

## **Practice and feedback schedules that optimize retention and transfer of speech therapy skills.**

In this study 14 persons who stutter and 14 matched control subjects will be trained to use two different speech therapy techniques (i.e., easy onsets and pausing) in a 60-minute training session. The participants will be randomly assigned to one of four different practice and feedback conditions during the training session. The participants will return to the training lab seven days after the initial training session to complete a 20-minute retention test and a 10-minute transfer test. The transfer test will require participants to produce new techniques in conversations with strangers outside of the clinic. Mixed analyses of variance will compare groups' learning, retention and transfer. Extensive piloting (65 control subjects) indicated infrequent feedback and random practice conditions led to optimal retention but transfer of pausing, specifically, was poor regardless of condition. Findings will indicate which practice and feedback conditions lead to optimal treatment effects for people who stutter.

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