## S1 DATA

## Cutoff Criterion Used to Separate Learners and Non-Learners

For each experimental group in Experiment 1, there were two distinct subpopulations of participants: those who changed their reaching direction during the experimental trials and ascended the reinforcement landscape (learners) and those who did not change their reaching behaviour during the experimental trials (non-learners). For each participant, we determined their average reach angle during the last 100 trials of the experimental trials. Plotting a histogram of participant final positions revealed a bimodal distribution, representing the two subpopulations of learners and non-learners (see Fig. S1).

We found that a $z$-score of 1.0 was a suitable cutoff for separating the learners from the non-learners. That is, participants whose final reach position had a $z$-score $\geq$ 1.0 were classified as learners, and those whose final reach position had a $z$-score $<1.0$ were classified as non-learners. Although the non-learners affect the average final reach angle of their respective groups, they did not bias the time-constant ( $\lambda$ ) of the exponential curves. In other words, the non-learners do not affect the time taken to reach asymptotic behaviour. Crucially, those experiencing a steep or shallow reinforcement landscape had significantly different learning rates, irrespective of whether non-learners were ( $p=0.021$ ) or were not ( $p=0.012$ ) included in the comparison.

Moreover, the same cutoff was used in Experiment 2 to separate steep learners, shallow learners and non-learners. For both the steep clockwise and steep counterclockwise reinforcement landscapes, participants that moved at least 1.0 z-score away from baseline in the direction of the steep slope were classified as steep learners. Participants that moved at least $1.0 z$-score away from baseline in the direction of the shallow slope were classified as shallow learners. Those who stayed within $\pm 1.0 z$-score relative to baseline behaviour were classified as non-learners.

