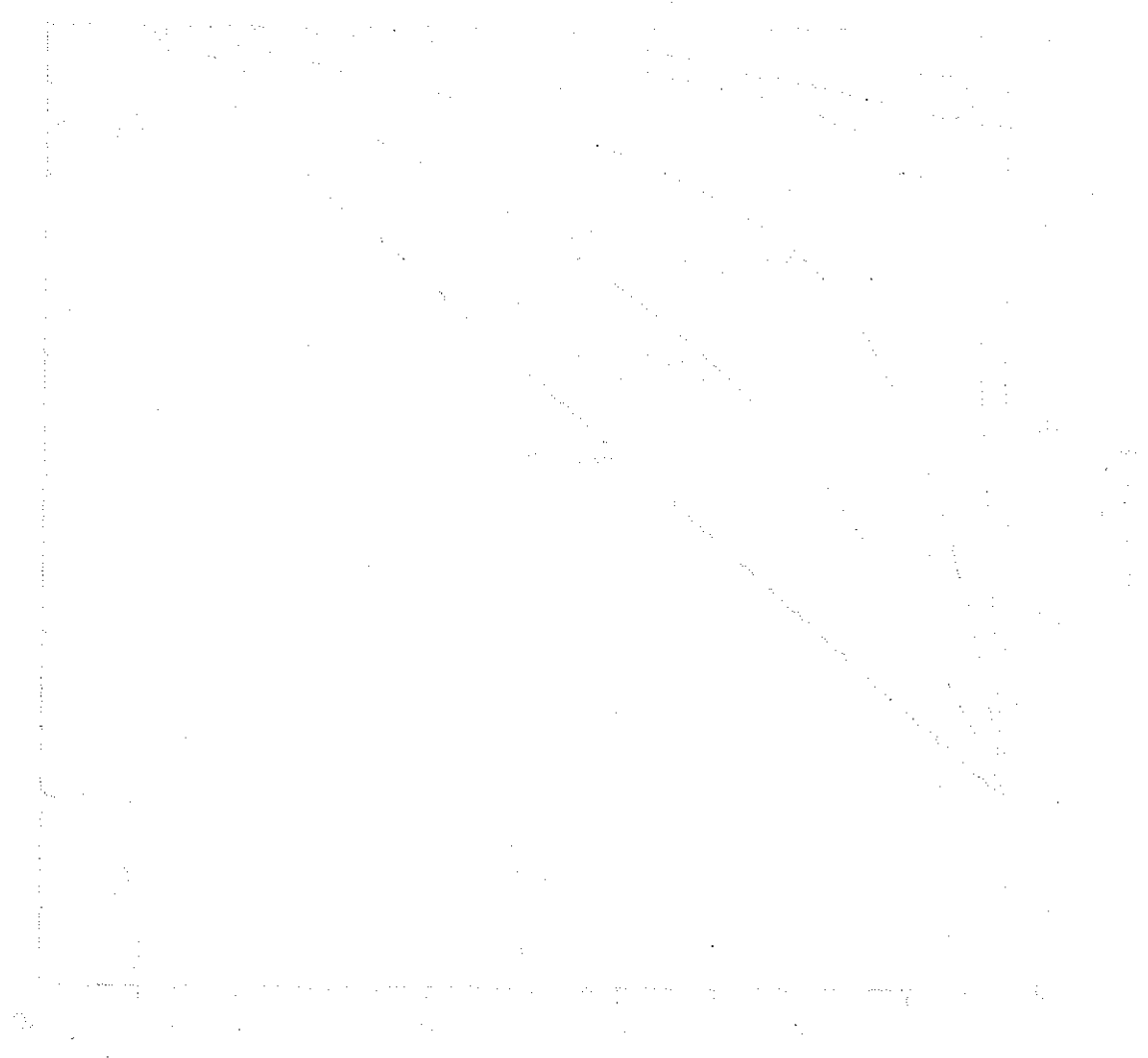


Figure 1. ROC Curves for the Case where  $h_1 = .9$ ,  $h_2 = .5$ ,  $l_1 = .2$ , and  $l_2 = .1$ .





1 when  $\gamma = 1$  and 0 when  $\gamma = 0$ . In theory, the prediction

$$P_1 = P_2 = \begin{cases} 1, & \text{if } \gamma = 1 \\ 0, & \text{if } \gamma = 0 \end{cases}$$

requires that  $l_1 = l_2 = 0$ . Given this restriction the ROC curve traces out a convex function running from 0 to 1 on both coordinates.

Most of the experimental work on signal detection suggests that the ROC curve originates at 0 and terminate at 1. Consequently, in the remainder of this paper we require  $l_1 = l_2 = 0$ . Given this assumption Eq. 7 and 8 may be rewritten as follows:

$$\frac{1}{v} = 1 + \phi \left\{ \frac{\gamma[h_1 + (1-h_1)\gamma] + (1-\gamma)[h_2 + (1-h_2)(1-\gamma)]}{2\gamma(1-\gamma)} \right\}$$

$$p_1 = v h_1 + \gamma(1-v h_1) \quad (11)$$

$$p_2 = \gamma(1-v h_2) .$$

We now compare ROC curves for the forced-choice method and the yes-no method. By an earlier argument we established that, for the yes-no method

$$h_1 = \sigma$$

$$h_2 = \eta .$$

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by appropriate documentation and receipts.

3. Regular audits should be conducted to verify the accuracy of the records and to identify any discrepancies.

4. The second part of the document outlines the procedures for handling disputes and resolving conflicts.

5. It is important to establish clear communication channels and to resolve issues promptly and fairly.

6. The third part of the document provides information on the legal aspects of the organization's operations.

7. This section covers topics such as contracts, liability, and the rights and responsibilities of the parties involved.

8. The final part of the document offers concluding remarks and recommendations for future actions.

9. It is hoped that this document will serve as a useful guide for all those involved in the organization's activities.

While for the forced-choice method

$$h_1 = h_2 = \sigma + \eta(1-\sigma) .$$

Thus, to fit an ROC curve for the forced-choice procedure only two parameters are needed ( $h$  and  $\phi$ ); for the yes-no experiment three parameters are required ( $h_1$ ,  $h_2$  and  $\phi$ ). If the same physical stimuli are used in a yes-no experiment and in a forced-choice experiment (i.e.,  $\sigma$  and  $\eta$  are the same for both experiments) and we assume that variables related to  $\phi$  are held constant for both procedures, then the theory predicts that the ROC curve generated by the forced-choice group will be above the ROC curve for the yes-no group (except at  $(0,0)$  and  $(1,1)$  where they are equal). Also, the ROC curve for the forced-choice method is symmetric about the main diagonal from point  $(0,1)$  to  $(1,0)$ ; for the yes-no method the ROC curve may be symmetric about the main diagonal (if  $\sigma = \eta$ ); skewed to the left (if  $\sigma > \eta$ ); or skewed to the right (if  $\sigma < \eta$ ).

To illustrate these remarks we compute some ROC curves for the forced-choice and the yes-no method. Let  $\sigma = .75$ , and  $\eta = .50$ . Then, for the forced-choice condition  $h_1 = h_2 = .875$ , whereas for the yes-no condition  $h_1 = .75$ ,  $h_2 = .50$ . Figure 2 gives the ROC curves for the forced-choice and yes-no methods for several different values of  $\phi$ . As noted before, when  $\phi \rightarrow 0$  the ROC curve approaches the line  $p_1 = (.50)p_2 + .75$  for the forced-choice method and the line  $p_1 = p_2 + .875$  for the yes-no method. As  $\phi \rightarrow \infty$ , the ROC curves for both methods approach the line  $p_1 = p_2$ .



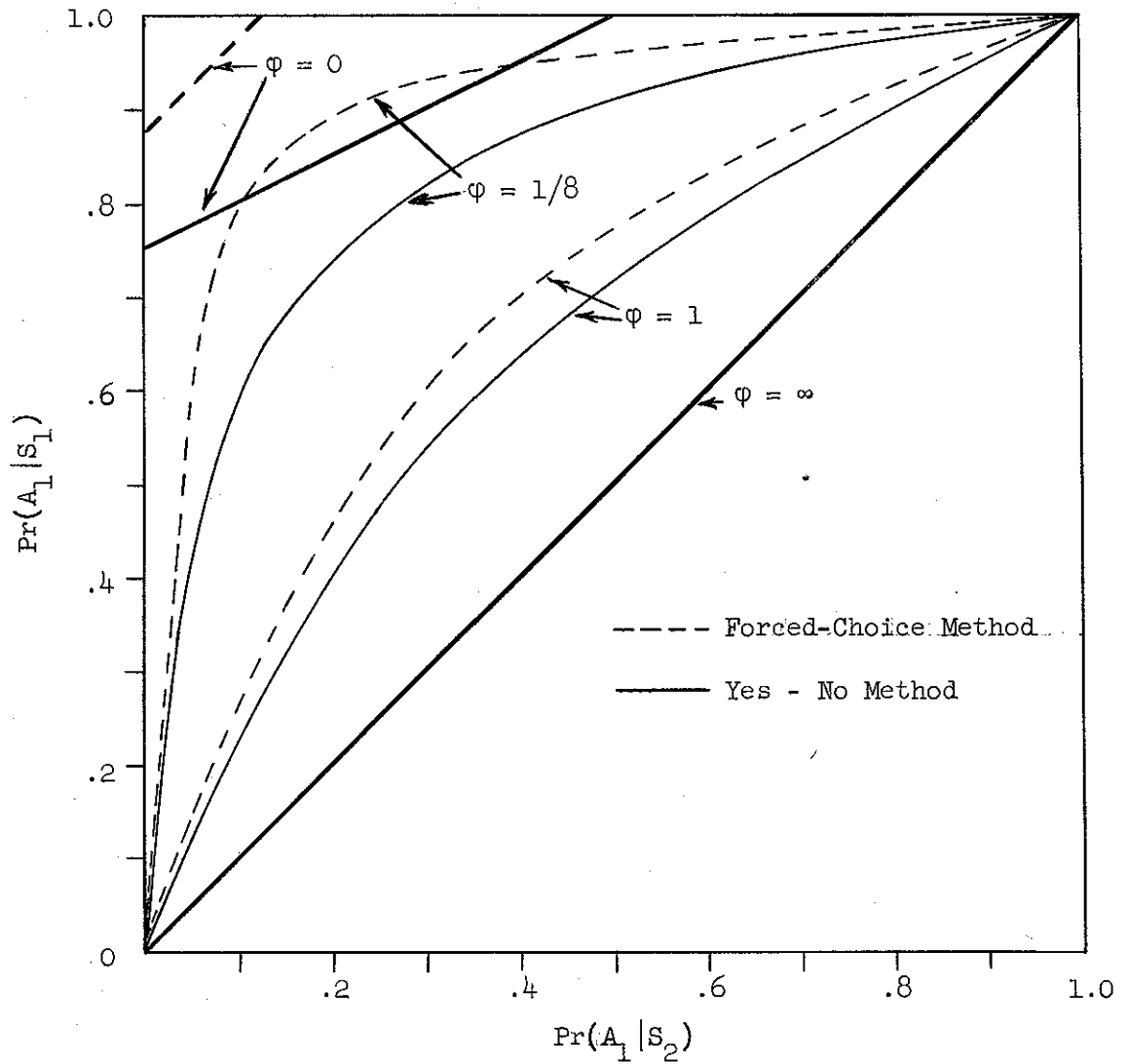
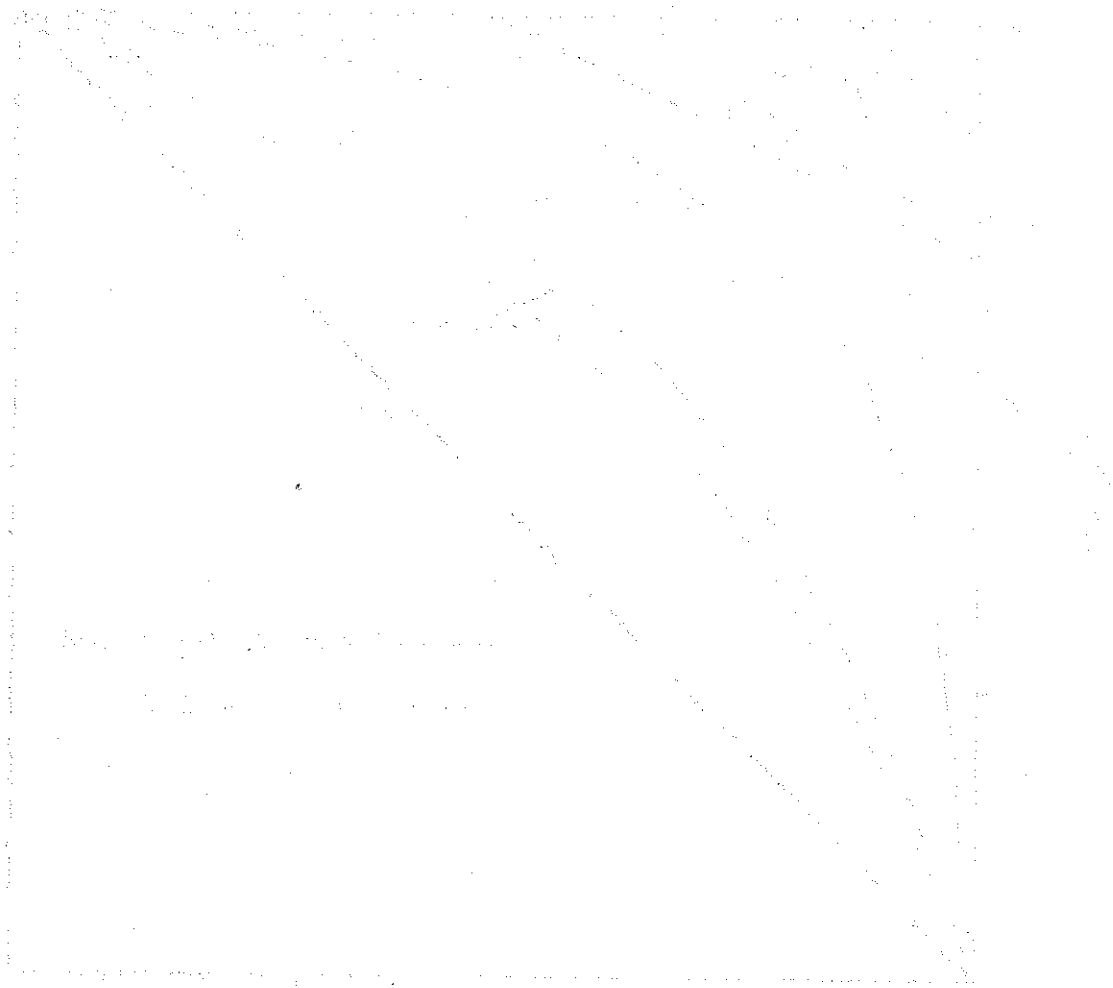


Figure 2. ROC Curves for the Forced-Choice Method and the Yes-No Method.



1. The first part of the document is a list of items, including a list of names and a list of numbers. The names are listed in a column on the left, and the numbers are listed in a column on the right. The numbers are arranged in a descending order from top to bottom.

2. The second part of the document is a list of items, including a list of names and a list of numbers. The names are listed in a column on the left, and the numbers are listed in a column on the right. The numbers are arranged in a descending order from top to bottom.

#### 4. Sequential Predictions

It has long been recognized that rather complex trial-to-trial dependencies are involved in most psychophysical data. Recently, some very striking sequential effects have been reported by Carterette (1962) in a signal detection experiment. In this section we derive some sequential predictions, having selected those quantities that are particularly useful in making estimates of  $\mu$  and  $\delta$ . The reader is referred to Suppes and Atkinson (1960; Chapter 2) for a discussion of appropriate estimation procedures.

We shall examine predictions regarding the influence of stimulus and response events on trial  $n$  as they affect the response on trial  $n+1$ . Specifically,

$$\Pr(A_{1,n+1} | S_{1,n+1} A_{i,n} S_{j,n}) \quad i, j = 1, 2 .$$

That is, the probability of an  $A_1$  response to  $S_1$  conditionalized on the various outcomes of the preceding trial. Consider first

$\Pr(A_{1,n+1} | S_{1,n+1} A_{1,n} S_{1,n})$  which, by elementary probability considerations, can be written as follows:

$$\Pr(A_{1,n+1} | S_{1,n+1} A_{1,n} S_{1,n}) = \frac{\Pr(A_{1,n+1} S_{1,n+1} A_{1,n} S_{1,n})}{\Pr(S_{1,n+1} A_{1,n} S_{1,n})} . \quad (12)$$

Now, we need expressions for the numerator and denominator on the right-hand side of the above equation. First, note that the denominator may be expanded:

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The text outlines the various methods used to collect and analyze data, including the use of statistical techniques and computerized systems. It also discusses the challenges associated with data collection and analysis, such as the need for standardized procedures and the potential for bias in the data.

The second part of the document focuses on the application of these methods to the study of the economy. It describes how the data collected from various sources are used to analyze economic trends and to identify areas of concern. The text discusses the use of regression analysis and other statistical models to test hypotheses about the relationship between different economic variables. It also discusses the importance of interpreting the results of these analyses in the context of the overall economic environment.

The final part of the document provides a summary of the findings of the study and discusses the implications of these findings for policy-making. It concludes that the use of rigorous statistical methods is essential for understanding the complex relationships between different economic variables and for identifying effective policies to address economic challenges. The text also discusses the need for continued research and development in the field of economic data analysis.



$$\Pr(S_{l,n+1} | A_{l,n} S_{l,n}) = \Pr(S_{l,n+1} | A_{l,n} S_{l,n}) \Pr(A_{l,n} | S_{l,n}) \Pr(S_{l,n}) .$$

But  $\Pr(S_{l,n+1} | A_{l,n} S_{l,n}) = \Pr(S_{l,n}) = \gamma$  and by Eq. 1

$\Pr(A_{l,n} | S_{l,n}) = p_{l,n}$ . Hence

$$\Pr(S_{l,n+1} | A_{l,n} S_{l,n}) = \gamma^2 p_{l,n} . \quad (13)$$

Similarly, for the numerator of Eq. 12 we write

$$\sum_{i,j} \Pr(A_{l,n+1} | S_{l,n+1} C_{i,n+1} A_{l,n} S_{l,n} C_{j,n}) \quad (14)$$

$$= \sum_{i,j} \Pr(A_{l,n+1} | S_{l,n+1} C_{i,n+1}) \gamma \Pr(C_{i,n+1} | A_{l,n} S_{l,n} C_{j,n})$$

$$\cdot \Pr(A_{l,n} | S_{l,n} C_{j,n}) \gamma \Pr(C_{j,n}) .$$

By definition  $\Pr(C_{l,n}) = v_n$ , and by Eq. 5

$$\Pr(A_{l,n+1} | S_{l,n+1} C_{i,n+1}) = \begin{cases} h_l + (1-h_l)\gamma_{n+1} , & \text{for } i = 1 \\ \gamma_{n+1} & , \text{ for } i = 2 \end{cases}$$

Further, by Axioms S4 and S5

$$\Pr(C_{i,n+1} | A_{1,n} S_{1,n} C_{j,n}) = \begin{cases} 1 - \delta, & \text{for } i = 1, j = 1 \\ \delta, & i = 2, j = 1 \\ 0, & i = 1, j = 2 \\ 1, & i = 2, j = 2 \end{cases}$$

Hence, carrying out the summation in Eq. 14 we obtain

$$\gamma^2 \left\{ v_n [h_1 + (1-h_1)\gamma_n] [\delta\gamma_{n+1} + (1-\delta)(h_1 + \gamma_{n+1} - h_1\gamma_{n+1})] + (1-v_n)\gamma_n\gamma_{n+1} \right\}. \quad (15)$$

Dividing Eq. 15 by Eq. 13 yields the desired expression for

$\Pr(A_{1,n+1} | S_{1,n+1} A_{1,n} S_{1,n})$ . For most applications we deal with asymptotic data; that is, for trial sequences where  $n$  is large. Under these conditions  $\gamma_n \rightarrow \gamma$ ,  $v_n \rightarrow v$ , and  $p_{1,n} \rightarrow p_1$ ; as a result, much simplification is possible. We now rewrite Eq. 12 for the case where  $n \rightarrow \infty$ , and also present expressions for the other asymptotic sequential effects. Following our earlier convention, the subscripts  $n$  and  $n + 1$  will be deleted to indicate limiting quantities but are implicit in the ordering. Further, to simplify the expressions we define  $\pi = h_1 + (1-h_1)\gamma$ . Then

$$\begin{aligned}
\Pr(A_1 | S_1 A_1 S_1) &= \frac{1}{p_1} \left\{ v\pi[\delta\gamma + (1-\delta)\pi] + (1-v)\gamma^2 \right\} \\
\Pr(A_1 | S_1 A_2 S_1) &= \frac{1-\gamma}{1-p_1} \left\{ v(1-h_1)\pi + (1-v)[\mu\pi + (1-\mu)\gamma] \right\} \\
\Pr(A_1 | S_1 A_1 S_2) &= \frac{\gamma}{p_2} \left\{ v(1-h_2)\pi + (1-v)[\mu\pi + (1-\mu)\gamma] \right\} \\
\Pr(A_1 | S_1 A_2 S_2) &= \frac{1}{1-p_2} \left\{ v[h_2 + (1-h_2)(1-\gamma)][\delta\gamma + (1-\delta)\pi] + (1-v)(1-\gamma)\gamma \right\} .
\end{aligned} \tag{16}$$

Any other sequential prediction can be derived but the above are of particular interest with regard to estimation methods and illustrate the type of prediction that is possible.

##### 5. Discussion

For our model, the ROC curve is specified by the parameters  $\phi$ ,  $h_1$  and  $h_2$ , with  $h_1$  being equal to  $h_2$  in the forced-choice procedure. In theory,  $h_1$  and  $h_2$  are measures of  $S_1$  and  $S_2$  and depend only on the physical parameters describing the stimulus presentation set. It is assumed that other variables such as stimulus presentation schedules, variations in instructions, monetary payoffs, and experimental design have no affect on the value of  $h_1$ . Consequently, given a specific stimulus set, differences in the ROC curves from one experimental routine to another are to be represented in terms of variations in  $\phi$ . Roughly speaking, one can argue that experimental manipulations that increase a subject's motivation or interest in the detection task will give rise to both an increase in  $\mu$  and a decrease in  $\delta$ ; i.e., tend to decrease the value of  $\phi$ . It was indicated earlier that as  $\phi$  decreases the ROC curve tends to approach the function

$p_1 = \frac{1-h_1}{1-h_2} p_2 + h_1$ ; whereas, if  $\phi$  increases the ROC curve approaches the function  $p_1 = p_2$ . In addition, predicted differences between the ROC curve for the forced-choice and yes-no method increase as  $\phi$  becomes small. Consequently, by manipulating experimental variables related to  $\phi$  one should be able to modify the convexity of the ROC curve, and also vary the amount of difference between ROC curves obtained under forced-choice and yes-no conditions.

The use of monetary payoffs may be one technique for manipulating  $\phi$  but the procedure suggests certain complications. Recall that we have postulated a learning function that in the limit matches the likelihood of presenting an  $S_1$  stimulus; i.e.,  $\Pr(A_{1,n} | s_{0,n}) \rightarrow \psi$ . For verbal learning experiments that do not involve monetary payoffs (Estes and Straughan (1954); Detambel (1955); Grant, Hake and Hornsath (1951); and others) an asymptotic matching assumption gives a fairly adequate description of the data; however, the use of monetary payoffs may cause the subject to deviate from matching behavior in the direction of a more optimal strategy. If the introduction of monetary rewards in a signal detection experiment has a similar effect on the hypothesized learning process associated with element  $s_0$ , then it may be necessary to postulate a learning function other than the one given in Axiom R2. There are a number of theoretical developments in the literature that are relevant to this problem (e.g., Estes (1962), Atkinson (1962), Siegel (1961)) and any of these proposals could be used in place of the functions given in Axiom R2. For example, following Atkinson's formulation one might assume that  $\Pr(A_{1,n} | s_{0,n})$  in the limit approaches

$$\frac{\gamma^2 [\gamma + (1-\gamma)\xi]}{\gamma^3 + (1-\gamma)^3 + \gamma(1-\gamma)\xi}$$

where  $\xi$  is a utility measure associated with the payoff function. Such modifications may turn out to be necessary, but it also may be that the effects of monetary payoff can be accounted for in terms of  $\varphi$  alone. An answer to this question will depend on a detailed inspection of sequential data and cannot be obtained by an analysis of gross statistics like  $\hat{p}_1$  and  $\hat{p}_2$ .

The sequential effects predicted by this model are principally due to trial-to-trial changes in perceptual states. Another source of variability in signal detection experiments may result from trial-to-trial fluctuations in the learning process associated with background stimuli. In our model a learning process is assumed but we do not allow for trial-to-trial learning effects; this fact becomes clear when one observes that in the limit  $\Pr(A_{1,n} | s_{0,n})$  is a fixed number  $\gamma$  and not a distribution with expectation  $\gamma$ . It is the absence of these sequential effects in the learning process that elicited our earlier comment on the artificial nature of this aspect of the model. If it turns out that learning effects, other than those incorporated in Axiom R2, are important in accounting for sequential phenomena then it will be necessary to postulate a more general learning process. We have formulated such a model: it involves two additional axioms dealing with the conditioning of the  $s_0$  element and a restatement of Axiom R2. They are as follows:

C1. On every trial element  $s_0$  is conditioned to either  $A_1$  or  $A_2$ .

C2. If  $s_0$  is sampled on a trial, it becomes conditioned with probability  $c$  to the response that was correct on the trial.

R2.\* If  $s_0$  is sampled, then the response to which  $s_0$  is conditioned will occur.

The mathematical problems introduced by these additional assumptions makes an analysis of the model more difficult. The response probabilities are functions defined on a 4-state Markov chain, where the states of the chain are unobservable. We have investigated ROC curves for a number of cases and they conform very closely to the same functions derived from the model presented in this paper. In fact, it seems reasonable to suppose that for grosser predictions, such as  $p_1$  and  $p_2$ , the agreement between the two models will be very close. Thus, if it becomes necessary to modify the axioms along these lines, then the equations given in this paper may be viewed as a simple device for computing the grosser predictions of the general theory.

There are a number of special topics that have not been discussed. Of interest, is the relation of our model to theories of discrimination learning (particularly, Burke and Estes (1957), Restle (1955) and Atkinson (1960)); the effect of blank trials in a forced-choice procedure; the effect of incorrect information; extension of the model to account for choice-time measures; and the extension of the model to multi-stimulus-response problems. These problems can be formulated and analyzed within the framework of our model, and will be treated in later papers.

In summary, it seems reasonable to describe the model as an example of a variable-threshold theory of detection. We have postulated not one, but two thresholds. These thresholds are defined via the construct of a perceptual state. From trial-to-trial changes occur in the perceptual state of a subject, and the changes depend in a rather intricate way on the difficulty of the psychophysical task and the subjects' short-term history of detections. The perceptual states are not observable, but they are functionally related to response probabilities and consequently permit the experimenter to make a detailed analysis of all aspects of a subject's response protocol.

## APPENDIX

For those interested, some mathematical results will be presented on the detection process proposed in the last section; i.e., results for the model defined by axioms S1-S5, C1, C2, R1 and R2\*. For simplicity, we consider the case where  $\ell_1 = \ell_2 = 0$  and  $\Pr(S_{1,n}) = \gamma$ . At the start of any trial, the subject is in one of the following four states:  $1 = \langle H, 1 \rangle$ ,  $2 = \langle H, 2 \rangle$ ,  $3 = \langle L, 1 \rangle$ ,  $4 = \langle L, 2 \rangle$ . The first member of the ordered pair indicates the perceptual state (H or L) and the second component, the conditioning of the  $s_0$  element ( $A_1$  or  $A_2$ ). From the axioms, it can be shown that the sequence of random variables that take these four states as values over trials of an experiment is a Markov chain. This means, among other things, that a transition matrix  $P = [p_{ij}]$  may be defined, where  $p_{ij}$  is the probability of being in state  $j$  on trial  $n + 1$  given that the subject was in state  $i$  on trial  $n$ . The detection process is completely characterized by the transition probabilities and the initial probability distribution on the four states. The  $p_{ij}$ 's can be easily derived (see Atkinson (1960) for an illustration of the methods involved) and are as follows:

$$p_{11} = \gamma(1-\delta) + (1-\gamma)[h_2(1-\delta) + (1-h_2)(1-c)]$$

$$p_{12} = (1-\gamma)(1-h_2)c$$

$$p_{13} = \gamma\delta + (1-\gamma)h_2\delta$$

$$p_{14} = 0$$



$$P_{21} = \gamma(1-h_1)c$$

$$P_{22} = \gamma[h_1(1-\delta) + (1-h_1)(1-c)] + (1-\gamma)(1-\delta)$$

$$P_{23} = 0$$

$$P_{24} = \gamma h_1 \delta + (1-\gamma)\delta$$

$$P_{31} = (1-\gamma)\mu(1-c)$$

$$P_{32} = (1-\gamma)\mu c$$

$$P_{33} = \gamma + (1-\gamma)(1-\mu)(1-c)$$

$$P_{34} = (1-\gamma)(1-\mu)c$$

$$P_{41} = \gamma\mu c$$

$$P_{42} = \gamma\mu(1-c)$$

$$P_{43} = \gamma(1-\mu)c$$

$$P_{44} = \gamma(1-\mu)(1-c) + (1-\gamma)$$

Let  $u_{i,n}$  be the probability of being in state  $i$  at the start of trial  $n$  and when, the appropriate limit exists,  $\lim_{n \rightarrow \infty} u_{i,n} = u_i$ . Then for the row matrix  $U_n = [u_{1,n}, u_{2,n}, u_{3,n}, u_{4,n}]$  we have that

$$U_{n+1} = U_n P$$

and, in general,

$$U_n = U_1 P^{n-1}.$$

(For a discussion of methods to obtain an explicit expression for  $u_{i,n}$  see Suppes and Atkinson (1960)).

Experimentally, it is not possible to identify individual states of the process on a given trial. That is, knowing which stimulus ( $S_1$  or  $S_2$ ) and response ( $A_1$  or  $A_2$ ) occurred does not provide enough information to identify the state. For example, if  $S_1$  is presented and  $A_1$  occurs it is possible for the subject to have been in any one of the following states:  $\langle H, 1 \rangle$ ,  $\langle H, 2 \rangle$  or  $\langle L, 1 \rangle$ . However, observable response probabilities are well-defined in terms of these unobservable states. By axioms R1 and R2\* we have (for  $l_1 = l_2 = 0$ )

$$p_{1,n} = u_{1,n} + h_1 u_{2,n} + u_{3,n}$$

$$p_{2,n} = (1-h_2)u_{1,n} + u_{3,n}$$

As indicated earlier, the ROC curve specified by these equations has the same general properties as our simpler model. Specifically, (i) if  $\delta = 0$ ,  $\mu > 0$ , then the ROC curve is defined by the linear equation  $p_1 = \frac{1-h_1}{1-h_2} p_2 + h_1$ ; (ii) if  $\delta > 0$ ,  $\mu = 0$ , then the curve is simply  $p_1 = p_2$  and (iii) for  $\delta > 0$ ,  $\mu > 0$ , the ROC curve is a convex function running from 0 to 1 on both coordinates and bounded between the functions  $p_1 = p_2$  and  $p_1 = \frac{1-h_1}{1-h_2} p_2 + h_1$ .

To illustrate another feature of the model, some asymptotic sequential predictions are displayed that may be compared with Eq. 16. Namely,

$$\Pr(A_1 | S_1 A_1 S_1) = \frac{1}{p_1} [u_1 + u_3 + u_2(1-\delta)h_1^2]$$

$$\Pr(A_1 | S_1 A_2 S_1) = \frac{1}{1-p_1} \left\{ u_2(1-h_1)[c + (1-c)h_1] + u_4[c + \mu(1-c)h_1] \right\}$$

$$\Pr(A_1 | S_1 A_1 S_2) = \frac{1}{p_2} \left\{ u_1(1-h_2)[ch_1 + (1-c)] + u_3[guh_1 + (1-c)] \right\}$$

$$\Pr(A_1 | S_1 A_2 S_2) = \frac{1}{1-p_2} [u_1 h_2 + u_2(1-\delta)h_1]$$

## REFERENCES

- Atkinson, R. C. A theory of stimulus discrimination learning. In K. J. Arrow, S. Karlin and P. Suppes (Eds.), Mathematical methods in the social sciences. Stanford: Stanford Univer. Press, 1960. Ch. 15.
- Atkinson, R. C. The observing response in discrimination learning. J. exp. Psychol., 1961, (in press).
- Atkinson, R. C. Choice behavior and monetary payoff. In H. Solomon and P. Suppes (Eds.), Mathematical methods in small group processes. Stanford: Stanford Univer. Press, 1962 (in press).
- Atkinson, R. C. and Estes, W. K. Stimulus sampling theory. Technical Report, Institute for Mathematical Studies in the Social Sciences, Applied Mathematics and Statistics Laboratories, Stanford Univer., 1961 (in press).
- Burke, C. J. and Estes, W. K. A component model for stimulus variables in discrimination learning. Psychometrika, 1957, 22, 133-145.
- Carterette, E. C. Psychophysical judgments and social pressure. In H. Solomon and P. Suppes (Eds.), Mathematical methods in small group processes. Stanford: Stanford Univer. Press, 1962 (in press).
- Detambel, M. H. A test of a model for multiple-choice behavior. J. exp. Psychol., 1955, 49, 97-104.
- Estes, W. K. Toward a statistical theory of learning. Psychol. Rev., 1950, 57, 94-107.
- Estes, W. K. Component and pattern models with Markovian interpretations. In R. R. Bush and W. K. Estes (Eds.), Studies in mathematical learning theory. Stanford: Stanford Univer. Press, 1959. Ch. 1.

- Estes, W. K. Theoretical treatments of differential reward in multiple choice learning and two-person interactions. In H. Solomon and P. Suppes (Eds.), Mathematical methods in small group processes. Stanford: Stanford Univer. Press, 1962 (in press).
- Estes, W. K. and Burke, C. J. A theory of stimulus variability in learning. Psychol. Rev., 1953, 60, 276-286.
- Estes, W. K. and Straughan, J. H. Analysis of a verbal conditioning situation in terms of statistical learning theory. J. exp. Psychol., 1954, 47, 225-234.
- Estes, W. K. and Suppes, P. Foundations of statistical learning theory, II. The stimulus sampling model for simple learning. Technical Report No. 26, Contract Nonr 225(17), Institute for Mathematical Studies in the Social Sciences, Applied Mathematics and Statistics Laboratories, Stanford Univer., 1959.
- Grant, D. A., Hake, H. W., and Hornseth, J. P. Acquisition and extinction of a verbal conditioned response with differing percentages of reinforcement. J. exp. Psychol., 1951, 42, 1-5.
- Green, D. M. Psychoacoustics and detection theory. J. acoust. Soc. Amer., 1960, 32, 1189-1203.
- Restle, F. A theory of discrimination learning. Psychol. Rev., 1955, 62, 11-19.
- Siegel, S. Decision making and learning under varying conditions of reinforcement. Annals of the New York Academy of Sciences, 1961, 89, 766-783.
- Suppes, P. and Atkinson, R. C. Markov learning models for multiperson interactions. Stanford: Stanford Univer. Press, 1960.
- Swets, J. A. Is there a sensory threshold. Science, 1961, 134, 168-177.



This work was performed pursuant to a contract with the United States Air Force Office of Scientific Research, Contract AF 49(638)-1037.

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY