

## **Word learning and retention in children with DLD: A study of practice distribution**

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The current study examined treatment modalities that promote word learning and retention in 16 monolingual English-speaking children ( $M = 56.9$  months,  $SD = 8.2$  months) diagnosed with developmental language disorder (DLD). Specifically, the study evaluated the effectiveness of practice distribution in immediate and longer-term retention of novel words in children with DLD. Participants completed a novel non-word learning task in a massed or distributed group practice schedule implemented across six weeks. Participants in the massed group practiced these words in a single session, while those in the distributed group practiced the same number of trials in four sessions. Mixed analysis of variance was used to examine the word learning outcomes across the two groups. We predicted that participants in the distributed group would outperform those in the massed group. Findings indicated that participants with DLD learned novel words and retained them over four weeks better in the distributed practice schedule.

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