Temporal Preparation Drives Statistical Learning Effects

Josh M. Salet[1*], Wouter Kruijne[1], Hedderik van Rijn[1], Eckart Zimmermann[2], and Nadine

Schlichting[2]

[1]Department of Experimental Psychology, University of Groningen

[2]Institute for Experimental Psychology, Heinrich-Heine-University Düsseldorf,

*corresponding author's email: saletjm@gmail.com

Abstract

The ubiquitous finding in statistical learning research is a performance benefit for regular versus irregular properties of the environment. This regularity benefit is commonly interpreted to emerge from a mechanism that detects and subsequently exploits the regularity as it would be impossible for irregular events. Here, in the temporal domain, we show that this interpretation overlooks the influence of learning various time-related factors that contribute to the regularity benefit. Instead of only learning the temporal regularity, participants exploited the temporal properties of targets that we initially considered as irregular and uninformative. Participants temporally prepared, in parallel, for different actions to perform and locations to attend, irrespective of target's regularity. In fact, this temporal preparation explained regularity benefits without assuming statistical learning of the regular target. Using a computational model, fMTP, we illustrate that such adaptation can arise from associative memory processes underlying temporal preparation.

Temporal Preparation Drives Statistical Learning Effects

Statistical learning (SL) is a major theme in the cognitive sciences and refers to the learning processes underlying the extraction of statistical regularities in the environment to guide behavior (e.g., Saffran et al., 1996; Sherman et al., 2020). Studies on SL's temporal aspects investigate whether the environment's temporal statistics are extracted and used to prepare for what happens *when.* The ubiquitous finding across a range of paradigms is that, while participants are unaware of any temporal regularity, their performance is better for regular versus irregular timed properties in the experiment (e.g., lower reaction time or higher accuracy in *language learning,* Hay and Saffran, 2012; Selchenkova et al., 2014; *serial reaction time tasks,* Olson and Chun, 2001; O'Reilly et al., 2008; Shin and Ivry, 2002; *rapid serial visual presentation tasks,* Sali et al., 2015; *singleton tasks,* Xu et al., 2022). These regularity benefits are commonly interpreted to emerge from the ability to extract regular intervals from the environment (e.g., Baker et al., 2004; Boettcher et al., 2022; Fiser & Aslin, 2001; Salet et al., 2021; Sherman et al., 2020; Zhao et al., 2013).

SL's temporal aspects have particularly been studied in temporal variants of the serial reaction time (SRT) tasks (Gobel et al., 2011; Heideman et al., 2018, 2016; Olson & Chun, 2001; O'Reilly et al., 2008; Salidis, 2001; Sanchez et al., 2015; Shin & Ivry, 2002, 2003) In classic SRT tasks (Nissen & Bullemer, 1987), participants make a corresponding keypress to each item in a stimulus sequence (e.g., stimuli A-B-A responded to with index-middle-index finger). A regularity benefit is found when the intervals between successive stimuli contain a regular pattern (e.g., the intervals between A-B-A always follow short-long). That is, although participants were unaware of any regularity, their responses were faster and more accurate to sequences with a regular interval pattern compared to randomly timed sequences. This regularity benefit is only found, however, if the temporal order of the sequences is ordinal (e.g., stimuli are always presented in fixed order A-B-A, O'Reilly et al., 2008; Sanchez et al., 2015; Shin & Ivry, 2002).

We recently added to this SRT work with our Whac-A-Mole paradigm (WAM, Salet

et al., 2021). In extension to SRT tasks, presenting regular sequences in isolation, WAM embeds a regularly timed event in a complex, dynamic sequence of irregular events. In everyday environments, regular patterns almost never happen in isolation, but are continuously interrupted by other behaviorally relevant events. In such naturalistic settings, SL can not operate through a mechanism directly extracting the regular intervals between subsequent events. Instead, to extract regular intervals, a mechanism must monitor them over and beyond other intervening events. To test this in WAM, we presented both regular and irregular sequences simultaneously (see Boettcher et al., 2022, for a similar design in visual search). Three stimulus sequences, one regular and two irregular, were positioned in three locations. Targets in the regular sequence consistently appeared every 3000 ms, but were continuously interrupted by equally relevant targets from the irregular sequences appearing at random moments. Importantly, the overall sequence in WAM, that is, the sequence of any subsequent target regardless of their location, contained no regularities - neither in its temporal order nor in the intervals between targets. We nevertheless found a regularity benefit: Average responses to the regular sequence were faster and more accurate compared to irregular sequences (Salet et al., 2021).

An open question is whether this regularity benefit results from learning which location to attend or what action to prepare at regular onsets. We set out to answer this question in two experiments (https://osf.io/3d6h8; https://osf.io/3b78x) in which we coupled the regular sequence to a unique location or action. However, in contrast with our preregistered hypotheses, we found regularity benefits not to result from SL of regular locations or actions, but from a phenomenon known as temporal preparation (see also Addendum to Salet et al., 2021: Salet, Schlichting, et al., 2022). The reoccurring finding in temporal preparation studies is that longer intervals allow more time for preparation, resulting in faster responses (Los et al., 2014; Niemi & Näätänen, 1981; Nobre & Ede, 2018). Similarly, we found performance to improve as more time passed since target's previous onset. This was observed irrespective of sequence's regularity and for both

location and action, suggesting that participants were capable of monitoring the timing of

three sequences in these two dimensions in parallel.

There have been similar reports regarding the involvement of temporal preparation

in SL (Heideman et al., 2018, 2016; Salidis, 2001). These studies found that as temporal

preparation is not yet fully developed at short intervals, performance benefits more from

SL at shorter than longer intervals. Here, we show that such temporal preparation fully

accounts for the regularity benefit without assuming SL of the regular target. In contrast

with the common SL interpretation that this benefit arises from only learning the temporal

properties of the regularity, our findings suggest that the benefit arises from learning

multiple time-related factors inherent to the experimental design, both regular and

irregular. By using a computational model (*f*MTP, Salet, Kruijne, van Rijn, et al., 2022),

we illustrate how such complex, adaptive behavior can arise from memory processes

underlying temporal preparation.

Results

54 Participants took part in an adapted version of the WAM task (Salet et al.,

2021), in which participants reacted to targets by pressing the correct button (Figure 1).

Points were scored by 'hitting' targets within 1000 ms after their onsets. Points were

deducted if participants were too late (1250 ms after target onset) or pressed an incorrect

button. Note that targets were presented in a continuous stream that was not divided into

discrete trials, and multiple targets could be presented on screen at the same time.

We introduced a color-response mapping in the WAM task (Figure 1), such that the

targets would appear in one of three colors, each coding for a unique action that had to be

executed (a button press with the index, middle, or ring finger). Participants completed

three conditions in separate phases of the experiment. In the 'action=location' condition,

the targets were placed at the three corners of an equilateral triangle. Each target color

appeared in a fixed location, requiring a fixed action. One of these was the regular target,

which appeared every 3000 ms (Figure 1a, red arrows). The other two targets appeared at

Figure 1

Experimental conditions.

Note. Segments of a series of target presentations in WAM. (a) In the 'action=location' condition, action and location were directly coupled and every 3000 ms a regular action was performed in a fixed location (red arrows). (b) In the 'action' and 'location' conditions, the direct mapping between location and action was removed. In the 'action' condition, the regular action was performed every 3000 ms in a random location. In contrast, in the 'location' condition, the regular location appeared every 3000 ms and was linked with a random action. The red arrows represent the regular interval, the other events appeared at pseudorandom time points. A video of the task is available at: https://osf.io/2ca8h/.

pseudorandom intervals.

In the 'action' and 'location' conditions, the direct mapping between location and action was removed (Figure 1b). That is, the color corresponding to a certain action could appear in any location. To avoid Simon interference, the target positions were aligned vertically at the horizontal center of the screen. In the 'action' condition, the regular targets required a unique finger response (i.e., all regular targets had the same color), but appeared in a random location (Figure 1b, red arrows). Conversely, in the 'location' condition, the regular targets appeared in a fixed location, but had a random color and were thus linked with random actions. With these three conditions, we aimed to assess to what extent SL results from learning the regular location and/or action.

Figure 2

Performance as a function of regularity.

Note. Mean RT and HR split on regularity with 95% within-subject confidence intervals (Cousineau, 2005; Morey, 2008) for the (a) 'action=location' condition and (b) 'action' and 'location' conditions. Note that the y-scale of 'action=location' condition differs from the 'action' and 'location' conditions.

Regularity Benefit

For readability of the Results section, we relegated the details of statistical model selection to Supplementary Information.

A questionnaire indicated that only three participants were aware of the regularity. Those were replaced by new, unaware participants. The findings of the 'action=location' condition (Figure 2a) replicate our previous results of the regularity benefit (Salet et al., 2021): RT was lower and HR higher for the regular compared to irregular targets ($\Delta BIC > 15.7$, $BF > 1000$). In our earlier work, we attributed this benefit to a SL mechanism distilling the regular interval from the environment (Salet et al., 2021). For the 'action' and 'location' conditions (Figure 2b), the HR results align with these findings ($\Delta BIC > 28.0$, $BF > 1000$). However, we found no indication of faster responses to regular targets in the 'location' condition ($\Delta BIC = 8.9$, $BF = 83.6$) and inconclusive evidence indicating slower responses to the regular target in the 'action' condition ($\Delta BIC = 1.1$, $BF = 1.7$). This

124 inconsistency between HR and RT is surprising: As faster responses lead to higher HRs, we

125 had expected RT to be the strongest driver of regularity benefits (cf. Salet et al., 2021). In

126 the following, we will show that a different explanation of the regularity benefit, rooted in

127 temporal preparation, resolves this apparent inconsistency.

Temporal Preparation

129 [1]As the interval between irregular targets was highly variable (1250 – 14000 ms), we

130 have thus far considered it unlikely that these intervals are monitored by participants and

131 used to time responses. However, it has been suggested that participants still monitor these

132 intervals to prepare for upcoming irregular onsets (see Salet, Schlichting, et al., 2022).

Preparing Irregular Targets

In this section, we test whether participants prepare for irregular targets, expressed

by a decrease in RT and increase in HR as a function of the interval between each

subsequent irregular onset (temporal preparation's signature: Los et al., 2014; Niemi &

Näätänen, 1981; Nobre & Ede, 2018). From here on, we refer to this interval as the

foreperiod (FP). Figure 3a illustrates the FP in the 'action=location' condition in which

action was in correspondence with location. Note that the FP for the regular target was

always 3000 ms by definition (Figure 3a, red arrows). In the 'action' and 'location'

conditions, we define the FP as the time between two targets with the same action (e.g.,

ring-to-ring finger) or location (e.g., top-to-top location), respectively (Figure 3b and c).

Figure 3d illustrates another temporal property; the interstimulus interval (ISI).

This is the time between any subsequent target presentation, and is defined on a much

smaller range (500 – 2500 ms) than FPs (1250 - 14000 ms). As can be expected, we found

RT to decrease and HR to increase as a function of ISI (Supplementary information). We

found, however, that ISI does not modulate the effect of FP on regularity. To focus our

report, we relegated these ISI analyses to the Supplementary information and continue

---

[1] All following analyses were not preregistered.

Figure 3

A multitude of temporal properties in WAM.

Note. Illustrating the foreperiod (FP) in the (a) 'action=location', (b) 'action', and (c) 'location' condition. The red arrows represent the timing of the regular target (constant FP of 3000 ms), the white arrows the irregular targets (FPs ranging from 1250 - 14000 ms). (d) The time between any subsequent target presentation is referred to as the interstimulus interval (ranging from 500 - 2500 ms).

with the critical predictors FP and regularity.

To test whether FP duration modulated performance, we extended the statistical

model of the section 'Regularity Benefit' (predicting RT and HR from 'regularity' and

'condition') to also include an effect of FP (as a continuous predictor) and its interaction

with 'condition'. Of note, we transformed FP into $\frac{1}{FP}$ to better capture its curvilinear

relation with RT and HR (see Figure 4). This vastly improved the models of both HR and

RT compared to a linear relation ($\Delta BIC > 1000$, $BF > 1000$). Figure 4 displays RT and

HR as a function of binned FP together with model predictions[2]. Model comparisons

revealed decreasing RT and HR as a function of FP, suggestive of temporal preparation

($\Delta BIC > 482.7$, $BF > 1000$).

Is the Regularity Benefit an Illusion?

The inclusion of FP as predictor meant that the inclusion of the predictor

'regularity' was no longer warranted as fixed effect for both HR and RT ($\Delta BIC > 7.3$, BF

> 38.3). Additionally, the model only including FP vastly outperformed the model

─────

[2] Note that statistical model predictions represent estimated marginal means (i.e., at the average level of other predictors) and not a least-squares fit to empirical data.

Figure 4

Temporal preparation.

Note. (a) Mean RT decreases and (b) HR increases as a function of foreperiod (FP), characteristic of temporal preparation effects for both regular and irregular targets. The points represent binned RT and HR (bin size = 350 ms), dashed lines represent statistical model fits. For illustration purposes, we omitted 1% of the tail of the data (FP > 7200 ms). Opacity of the colored bar above the x-axis and the data points illustrate the amount of data per FP bin. Most data is around an FP of 3000 ms (solid vertical line). The open square and triangle in the inset plots are the same averages as plotted in Figure 2. Note that for RT the y-axis scale is the same for the 'action' and 'location' conditions, but differs from the 'action=location' condition.

including only regularity ($\Delta BIC > 488.8$, $BF > 1000$). In other words, what seemed to reflect SL can be better accounted for by temporal preparation. This is illustrated in

Figure 4, which shows the average RT and HR as a function of regularity (as in Figure 2)

and FP. For irregular targets, short FPs (< 3000 ms) are characterized by high RTs and

low HRs. Due to the strong asymptotic nature of preparation effects, long FPs (> 3000

ms) are not affected to the same extent. This asymmetry leads to an apparent regularity

benefit when only considering the average RT and HR as a function of regularity. However,

when observing performance as a function of FP, it can be seen that at FP = 3000 ms

(Figure 4, insets), there is no apparent difference between regular and irregular targets.

Discussion

We found that participants temporally prepare for all upcoming targets, irrespective

of their assigned regularity. Importantly, these findings go against our previous

interpretation that participants only capitalize on the regularity embedded in WAM, giving

rise to the regularity benefit (see also Addendum to Salet et al., 2021: Salet, Schlichting,

et al., 2022). Instead, participants show to monitor both regular and irregular intervals to

temporally prepare what action to perform and which location to attend.

What Action and Which Location Comes Next

Thus far, we have defined the FP in the 'action' condition as the time between

repeating actions, and in the 'location' condition as the time between repeating locations

(Figure 3b and 3c). This allowed us to evaluate whether FP effects could explain the

regularity benefit observed in these conditions. However, each target in the 'action' and

'location' conditions has both an 'action' and a 'location' FP (FP_A and FP_L; Figure 5a). It

might be that participants exploit both FP types and prepare both what action (e.g., ring

finger) and which location comes next (e.g., top location). If so, we should find preparation

curves for both FP types in each condition. Additionally, as regularity does not affect

performance (see the previous section) and the conditions only differed in the assigned

regularity (Figure 1b, action versus location), we expect the effect of FP type to be similar

across the two conditions.

To test this, we constructed new statistical models including the predictors FP_A and

Figure 5

Where and what is next.

Note. (a) Illustrates the two FP types: action FP and location FP in the same stimulus segment. (b) Mean RT and HR as a function of FP (plotted as in Figure 4).

FP$_L$, and tested whether they interacted with 'condition'. Figure 5b displays preparation effects on RT, split on FP type, together with the statistical model's predictions. Model comparisons revealed an effect of FP$_A$ for both RT and HR ($\Delta BIC > 270.3$, $BF > 1000$). For FP$_L$, an effect was found on RT ($\Delta BIC = 26.0$, $BF > 1000$), but evidence of absence for an effect on HR ($\Delta BIC = 6.8$, $BF = 30.3$). The models' steeper RT curves as a function of FP$_A$ versus FP$_L$ (slope coefficient 4.1 times larger for FP$_A$) and the absence of an effect of FP$_L$ for HR suggests that preparation effects were more pronounced for action than for location. Finally, FP effects did not differ between the 'action' and 'location' conditions ($\Delta BIC > 13.9$, $BF > 1000$). Indeed, this confirms that the conditions govern similar preparation dynamics and are unaffected by the modality of the regularity (action versus location).

Discussion

Here we show that in the 'action' and 'location' conditions, participants temporally prepare what action to perform and which location to attend in parallel. Furthermore, we

206 found indications that the effect of 'action' preparation (FP_A) is more pronounced than

207 'location' preparation (FP_L). In the Supplementary information, we present results of a

208 very similar experiment with 54 participants that replicate all findings presented so far.

fMTP: A Computational Account of Preparation

When considering all temporal information embedded in WAM (Figure 3), we find

behavioral effects that reflect temporal preparation to both regular as irregular targets

(Figure 4 and 5) and not a SL mechanism that only distills the regular interval. In this

section, we use a model of temporal preparation (fMTP, Salet, Kruijne, van Rijn, et al.,

2022) as a proof of concept to illustrate the cognitive mechanisms from which our empirical

findings might arise. To do so, we focus on the 'action=location' condition and, in

particular, on two key aspects of the data. First, does using WAM's stimulus sequence as

input to the model lead to the same preparation curves as observed in the data? Second,

does the average RT computed from these preparation effects give rise to an apparent

regularity benefit?

Model Architecture

A detailed (mathematical) description of fMTP can be found in Salet, Kruijne,

van Rijn, et al. (2022). In short, fMTP is a neural network consisting of a motor circuit

and a timing circuit (Figure 6a). The motor circuit consists of an activation and inhibition

node, and their interplay resembles the initiation of a motor plan (i.e., a button press

corresponding to the target on screen). During the FP, activation is suppressed by

inhibition (Davranche et al., 2007; Duque & Ivry, 2009; Greenhouse et al., 2015; Hasbroucq

et al., 1999; Prut & Fetz, 1999; Sinclair & Hammond, 2008), enabling the staging of a

motor plan without executing it, akin to an athlete awaiting the start signal before taking

off. At target presentation, however, inhibition is released, and the activation node is

triggered, initiating the response.

Figure 6

fMTP.

Note. Illustration of *f*MTP's underlying dynamics. (a) Trace formation. In the motor circuit (M), inhibition (I) controls activation (A) to prevent premature responses during the FP. Each node in the timing circuit (T; three example nodes are drawn) projects to both I and A. The thickness of the connections represents the association strength after a sequence of FPs. These associations determine the subthreshold fluctuations in I and A determining preparation (Prep) on the next trial. (b) In WAM, each target (unique location and action) triggers a unique preparation circuit. A constant FP (purple) leads to similar preparation on each trial. As the regular FP is always 3000 ms (solid vertical line), the model's predicted preparation is only observed at that specific FP (red dot). For the irregular targets (green and orange, varying FPs) preparation fluctuates. Transparent lines represent preparation of different target presentations, the non-transparent line represents average preparation across all presentations. Note that I and A are plotted in arbitrary units, but their ratio (preparation) directly scales to RT.

Trace Formation

This interplay between the inhibition and activation is driven by a timing circuit (Figure 6a, Shankar & Howard, 2012): An array of neuronal units that convey information about the passage of time during the FP (Eichenbaum, 2014; MacDonald et al., 2011; Pastalkova et al., 2008). Different time points during the FP are encoded by different nodes in the timing circuit. Each node in the timing circuit projects to the motor circuit,

and their simultaneous firing leads to Hebbian learning (see Gallistel & Gibbon, 2000; Machado, 1997; Mauk & Ruiz, 1992, for similar rules used for learning to time). In this way, specific points in time get associated with either inhibition or activation.

The Hebbian associations between the timing and motor circuit are stored in 'memory traces' on each FP trial. A simplified example of this process is illustrated in the left panel of Figure 6a, depicting three example nodes in the timing circuit that encode time points before (T_1), around (T_2), and after (T_3) target onsets. Through Hebbian learning caused by simultaneous firing of the timing and motor circuit, T_1 primarily forms associations with inhibition (thick red line, it is too soon to respond), T_2 with activation (thick green line, it is time to respond), and T_3 neither with inhibition nor activation (thin connection lines, target has already passed). These Hebbian associations define the 'memory trace' at each trial.

Memory

Critically, fMTP postulates that preparation is determined by the collective contribution of traces formed on previous trials, retrieved from memory. Due to forgetting, traces contribute according to their recency with traces of remote trials contributing less strongly than of recent trials (Wixted, 2004; Wixted & Ebbesen, 1991). It is the contribution of memory traces by which the network's state tunes to the environment's temporal properties. The right panel of Figure 6a visualizes the result of this 'tuning' after a sequence of multiple FPs (range of 300 - 5500 ms). Early points in time become strongly associated with inhibition, whereas later points in time become more strongly associated with activation. These subthreshold fluctuations in the balance between activation and inhibition during the FP reflect preparation (Figure 6a, blue line). For later time points (FP > 3000 ms), as activation starts to decrease later than inhibition, preparation gradually increases. This gives rise to the asymptotic nature of preparation effects.

*f*MTP and WAM

Originally, *f*MTP was developed and tested as a model of experiments in which FPs (range of 300 - 5500 ms) are presented in isolated trials (Salet, Kruijne, van Rijn, et al., 2022). To model the WAM task with three continuous target streams and a wide range of FPs (1250 – 14000 ms), we extend the model such that each target triggers a unique preparation circuit existing of timing and motor circuits (Figure 6b). With this, we assume specificity of preparation. Each target elicits its associated timing circuit that projects to a corresponding motor circuit, representing a specific response. Aside from this assumption (its rationale is discussed in detail in the Supplementary information), we keep all other aspects of *f*MTP the same and directly adopt the default parameter values reported in Salet, Kruijne, van Rijn, et al. (2022).

Simulation

To arrive at 'simulated' RT, we formalize the interplay of inhibition and activation in *f*MTP (i.e., preparation) as the I/A ratio. High levels of inhibition increase the I/A ratio and slow down responses, and vice versa for high levels of activation. Salet, Kruijne, van Rijn, et al. (2022) showed that this 'simulated RT' linearly relates to RT. Here, we focus the simulation on the goodness of the qualitative predictions of *f*MTP (i.e., 'simulated RT'). Of note, we do not simulate HR but hold the rationale that faster RT leads to higher HR, a relation found across all empirical data (Figure 4 and 5).

Figure 7 shows that the model's predictions resemble the data. The RT curve for the irregular targets arises from *f*MTP's memory principles as earlier time points become, through Hebbian learning, primarily associated with inhibition, whereas for later time points activation is more pronounced. This changing balance, shifting in favor of activation as time passes, yields increasing preparation as a function of FP (see Figure 6), resulting in the downward sloping RT curve. Additionally, when observing simulated RT at FP = 3000 ms, there is no apparent difference between regular (always presented at a FP of 3000 ms) and irregular targets. Due to the asymmetric nature of preparation effects, averaging

Figure 7

fMTP: simulated RT.

Note. Mean simulated RT (arbitrary units, a.u.) as a function of FP (plotted as Figure 4 and 5).

across regularity leads to an apparent regularity benefit (Figure 7, inset), just as observed in the empirical data.

Discussion

Our simulations show that fMTP captures the two key aspects of the data. Guided by fMTP, we can make assumptions about the cognitive mechanisms from which our findings might arise. That is, responses in WAM are governed by associative memory processes between timing circuits that monitor the timing of the targets, and motor circuits initiating specific responses. This target-by-target learning process drives preparation during the interval between targets, governing the readiness to respond. In sum, these simulations serve as a proof of concept to show that our results can arise from the memory processes of temporal preparation, without assuming that the processes underlying responses to regular targets are any different from responses to irregular targets.

<div align="center">

General Discussion

</div>

SL research is signified by a behavioral benefit for regular versus irregular properties of the environment. This regularity benefit is commonly interpreted as arising from the

ability to extract regularities from the environment (e.g., Baker et al., 2004; Boettcher et al., 2022; Fiser & Aslin, 2001; Salet et al., 2021; Sherman et al., 2020; Zhao et al., 2013). In line with this view, we theorized that the regularity benefit observed in WAM is a reflection of a mechanism extracting the temporal information of the regular target (Salet et al., 2021). Intriguingly, however, we found participants to be capable of extracting a range of temporal properties that we initially had considered to be irregular and uninformative. Participants monitored, in parallel, different intervals to temporally prepare what action to prepare in which location, irrespective of target's regularity. This temporal preparation even showed to fully account for the regularity benefit, leaving the experimental manipulation of regularity in WAM obsolete.

SL research has convincingly shown the regularity benefit to be a robust finding across different domains (e.g., Fiser & Aslin, 2001; Olson & Chun, 2001; Saffran et al., 1996; Turk-Browne et al., 2009; Yu & Zhao, 2015; Zhao et al., 2013). The theoretical construct of SL, however, has been argued to be underspecified: mechanistic explanations of the cognitive processes that drive SL's regularity benefit lag behind the robust empirical phenomena (Frost et al., 2019; Thiessen, 2017).

An experimental issue for finding mechanistic explanations of SL is that it is difficult to nail down what experimental factor drives the regularity benefit. Embedding a (statistical) regularity in the experiment can introduce other experimental factors that may contribute to the regularity benefit. An example of this issue has been highlighted for 'probability cueing' (Jiang, 2018; Shaw & Shaw, 1977), a visual search paradigm where regularity benefits can be observed for targets that appear in regular compared to irregular locations. It has been argued, however, that these benefits are for a large part driven by repetition priming, i.e., a phenomenon that refers to an improvement in performance when stimuli are repeatedly presented (Maljkovic & Nakayama, 1994; Rabbitt et al., 1979). By having targets appearing more regularly at certain locations (i.e., the manipulated statistical regularity), they almost invariably appear more recently at that location as well

(i.e., repetition priming). It has been shown that repetition priming can fully account for

regularity benefits, without assuming SL of the regular locations (Kabata & Matsumoto,

2012; Maljkovic & Martini, 2005; Walthew & Gilchrist, 2006).

Similarly, we show that temporal regularity benefits can be fully accounted for by

temporal preparation, without assuming SL of regular intervals. Such temporal preparation

might similarly play a role in recent work that found regularity benefits of spatiotemporal

patterns in visual search (Boettcher et al., 2022). This benefit was interpreted to arise from

SL of the regular spatiotemporal pattern. However, the experiment's stimulus sequence

embeds a multitude of other temporal properties (similar to Figure 3). Therefore, as in this

study, the regularity benefit might be (partly) driven by temporal preparation to these

temporal properties.

Temporal preparation and SL are, however, not necessarily mutually exclusive

factors that drive regularity benefits. Just as later probability cueing studies showed that

both repetition priming as SL contribute to regularity benefits (Goschy et al., 2014; Jones

& Kaschak, 2012), it is possible that in timing studies, like in Boettcher et al. (2022), there

is an additional benefit of SL on top of temporal preparation. Similarly, although we found

no evidence for SL, it might be that in different settings of WAM (e.g., a speeded WAM

version with lower accuracy scores), the higher predictability of the regular compared to

the irregular targets is used to improve performance further. Future research, analogous to

what has already been done for probability cueing studies, could address to what extent

and under what circumstances temporal regularity benefits emerge from temporal

preparation, SL, or both.

Despite these difficulties of dissociating SL of the regularity from learning other

experimental factors, one line of theoretical work has put forward a unifying explanation of

the learning principles underlying SL's regularity benefits. Various computational models

developed under this view showed that regularity benefits can arise from general memory

processes underlying both regular and irregular input (French et al., 2011; Kruijne &

Meeter, 2015; Mareschal & French, 2017; McClelland & Elman, 1986; Perruchet & Pacton,

2006; Perruchet & Vinter, 1998; Schapiro et al., 2017; Thiessen & Pavlik Jr., 2013).

Although these theories have their differences, conceptually they work from two main

principles of memory: activation and a forgetting process modeled as decay or interference.

In these memory models, each presented item (irrespective of its assigned regularity) is

automatically stored in a memory trace that decays over time. Trace activation increases

as an item is repeated, while other items may cause interference and decrease trace

activation. In this way, repeating items in the environment (i.e., regularities) gain

dominance in memory through associative learning between incoming input and memory

traces. The application of these models has provided support that such memory processes

can lead to adaptation to the environment's statistical regularities. Our findings,

demonstrating that regularity benefits can emerge from memory processes underlying

temporal preparation, instantiate this perspective in the temporal domain. Similar to

memory models of SL, we showed that fMTP's associative memory processes indirectly

give rise to regularity benefits in WAM.

In conclusion, we found that temporal preparation instead of SL drives regularity

benefits. Instead of only extracting a single regular interval through SL, we found

participants to extract both regular and irregular intervals to temporally prepare for what

action to perform and which location to attend. Guided by fMTP, we illustrated that such

adaptive behavior can emerge from associative memory processes underlying temporal

preparation. In a broad sense, we consider our findings as a warning of interpreting

regularity benefits to only arise from learning the manipulated statistical regularity in the

experiment. Especially in more complex, dynamic experimental tasks striving to reflect

some demands of naturalistic settings (such as WAM), it is not unlikely that participants

pick up on other experimental factors that contribute to the observed regularity benefit.

Materials and Methods

Preregistration

This study's planned sample size, included variables, hypotheses, and planned analyses were preregistered on Open Science Framework (OSF) prior to any data being collected (https://osf.io/3b78x). Experiment files, analysis scripts and the full dataset can also be found on OSF (https://osf.io/9bjmy).

Participants

59 First-year psychology students of the University of Groningen were recruited for the experiment and received course credits in compensation for their participation. Participants gave informed consent prior to participation. The experiment was approved by the Ethics committee of the Faculty of Behavioral and Social Sciences (PSY-1920-S-0360).

Stimuli and Task

The experiment was implemented in OpenSesame (Mathôt et al., 2012) using the PsychoPy backend (J. Peirce, 2009; J. Peirce et al., 2019; J. W. Peirce, 2007). Participants were seated in a dimly lit room at approximately 60 cm viewing distance from a 22" LCD monitor (100 Hz, Iiyama MA203DT) and were instructed to score as many points as possible by reacting to sudden-onset targets with the correct button press. A video of the task is available at: https://osf.io/2ca8h/.

Target positions were indicated by unfilled circles (r = 1.5 cm), and their onsets were indicated by filling the circles with one of three colors, spaced equidistantly (120°) in CIELab space (orange, L*a*b*: [54.0, 56.4, 47.2]; green, L*a*b*: [54.0, -31.4, 17.1]; purple, L*a*b*: [54.0, -43.1, -31.4]) for 1000 ms. Participants' task was to press the corresponding color-button on a conventional keyboard (colored stickers were placed on the left, right and down arrow keys) using their right hand. They were instructed to leave their response fingers (index, middle and ring finger) on the three buttons at all times.

In the 'action=location' condition, the three targets were placed at three corners of

an equilateral triangle (sides = 24 cm). In this condition, each target color corresponded to one particular location, and the color-mapping was such that the index finger responded to the color of the left target, the middle finger responded to the color of the top target, and the ring finger responded to the color of the right target (Figure 1a). A white fixation dot (r = 0.24 cm) was presented centrally, and upon each button press a rectangle in the associated color appeared around the fixation dot, serving as visual feedback for the participants.

In each block, all three targets locations were presented twenty times. One of the locations/colors was used for the regular targets, which appeared every 3000 ms. The other two targets appeared at pseudorandomly generated intervals, and the order of target presentation was random. For each participant and block, a unique sequence of intervals for the irregular targets was generated. In these sequences, the interval between two subsequent targets in the same location was minimally 1250 ms (250 ms between offset and new onset), and there was always at least one irregular target between two regular targets. Additionally, the interval between the onset of a target and the onset of any next target (ISI) was controlled for, such that the distributions of ISI's preceding regular and irregular targets are equated (see section 'Interstimulus Interval' at https://osf.io/3d6h8 for more details).

In the 'action' and 'location' conditions, targets were aligned vertically at the center of the screen (distance between targets = 10.5 cm). This vertical alignment aimed to prevent any Simon interference, that is, performance detriments when responding to lateralized targets with the contralateral response finger (e.g., a left-sided target with the ring finger). To indicate which button participants pressed, a rectangle in the associated color appeared around all three targets. In each block, targets were presented twenty times at each of the three locations and in each of the three colors, leading to a total of sixty target presentations per block. In the 'action' condition, there was no temporal regularity in the location of the targets, but one color, associated with one response action, appeared

every 3000 ms at a random location (Figure 1b). Conversely, in the 'location' condition a target appeared at one of the locations every 3000 ms, but in a random color (Figure 1c). The temporal sequences of irregular targets were the same as in the 'action=location' condition.

Participants scored points if they hit a target within 1000 ms after its onset. Each hit was rewarded with five points and accompanied by the sound of a dropping coin. If participants were too late (250 ms after target offset) or pressed an erroneous button, five points were deducted as a penalty.

Procedure

The experiment comprised three conditions, each comprising eight experimental blocks. A block lasted approximately 1 minute, and was followed by feedback on the total score, the number of hits and misses, and the high-score. Participants always began the experiment with the 'action=location' condition, preceded by one practice block with no regularity. The regular color and location in the 'action=location' condition was counterbalanced across participants. After the 'action=location' condition, participants performed four practice blocks with vertically aligned targets where target locations and colors were no longer coupled, without any regularities. The order of the following 'action' and 'location' conditions was counterbalanced across participants. The features of the regular targets in the 'action' and 'location' conditions changed with respect to the 'action=location' condition (e.g., if the regular targets were green in 'action=location', they changed to orange or purple in the 'action' condition). However, we added the constraint that the middle finger response was never tied to the regularity in the 'action' condition, and that the regularity was never in the middle location in the 'location' condition. This was done to prevent positive response biases (i.e., generally faster responses with the middle finger and/or attention bias towards the center of the screen). When comparing responses to the 'middle' irregular target to the other irregular target, we indeed found an advantage of middle finger and middle target responses (Supplementary

information) and therefore discarded these responses from further analyses. Note that our conclusions are still supported when we include these responses.

Questionnaire

At the end of the experiment, participants answered seven questions to assess their awareness of the temporal regularity: (1) They were asked an open question in which they were asked whether they had observed anything noteworthy during the experiment; (2) after being informed about the temporal regularity in the 'action=location' condition, they were asked whether they had noticed this regularity (Yes/No); (3) They were presented with a forced choice question to indicate (or guess) which target location/color had been the regular one; (4) after having been informed of the existence of the temporal regularities in the 'action' and 'location' condition, they were presented with questions to indicate whether they had noticed these (Yes/No); (5) They were asked a question to indicate in what order the regularities had been presented; and they were presented with two more forced choice questions to indicate (or guess) the color (6a) and location (6b) of the temporal regularity.

Inclusion Criteria

None of the participants reported the regularity in question 1. Nevertheless, we excluded and replaced the data from three participants who indicated having been aware of one of the regularities in question 2 or 4, and chose the correct location/color in question 3, 6a or 6b. We additionally excluded data from blocks in which the hit rate for one of the three targets was less than 25%, suggesting that a participant might not have divided their attention across all targets. Two more participants were excluded because more than three out of eight blocks in one condition had to be discarded. Subsequently, we identified RT outliers in two steps: First, we set a global cutoff (across-participant) to remove extreme outliers (only including 150 ms < RT < 1500 ms). Second, we removed RTs that exceed the median -/+ three times the median absolute deviation (computed after the global cutoff) for each participant (within-participant cutoff). All RTs not identified as outliers,

are defined as a hit.

Data Analysis

Analyses were conducted in Python 3.8.5 and R 3.6.1 and assessed participants' responses expressed by RT and HR. We analyzed log-transformed RT using linear mixed models (LMMs Baayen et al., 2008; Bates et al., 2015) and HR by general (G)LMMs with a logistic link function.

For both RT and HR, we included 'participant' as a random intercept. The main interest of the study was whether regularity of targets (regular versus irregular), foreperiod (FP), and their possible interaction with condition ('action=location', 'action', versus 'location') affected performance. These predictors are reported in the Results section. To investigate order effects, we additionally assessed whether these predictors interacted with the order of condition presentation ('action $\rightarrow$ location' versus 'location $\rightarrow$ action'; note that condition 'action=location' was always presented first). Furthermore, we considered the effect of previous response (hit versus miss) and practice effects (time-on-task, indexed by block number). Tests for these additional predictors are reported in the Supplementary information.

We tested the contribution of each of these predictors by means of model comparisons, based on Bayes factors (BF) estimated from BIC scores (Wagenmakers, 2007). To quantify statistical evidence for or against a predictor term, we compare the best statistical model that includes this predictor against the best model without it. The analysis of condition order and practice effects did not reveal any effects on RT or HR. The Supplementary information offers a complete report of the statistical procedure.

Data Availability

Experiment files, analysis scripts, full dataset, and model scripts can be found on OSF (https://osf.io/9bjmy).

After References

J.M.S, W.K., N.S. designed the experiments; J.M.S, acquired data; J.M.S, analysed data, J.M.S, implemented the model, J.M.S and N.S wrote the manuscript with feedback from W.K., H.v.R. and E.Z.

Competing Interests

The authors declare no competing interests.

References

Baayen, R. H., Davidson, D. J., & Bates, D. M. (2008). Mixed-effects modeling with crossed random effects for subjects and items. *Journal of Memory and Language*, *59*(4), 390–412. https://doi.org/10.1016/j.jml.2007.12.005

Baker, C. I., Olson, C. R., & Behrmann, M. (2004). Role of attention and perceptual grouping in visual statistical learning. *Psychological Science*, *15*(7), 460–466. https://doi.org/10.1111/j.0956-7976.2004.00702.x

Bates, D., Mächler, M., Bolker, B., & Walker, S. (2015). Fitting linear mixed-effects models using lme4. *Journal of Statistical Software*, *67*(1), 1–48. https://doi.org/10.18637/jss.v067.i01

Boettcher, S. E. P., Shalev, N., Wolfe, J. M., & Nobre, A. C. (2022). Right place, right time: Spatiotemporal predictions guide attention in dynamic visual search. *Journal of Experimental Psychology: General*, *151*(2), 348–362. https://doi.org/10.1037/xge0000901

Cousineau, D. (2005). Confidence intervals in within-subject designs: A simpler solution to loftus and masson's method. *Tutorials in Quantitative Methods for Psychology*, *1*(1), 42–45. https://doi.org/10.20982/tqmp.01.1.p042

Davranche, K., Tandonnet, C., Burle, B., Meynier, C., Vidal, F., & Hasbroucq, T. (2007). The dual nature of time preparation: Neural activation and suppression revealed by transcranial magnetic stimulation of the motor cortex. *European Journal of Neuroscience*, *25*(12), 3766–3774. https://doi.org/10.1111/j.1460-9568.2007.05588.x

Duque, J., & Ivry, R. B. (2009). Role of corticospinal suppression during motor preparation. *Cerebral Cortex*, *19*(9), 2013–2024. https://doi.org/10.1093/cercor/bhn230

Eichenbaum, H. (2014). Time cells in the hippocampus: A new dimension for mapping memories. *Nature Reviews Neuroscience*, *15*(11), 732. https://doi.org/10.1038/nrn3827

Fiser, J., & Aslin, R. N. (2001). Unsupervised statistical learning of higher-order spatial structures from visual scenes. *Psychological Science*, *12*(6), 499–504. https://doi.org/10.1111/1467-9280.00392

French, R. M., Addyman, C., & Mareschal, D. (2011). TRACX: A recognition-based connectionist framework for sequence segmentation and chunk extraction. *Psychological Review*, *118*(4), 614–636. https://doi.org/10.1037/a0025255

Frost, R., Armstrong, B. C., & Christiansen, M. H. (2019). Statistical learning research: A critical review and possible new directions. *Psychological Bulletin*, *145*(12), 1128–1153. https://doi.org/10.1037/bul0000210

Gallistel, C. R., & Gibbon, J. (2000). Time, rate, and conditioning. *Psychological Review*, *107*(2), 289–344. https://doi.org/10.1037/0033-295X.107.2.289

Gobel, E. W., Sanchez, D. J., & Reber, P. J. (2011). Integration of temporal and ordinal information during serial interception sequence learning [Publisher: American Psychological Association]. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *37*(4), 994–1000. https://doi.org/10.1037/a0022959

Goschy, H., Bakos, S., Müller, H. J., & Zehetleitner, M. (2014). Probability cueing of distractor locations: Both intertrial facilitation and statistical learning mediate interference reduction. *Frontiers in Psychology*, *5*, 1195. https://doi.org/10.3389/fpsyg.2014.01195

Greenhouse, I., Sias, A., Labruna, L., & Ivry, R. B. (2015). Nonspecific inhibition of the motor system during response preparation. *Journal of Neuroscience*, *35*(30), 10675–10684. https://doi.org/10.1523/JNEUROSCI.1436-15.2015

Hasbroucq, T., Osman, A., Possamaï, C.-A., Burle, B., Carron, S., Dépy, D., Latour, S., & Mouret, I. (1999). Cortico-spinal inhibition reflects time but not event preparation: Neural mechanisms of preparation dissociated by transcranial magnetic stimulation. *Acta Psychologica*, *101*(2), 243–266. https://doi.org/10.1016/S0001-6918(99)00007-4

Hay, J. F., & Saffran, J. R. (2012). Rhythmic grouping biases constrain infant statistical learning. *Infancy*, *17*(6), 610–641. https://doi.org/10.1111/j.1532-7078.2011.00110.x

Heideman, S. G., Ede, F. v., & Nobre, A. C. (2018). Temporal alignment of anticipatory motor cortical beta lateralisation in hidden visual-motor sequences [_eprint: https://onlinelibrary.wiley.com/doi/pdf/10.1111/ejn.13700]. *European Journal of Neuroscience*, *48*(8), 2684–2695. https://doi.org/https://doi.org/10.1111/ejn.13700

Heideman, S. G., van Ede, F., & Nobre, A. C. (2016). Early behavioural facilitation by temporal expectations in complex visual-motor sequences. *Journal of Physiology-Paris*, *110*(4), 487–496. https://doi.org/10.1016/j.jphysparis.2017.03.003

Jiang, Y. V. (2018). Habitual versus goal-driven attention. *Cortex; a Journal Devoted to the Study of the Nervous System and Behavior*, *102*, 107–120. https://doi.org/10.1016/j.cortex.2017.06.018

Jones, J. L., & Kaschak, M. P. (2012). Global statistical learning in a visual search task [Publisher: American Psychological Association]. *Journal of Experimental Psychology: Human Perception and Performance*, *38*(1), 152–160. https://doi.org/10.1037/a0026233

Kabata, T., & Matsumoto, E. (2012). Cueing effects of target location probability and repetition. *Vision Research*, *73*, 23–29. https://doi.org/10.1016/j.visres.2012.09.014

Kruijne, W., & Meeter, M. (2015). The long and the short of priming in visual search. *Attention, Perception, & Psychophysics*, *77*(5), 1558–1573. https://doi.org/10.3758/s13414-015-0860-2

Los, S. A., Kruijne, W., & Meeter, M. (2014). Outlines of a multiple trace theory of temporal preparation. *Frontiers in Psychology*, *5*, 1058. https://doi.org/10.3389/fpsyg.2014.01058

MacDonald, C. J., Lepage, K. Q., Eden, U. T., & Eichenbaum, H. (2011). Hippocampal "time cells" bridge the gap in memory for discontiguous events. *Neuron*, *71*(4), 737–749. https://doi.org/10.1016/j.neuron.2011.07.012

Machado, A. (1997). Learning the temporal dynamics of behavior. *Psychological Review*, *104*(2), 241–265. https://doi.org/10.1037/0033-295X.104.2.241

Maljkovic, V., & Martini, P. (2005). Implicit short-term memory and event frequency effects in visual search. *Vision Research*, *45*(21), 2831–2846. https://doi.org/10.1016/j.visres.2005.05.019

Maljkovic, V., & Nakayama, K. (1994). Priming of pop-out: I. role of features. *Memory & Cognition*, *22*(6), 657–672. https://doi.org/10.3758/BF03209251

Mareschal, D., & French, R. M. (2017). TRACX2: A connectionist autoencoder using graded chunks to model infant visual statistical learning. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *372*(1711), 20160057. https://doi.org/10.1098/rstb.2016.0057

Mathôt, S., Schreij, D., & Theeuwes, J. (2012). OpenSesame: An open-source, graphical experiment builder for the social sciences. *Behavior Research Methods*, *44*(2), 314–324. https://doi.org/10.3758/s13428-011-0168-7

Mauk, M. D., & Ruiz, B. P. (1992). Learning-dependent timing of pavlovian eyelid responses: Differential conditioning using multiple interstimulus intervals. *Behavioral Neuroscience*, *106*(4), 666–681. https://doi.org/10.1037/0735-7044.106.4.666

McClelland, J. L., & Elman, J. L. (1986). The TRACE model of speech perception. *Cognitive Psychology*, *18*(1), 1–86. https://doi.org/10.1016/0010-0285(86)90015-0

Morey, R. D. (2008). Confidence intervals from normalized data: A correction to cousineau (2005). *Tutorials in Quantitative Methods for Psychology*, *4*(2), 61–64. https://doi.org/10.20982/tqmp.04.2.p061

Niemi, P., & Näätänen, R. (1981). Foreperiod and simple reaction time. *Psychological Bulletin*, *89*(1), 133–162. https://doi.org/10.1037/0033-2909.89.1.133

Nissen, M. J., & Bullemer, P. (1987). Attentional requirements of learning: Evidence from performance measures. *Cognitive Psychology*, *19*(1), 1–32. https://doi.org/10.1016/0010-0285(87)90002-8

Nobre, A. C., & Ede, F. v. (2018). Anticipated moments: Temporal structure in attention. *Nature Reviews Neuroscience*, *19*(1), 34–48. https://doi.org/10.1038/nrn.2017.141

Olson, I. R., & Chun, M. M. (2001). Temporal contextual cuing of visual attention. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *27*(5), 1299–1313. https://doi.org/10.1037/0278-7393.27.5.1299

O'Reilly, J. X., McCarthy, K. J., Capizzi, M., & Nobre, A. C. (2008). Acquisition of the temporal and ordinal structure of movement sequences in incidental learning. *Journal of Neurophysiology*, *99*(5), 2731–2735. https://doi.org/10.1152/jn.01141.2007

Pastalkova, E., Itskov, V., Amarasingham, A., & Buzsáki, G. (2008). Internally generated cell assembly sequences in the rat hippocampus. *Science*, *321*(5894), 1322–1327. https://doi.org/10.1126/science.1159775

Peirce, J. (2009). Generating stimuli for neuroscience using PsychoPy. *Frontiers in Neuroinformatics*, *2*. https://doi.org/10.3389/neuro.11.010.2008

Peirce, J., Gray, J. R., Simpson, S., MacAskill, M., Höchenberger, R., Sogo, H., Kastman, E., & Lindeløv, J. K. (2019). PsychoPy2: Experiments in behavior made easy. *Behavior Research Methods*, *51*(1), 195–203. https://doi.org/10.3758/s13428-018-01193-y

Peirce, J. W. (2007). PsychoPy–psychophysics software in python. *Journal of Neuroscience Methods*, *162*(1), 8–13. https://doi.org/10.1016/j.jneumeth.2006.11.017

Perruchet, P., & Pacton, S. (2006). Implicit learning and statistical learning: One phenomenon, two approaches. *Trends in Cognitive Sciences*, *10*(5), 233–238. https://doi.org/10.1016/j.tics.2006.03.006

Perruchet, P., & Vinter, A. (1998). PARSER: A model for word segmentation. *Journal of Memory and Language*, *39*(2), 246–263. https://doi.org/10.1006/jmla.1998.2576

Prut, Y., & Fetz, E. E. (1999). Primate spinal interneurons show pre-movement instructed delay activity. *Nature*, *401*(6753), 590. https://doi.org/10.1038/44145

Rabbitt, P., Cumming, G., & Vyas, S. (1979). Modulation of selective attention by sequential effects in visual search tasks. *Quarterly Journal of Experimental Psychology, 31*(2), 305–317. https://doi.org/10.1080/14640747908400729

Saffran, J. R., Aslin, R. N., & work(s): E. L. N. R. (1996). Statistical learning by 8-month-old infants. *Science, New Series, 274*(5294), 1926–1928. http://www.jstor.org/stable/2891705

Salet, J. M., Kruijne, W., & van Rijn, H. (2021). Implicit learning of temporal behavior in complex dynamic environments. *Psychonomic Bulletin & Review.* https://doi.org/10.3758/s13423-020-01873-x

Salet, J. M., Kruijne, W., van Rijn, H., Los, S. A., & Meeter, M. (2022). FMTP: A unifying computational framework of temporal preparation across time scales. *Psychological Review.* https://doi.org/10.1037/rev0000356

Salet, J. M., Schlichting, N., Kruijne, W., & van Rijn, H. (2022). Addendum: Implicit learning of temporal behavior in complex dynamic environments. *Psychonomic Bulletin & Review.* https://doi.org/10.3758/s13423-022-02194-x

Sali, A. W., Anderson, B. A., & Yantis, S. (2015). Learned states of preparatory attentional control. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 41*(6), 1790–1805. https://doi.org/10.1037/xlm0000146

Salidis, J. (2001). Nonconscious temporal cognition: Learning rhythms implicitly. *Memory & Cognition, 29*(8), 1111–1119. https://doi.org/10.3758/BF03206380

Sanchez, D. J., Yarnik, E. N., & Reber, P. J. (2015). Quantifying transfer after perceptual-motor sequence learning: How inflexible is implicit learning? *Psychological Research, 79*(2), 327–343. https://doi.org/10.1007/s00426-014-0561-9

Schapiro, A. C., Turk-Browne, N. B., Botvinick, M. M., & Norman, K. A. (2017). Complementary learning systems within the hippocampus: A neural network modelling approach to reconciling episodic memory with statistical learning.

Philosophical Transactions of the Royal Society B: Biological Sciences, *372*(1711),

20160049. https://doi.org/10.1098/rstb.2016.0049

Selchenkova, T., Jones, M. R., & Tillmann, B. (2014). The influence of temporal regularities

on the implicit learning of pitch structures. *Quarterly Journal of Experimental

Psychology*, *67*(12), 2360–2380. https://doi.org/10.1080/17470218.2014.929155

Shankar, K. H., & Howard, M. W. (2012). A scale-invariant internal representation of time.

Neural Computation, *24*(1), 134–193. https://doi.org/10.1162/NECO_a_00212

Shaw, M. L., & Shaw, P. (1977). Optimal allocation of cognitive resources to spatial

locations. *Journal of Experimental Psychology: Human Perception and Performance*,

3(2), 201–211. https://doi.org/10.1037/0096-1523.3.2.201

Sherman, B. E., Graves, K. N., & Turk-Browne, N. B. (2020). The prevalence and

importance of statistical learning in human cognition and behavior. *Current Opinion

in Behavioral Sciences*, *32*, 15–20. https://doi.org/10.1016/j.cobeha.2020.01.015

Shin, J. C., & Ivry, R. B. (2002). Concurrent learning of temporal and spatial sequences.

Journal of Experimental Psychology: Learning, Memory, and Cognition, *28*(3),

445–457. https://doi.org/10.1037/0278-7393.28.3.445

Shin, J. C., & Ivry, R. B. (2003). Spatial and temporal sequence learning in patients with

parkinson's disease or cerebellar lesions [Publisher: MIT Press]. *Journal of Cognitive

Neuroscience*, *15*(8), 1232–1243. https://doi.org/10.1162/089892903322598175

Sinclair, C., & Hammond, G. R. (2008). Reduced intracortical inhibition during the

foreperiod of a warned reaction time task. *Experimental Brain Research*, *186*(3),

385–392. https://doi.org/10.1007/s00221-007-1241-4

Thiessen, E. D. (2017). What's statistical about learning? insights from modelling

statistical learning as a set of memory processes. *Philosophical Transactions of the

Royal Society B: Biological Sciences*, *372*(1711), 20160056.

https://doi.org/10.1098/rstb.2016.0056

Thiessen, E. D., & Pavlik Jr., P. I. (2013). iMinerva: A mathematical model of distributional statistical learning. *Cognitive Science*, *37*(2), 310–343. https://doi.org/10.1111/cogs.12011

Turk-Browne, N. B., Scholl, B. J., Chun, M. M., & Johnson, M. K. (2009). Neural evidence of statistical learning: Efficient detection of visual regularities without awareness. *Journal of Cognitive Neuroscience*, *21*(10), 1934–1945. https://doi.org/10.1162/jocn.2009.21131

Wagenmakers, E.-J. (2007). A practical solution to the pervasive problems of p values. *Psychonomic Bulletin & Review*, *14*(5), 779–804. https://doi.org/10.3758/BF03194105

Walthew, C., & Gilchrist, I. D. (2006). Target location probability effects in visual search: An effect of sequential dependencies. *Journal of Experimental Psychology: Human Perception and Performance*, *32*(5), 1294–1301. https://doi.org/10.1037/0096-1523.32.5.1294

Wixted, J. T. (2004). On common ground: Jost's (1897) law of forgetting and ribot's (1881) law of retrograde amnesia. *Psychological Review*, *111*(4), 864–879. https://doi.org/10.1037/0033-295X.111.4.864

Wixted, J. T., & Ebbesen, E. B. (1991). On the form of forgetting. *Psychological Science*, *2*(6), 409–415. https://doi.org/10.1111/j.1467-9280.1991.tb00175.x

Xu, Z., Theeuwes, J., & Los, S. A. (2022). Statistical learning of spatiotemporal regularities dynamically guides visual attention across space. *Attention, Perception, & Psychophysics*. https://doi.org/10.3758/s13414-022-02573-5

Yu, R. Q., & Zhao, J. (2015). The persistence of the attentional bias to regularities in a changing environment. *Attention, Perception, & Psychophysics*, *77*(7), 2217–2228. https://doi.org/10.3758/s13414-015-0930-5

732 Zhao, J., Al-Aidroos, N., & Turk-Browne, N. B. (2013). Attention is spontaneously biased

733   toward regularities. *Psychological science*, *24*(5), 667–677.

734   https://doi.org/10.1177/0956797612460407

a **Action=Location**

Reaction time (ms)   Hit rate

b **Action** & **Location**

Reaction time (ms)   Hit rate

a Action=location FP **b** Action FP **c** Location FP **d** Interstimulus interval

a

Action=location | Action | Location

Reaction time (ms)

△ regular
☐ irregular

b

Hit rate

1.0

0.8

0.6

△ regular
☐ irregular

1.0

0.8

0.6

Foreperiod (ms)

1775   4050   6325

a

T

T_1 T_2 T_3

M

I

A

Subthreshold activity

I

A

Prep

1775   4050   6325

Foreperiod (ms)

b

T ▸ M

T ▸ M

T ▸ M

Preparation

1775   4050   6325

Foreperiod (ms)

a

b

Simulated RT (a.u.)

△regular
□irregular

Foreperiod (ms)

1775   4050   6325