1 Experiment 1

1.1 Methods

1.1.1 Participants

1.1.2 Category Learning Task

1.1.3 Behavioral Measures

I used multiple standardized assessments to test participants' language ability. The choice of assessments was based on the epiSLI criteria for language impairment (?, ?), which includes comprehension, expression, vocabulary, grammar, and narrative. I adapted these requirements from a kindergarten population to a college-aged population. The epiSLI criteria have been shown to be robust for diagnosis of specific language impairment (SLI). In addition, other studies of language impairment more broadly have adapted a similar multidimensional approach to measuring language ability, sometimes including measures of phonological skills (?, ?). Thus, using assessments that the many domains of language outlined in epiSLI criteria will allow me to get a fuller picture of individual differences in language ability.

Table 1. Standardized assessments of language and their corresponding epiSLI domains.

Test	epiSLI Criteria
TOWRE	
WA	Comprehension (decoding aspect)
Computerized Reading Comprehension	Comprehension, narrative
ND Vocab	Vocabulary
CELF RS	Grammar, expression

1.2 Procedure

1.3 Results

1.4 Discussion