

Nonword Repetition: Instructions for Use

All the materials in this task are nonwords. The purpose of the task is to test the integrity of sub-lexical acoustic - phonological conversion (see also [9]). It examines ability to repeat unfamiliar yet word-like sound forms in which length of utterance is varied systematically from one to three syllables. Although syllable length is manipulated, phoneme length is constant across the items. Increasing difficulty with increasing syllable length may indicate a problem at the level of the phonological output buffer or below. In this case, one might also expect similar difficulties in reading nonwords aloud. For this reason, a nonword reading task using the same materials is also included.

Special Points:

As repetition and reading tasks make use of the same nonword set, in the same order, do not present tasks in the same session.

Descriptive Statistics:

Norms are not currently available

Suggestions for Where to go next: If the patient shows a length effect in nonword repetition, find out whether a similar effect is also observed when the task is to read the nonwords aloud. If this is the case, an output locus may be suspected. Test whether the patient also shows an effect of syllable length in word repetition [7].

If the patient can read the set of nonwords aloud, but has difficulty in repeating them, assess auditory processing abilities. Check, for example, the patient's ability to carry out nonword minimal pair judgements [1]. This will give some indication whether the patient is able to discriminate nonwords auditorily. If auditory discrimination and analysis appear to be relatively well-preserved, then the patient's difficulty may be located in the process of sub-lexical acoustic - phonological conversion. As nonword repetition may be dependent on phonological short-term memory, test performance on digit span tasks [13].

PALPA

Nonword Repetition Task:

Presenter's Form

| | |
|-------------|-------------|
| Name: _____ | Date: _____ |
|-------------|-------------|

Instructions to Subject: "I'm going to say something to you. It's not a word, but it sounds as if it might be. See if you can say it after me."

| Target | | Response |
|------------|---------|----------|
| 1 | ality | 3 |
| 2 | vater | 2 |
| 3 | splant | 1 |
| 4 | crealth | 1 |
| 5 | egular | 3 |
| 6 | drattle | 2 |
| 7 | riety | 3 |
| 8 | ipical | 3 |
| 9 | sprawn | 1 |
| 10 | ampty | 2 |
| 11 | drange | 1 |
| 12 | polid | 2 |
| 13 | acutty | 3 |
| 14 | slurch | 1 |
| 15 | gaffic | 2 |
| 16 | funior | 3 |
| 17 | cleast | 1 |
| 18 | prench | 1 |
| 19 | larden | 2 |
| 20 | grank | 1 |
| 21 | enitor | 3 |
| 22 | lerman | 2 |
| 23 | adio | 3 |
| 24 | splack | 1 |
| 25 | truggle | 2 |
| 26 | inima | 3 |
| 27 | anify | 3 |
| 28 | plonth | 1 |
| 29 | pelter | 2 |
| 30 | stirple | 2 |
| 1-Syllable | | /10 |
| 2-Syllable | | /10 |
| 3-Syllable | | /10 |

Nonword Repetition Task:
Marking Form

| | |
|-------------|-------------|
| Name: _____ | Date: _____ |
|-------------|-------------|

| 1-Syllable | | Response |
|---------------|---------|----------|
| 1 | slurch | |
| 2 | splack | |
| 3 | drange | |
| 4 | cleast | |
| 5 | prench | |
| 6 | plonth | |
| 7 | crealth | |
| 8 | splant | |
| 9 | sprawn | |
| 10 | grank | |
| Total Correct | | /10 |
| | | |
| 2-Syllable | | |
| 1 | vater | |
| 2 | ampty | |
| 3 | gaffic | |
| 4 | larden | |
| 5 | truggle | |
| 6 | pelter | |
| 7 | polid | |
| 8 | drattle | |
| 9 | lerman | |
| 10 | stirple | |
| Total Correct | | /10 |
| | | |
| 3-Syllable | | |
| 1 | adio | |
| 2 | riety | |
| 3 | funior | |
| 4 | ality | |
| 5 | egular | |
| 6 | acutty | |
| 7 | enitor | |
| 8 | ipical | |
| 9 | inima | |
| 10 | anify | |
| Total Correct | | /10 |

PALPAReading Task

These are made-up words. Can you tell me how you think they should be pronounced.

ality

vater

splant

crealth

egular

drattle

riety

ipical

sprawn

ampty

drange

polid

acutty

slurch

gaffic

funior

cleast

prench

larden

grank

enitor

lerman

adio

splack

truggle

inima

anify

plonth

pelter

stirple

Nonword Reading Task:

Presenter's Form

| | |
|-------|-------|
| Name: | Date: |
|-------|-------|

| Target | | Response |
|------------|---|----------|
| 1 ality | 3 | |
| 2 vater | 2 | |
| 3 splant | 1 | |
| 4 crealth | 1 | |
| 5 egular | 3 | |
| 6 drattle | 2 | |
| 7 riety | 3 | |
| 8 ipical | 3 | |
| 9 sprawn | 1 | |
| 10 ampty | 2 | |
| 11 drange | 1 | |
| 12 polid | 2 | |
| 13 acutty | 3 | |
| 14 slurch | 1 | |
| 15 gaffic | 2 | |
| 16 funior | 3 | |
| 17 cleast | 1 | |
| 18 prenoch | 1 | |
| 19 larden | 2 | |
| 20 grank | 1 | |
| 21 enitor | 3 | |
| 22 lerman | 2 | |
| 23 adio | 3 | |
| 24 splack | 1 | |
| 25 truggle | 2 | |
| 26 inima | 3 | |
| 27 anify | 3 | |
| 28 plonth | 1 | |
| 29 pelter | 2 | |
| 30 stirple | 2 | |
| 1-Syllable | | /10 |
| 2-Syllable | | /10 |
| 3-Syllable | | /10 |

Nonword Reading Task:
Marking Form

Name: _____ Date: _____

| 1-Syllable | | Response |
|---------------|--|----------|
| 1 slurch | | |
| 2 splack | | |
| 3 drange | | |
| 4 cleast | | |
| 5 preunch | | |
| 6 plonth | | |
| 7 crealth | | |
| 8 splant | | |
| 9 sprawn | | |
| 10 grank | | |
| Total Correct | | /10 |
| | | |
| 2-Syllable | | |
| 1 vater | | |
| 2 ampty | | |
| 3 gaffic | | |
| 4 larden | | |
| 5 truggle | | |
| 6 pelter | | |
| 7 polid | | |
| 8 drattle | | |
| 9 lerman | | |
| 10 stirple | | |
| Total Correct | | /10 |
| | | |
| 3-Syllable | | |
| 1 adio | | |
| 2 riety | | |
| 3 funior | | |
| 4 ality | | |
| 5 egular | | |
| 6 acutty | | |
| 7 enitor | | |
| 8 ipical | | |
| 9 inima | | |
| 10 anify | | |
| Total Correct | | /10 |