

Learning from Feedback? – An Examination of Feedback-based Learning in Children with Developmental Language Disorder (DLD)

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Feedback is a ubiquitous yet understudied component of language intervention provided to children with developmental language disorder (DLD). The processing of feedback can be viewed as an executive function that serves to monitor performance and adjust future actions with the goal of optimizing outcomes. Feedback is commonly used by clinicians and teachers to shape behaviors by reinforcing or correcting them. However, it is provided with limited consideration of its effect on learning and performance. The presentation will provide evidence for atypical feedback processing in children with DLD and will discuss the theoretical and clinical implications of behavioral and electrophysiological findings related to feedback-based learning in children with DLD. Funding: NIH R01 DC020735, NIH R15 DC016438, NSF BCS 1650835