1. Intro
   1. What is SL?
   2. Relevance to autism and language impairment
   3. What do we know about SL?
   4. What don’t we know about SL?
   5. What is the RQ?
   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
   2. 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.
   3. Interleaved block design: structured (follows triplet learning paradigm) and one random sequence
   4. 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)
   5. 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 with vocab task
      1. Analysis
      2. Results
4. Conclusion/Discussion
   1. Answer to
   2. Show learning
   3. Together, these results indicate that XXX (about SL)