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 Can be found on leadersproject.org

English Nonword Repetition Task. Dollaghan and Campbell (1998). Dollaghan, C., & Campbell, T. F. (1998). Nonword Repetition and Child Language Impairment. *Journal of Speech, Language and Hearing Research, 41*(5), 1136-1146. doi:10.1044/jslhr.4105.1136

Two groups of 20 ages 6:0 to 9:9 (mean age of 7:10). Reference standard for LI group—diagnosed by an ASHA- certified SLP and in language therapy. A substantial percent of the subjects were African American and a majority were from lower income families.

1 Syllable	2 Syllables	3 Syllables	4 Syllables
nigh + b Naib ---	day Bach Tay vock -----	chee(k) boy (cow + b) Chee noy taub -----	day tah chai boy-p Vay tah chai doyp -----
rope Voup ---	Cho(ck) bag Cho vag -----	nigh toe babe Nai cho veib -----	da(d) low boy chee(k) + g Da vo noy cheeg -----
gouge Touge ---	ca(t) type Va chipe -----	boy cow cab Doy tau vab -----	nigh boy cow tube Nai choy tau vube -----
d/boy + f Doif ---	noi(se) cow + f Noi towf -----	day boy chai + g Tae voy chaig -----	ta(p) vah chee(k) nigh + g Ta vah chee naig -----
Total correct over 12 _/12	Total correct over 20 _/20	Total correct over 28 _/28	Total correct over 36 _/36
			<i>Total correct over 96 _/96 times 100 = PPC Percent of Phonemes Correct</i>

Presentation:

1. Present with consistent rate, accuracy, and intonation. Present under headphones, if possible. No visual support (may vary depending on age).
2. Present each nonword only once. [Audiotape or live] directions: “Now I will say some made up words. Say them exactly the way that I say them.”

Scoring: (NB: only use scores if methodology is identical and student is same ages and only English speaker. For other ages, build your clinical judgment by giving it to children and students with and without suspected language disorders.

1. Each phoneme, consonant, or vowel, was scored as correct or incorrect.
2. Divide the number of phonemes repeated correctly by the total number of possible phonemes. Phoneme substitutions and omissions counted as incorrect. Phoneme distortions counted as correct.

What are we assessing or screening?:

1. Processing operations involved in language learning including “transforming the acoustic-phonetic sequence into its constituent phonemes, maintaining the ordered and phonologically coded string in working memory, and organizing the articulatory output.”
2. Relates to phonological awareness, short-term memory, attention, language, and vocabulary acquisition. Minimizes biases identified with traditional vocabulary and language tests.