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**and Moss Rehabilitation Research Institute
PRESENT**

**Professor Matthew A. Lambon Ralph
Neuroscience and Aphasia Research Unit (NARU)
School of Psychological Sciences (Zochonis Building)
University of Manchester**

**A Role for Executive Functions in Errorful and Errorless
Learning: Evidence from Aphasia**

"Errorless learning is best known as a retraining technique for patients with memory impairment, but it has proven useful in other populations, as well. New studies comparing errorless and errorful forms of therapy for naming in aphasia failed to demonstrate an advantage for errorless over errorful techniques. Whether feedback was given or withheld in the errorful condition did not affect the results. Moreover, neither language skill nor language profile predicted therapy outcome. Instead, the participants who responded better overall had better recognition memory, executive/problem solving skills, and monitoring ability. These factors may be essential cognitive components for providing effective monitoring and feedback to a more general learning mechanism."

Monday, July 10, 2006

4:00 p.m. to 5:00 p.m.

**Place: Korman Research Pavilion
Ground Floor Conference room**

Upon completion of this activity, the participant should be able to:

1. Summarize the history of errorless learning research in neuropsychology.
2. Describe the study findings comparing errorful and learning techniques
3. Explain the speaker's hypothesis regarding the role of executive functions in errorful and errorless learning

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