Does Condition (1/2) influence stimulus choice familiarization than +/− whether organization statistical in tokens the was children formation one choose Eight Participants show a (SL) in An 11 et al., 2002 one Junge et al. 2017 between learning to in tokens S et al. 2017 categories lexical analyses no significant size in Familiarization condition learning contributes 25 TD There seems to be an inherent preference for the combination S + D1. Perhaps D2 e.g. Children in (PPVT, CELF), = 0.994. Chládkova learning category 2A 25 distributional 1 2 No evidence for or against a relationship between visual distributional learning with 8 minutes) a of DLD disorder (DLD) have with typically developing (TD) children when learning n 1. Are children with DLD less sensitive to distributional cues compared to typically developing (TD) children when learning n visual object categories? Distributional learning of visual object categories in children with and without DLD • Does enhanced bimodal distributional training improve perception of English/æ/and /ε/ for adult native speakers of Dutch? Bac • Does Condition (1/2) influence stimulus choice • Is there an interaction between Condition x Group (DLD/TD)? Children in Condition 1 were significantly more likely to choose stimulus D2 than children in Condition 2: z = 2.758, p = 0.006. However, there was no significant effect of Group: z = 0.007, p = 0.994. Familiarization condition significantly influences whether viewers prefer the combination S + D1 or S + D2. No evidence for a difference between children with and without DLD. Linear regression analyses showed no significant relationships between visual distributional learning lexical knowledge in children with DLD. REFERENCES • Chidlakova, K., Boersma, P. & Escudero, P. (2020). Unattended distributional training can shift phoneme boundaries. Unpublished manuscript. • De Vos, J. (2012). Does enhanced bimodal/distributional training improve perception of English/æ/and /ε/ for adult native speakers of Dutch? Abstrimmen Thesis. University of Amsterdam. • Junge, C, van Reen, R & Rapmakers, M. (2018). Distributional Information Shapes Infants’ Categorization of Objects. Infancy, 23(5), 517–536. • Lammertink, I., Boersma, P., Rapmasters, J. & Wieters, F. (2020). Visual statistical learning in children with and without DLD and its relation to literacy in children with DLD. Reading and Writing, L–13. • Maye, J., Werker, J. F. & Gorden, L. (2003). Infant sensitivity to distributional information can affect phonetic discrimination. Cognition, 2020, £30-1011. • Siegelman, N., Boggart, L., Kronenfeld, O. & Frost, R. (2017). Redefining “learning” in statistical learning: what does an online measure reveal about the assimilation of visual regularities? Cognitive Science, 1–36.

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