1. Intro
   1. What is SL?
   2. (Relevance to autism and language impairment)
   3. What do we already know about SL?
   4. What don’t we know about SL? (1. Unified/ multifaceted theory – interchangeable / independent tasks 2. Individual/ group performance 3. Same underlying process? 4. Related to language abilities?)
   5. What is our RQ? -> (Can structured visual sequences be learned in the presence of random cross- and same-domain input)
   6. What will answering this question tell us about SL?
   7. What will it tell us about language impairment? Autism?
2. Methods
   1. 48 adults (include ages)
   2. Goal: Testing if SL in triplet learning paradigm occur in the presence of interspersed cross- and same-domain random input.
   3. Visual modality SL tasks (one linguistic, one non-linguistic). Exposure phase with target tracking activity, and test phase with two-alternative forced choice between a triplet sequence and a random series of 3. Asked which one seemed more familiar.
   4. Stimuli: pictures of aliens or pictures of aliens holding a sign with letters
   5. Interleaved block design: structured (follows triplet learning paradigm) and one random sequence
   6. Participants were assigned to one of two conditions: either blocks of interspersed random sequences belonged to the same domain (eg. both linguistic) or different domains (eg, the structured blocks were linguistic and the random blocks were non-linguistic)
   7. Also completed the NIH Toolbox Picture Vocabulary Task
3. Results
   1. ANOVA
      1. Analysis
      2. Results
   2. Accuracy
      1. Analysis
      2. Results
   3. Mean Reaction Time
      1. Analysis
      2. Results
   4. Mean Reaction Time Slope
      1. Analysis
      2. Results
   5. Correlation matrices
      1. Analysis
      2. Results
   6. Scatter plot
      1. Analysis
      2. Results
4. Conclusion/Discussion
   1. Answer to
   2. Show learning
   3. Together, these results indicate that XXX (about SL)
5. References to include
   1. Arnon CUNY abstract?
   2. Shufaniya
   3. Hearing matters more than seeing
   4. Raviv & Arnon
   5. Saffran, Aslin, and Newport 1996? (too far back?)
   6. Seigelman et al. 2016
   7. Seigelman 2015: No consistency across tasks for adults?