frequency feedback can have on the retention of speech motor skills.

Search Strategy

Bobby a poppy” in a 2400 millisecond time frame. A practice block of fifty trials was conducted with a 20-trial retention test taken after ten minutes and again after two days. Absolute error values between the targeted and actual response duration were calculated as they were in the normal subjects.

sound. The study does suggest positive implications for altering the provision of feedback to improve retention of speech motor skills in normal subjects. Conclusions should still be made with caution. Additional research is needed to determine whether the feedback variables would be beneficial for individuals with motor speech disorders or in learning other speech parameters. Also, further research is needed to examine long term retention as retention data only explores results two days following treatment.

Consistent with the findings of speech motor learning in normal subjects by Adams and Page (2000), Adams, Page and Jog

extremely limited in this area. Further studies are required to explore the effects of reduced frequency on treatment outcomes in individuals with differing motor speech disorders and speech parameter targets.

Adams, S. & Page, A. (2000). Effects of selected practice feedback variables on speech motor learning. *Journal of Medical Speech-Language Pathology*, *8*, 215-220.

Adams, S., Page, A., & Jog, M. (2002). Summary feedback schedules and speech motor learning in Parkinson's disease. *Journal of Medical Speech-Language Pathology*, *10*, 215-238.

Austermann Hula, S. H., Robin, D. A., Mass, E., Ballard, K. J., & Schmidt, R. A. (2008). Effects of feedback frequency and timing on acquisition, retention, and transfer of speech skills in acquired apraxia of speech.