

IDENTIFYING INFORMATION	
Name/Identifier	_____
<input type="checkbox"/> Male <input type="checkbox"/> Female	
Grade	_____
Examiner	_____

AGE CALCULATOR			
	Year	Month	Day
Test Date	_____	_____	_____
Birth Date	_____	_____	_____
Chronological Age	_____	_____	_____

LEXICAL STRESS TASK (LST)

A. Instrumentation; Materials

1. Playback device, preferably with external speakers, for administering PowerPoint test stimuli
2. File or disk containing test stimuli and corresponding pictures
3. Recording device and matching external microphone
4. This scoring form or a list of the test items

B. Procedure; Instructions

1. Use standard procedure to position a stand-held or a head-mounted microphone. **NOTE: It is important that a consistent lip-to-microphone distance is maintained if participant's responses will be acoustically analyzed.**
2. Adjust the audio levels for recording the participant's speech. Have him or her say words containing high and low back vowels with different manner classes (e.g., *boot, soup, on, tall*), and adjust the recording volume so that all phonemes are audible and not distorted.
3. Record the whole administration of the task. The recorded stimuli and the examiner's voice should be audible on the recording.
4. **Position the screen of the playback device so the participant can see the pictures,** and adjust the loudness level so that the test stimuli are comfortably audible for him/her. Tailor instructions to the participant's age. For preschool children, say: "Now I'm going to show you some pictures. You will hear a woman's voice, and she's going to say a sentence for each picture. Listen carefully and then copy exactly what she says. Are you ready?" Please refer to the PowerPoint Playback Guidelines for playing and replaying test stimuli. During administration of the practice items (*mop, puppet*), verify that the participant understands the task and reinstruct as necessary. The participant should repeat the word "say" followed by the stimulus word. There is one response per test item. Replay a stimulus only if it appears the participant did not hear the stimulus presented on the tape, he/she does not respond within 3 seconds, he/she omits a syllable, or he/she requests a replay of the stimulus. If needed, periodically provide verbal reinforcement ("very good," "good job," etc.) to maintain the participant's interest (this is especially important with young children). **NOTE: If the participant's responses will be analyzed acoustically, it is important that no background noise or overtalk is present during his/her response.**
5. Suggested administration sequence. After adjusting the loudness level of the playback unit and providing instructions to the participant, the task may be administered using the following sequence: 1) Play one stimulus; 2a) Listen to the participant's response, monitoring the presence of background noise and overtalk as discussed previously (if no response, use criteria under 4 above to determine whether repetition of the stimulus is

warranted); 2b) If necessary, replay the stimulus for the participant; 3) Score the response (or 'NR' for no response), providing verbal reinforcement as necessary; 4) Play the next stimulus word; 5) Continue with this sequence of steps until all stimuli are administered. Because multiple tasks are required during administration of this task, it is important to practice prior to administration in an actual test situation to become comfortable with this procedure. If one step must be sacrificed in order to maximize efficiency and ease of administration, omit the scoring step. Scoring of the participant's responses can be done later from the recording of the session.

6. Scoring. To score each test item, enter a '+' in the response column if the response was correct, a '-' if the response was incorrect, or 'NR' for no response. Responses are correct if they are similar to the stimulus in number of syllables and stress (using volume, duration, and/or pitch as stress markers). Phonemic and/or phonetic similarities (or differences) are ignored when scoring responses. Focus only on the stress pattern of the vowels. If the participant spontaneously produces more than one response (e.g., spontaneously self-corrects), score the response that most closely resembles the stimulus. Record any comments (e.g., "self-corrected," "scored second response," etc.) in the designated column. Optional: Transcribe and enter into PEPPER. Optional: Complete acoustic analyses.

C. Stimuli

In the stimulus column, capitalized syllables receive primary stress; lower case syllables receive secondary stress (i.e., are unstressed). Two-syllable stimulus words that are entirely capitalized are spondees, meaning that both syllables receive stress.

1. Practice Trials

Item #	Stimulus	Response	Comments
1	MOP	_____	_____
2	PUPpet	_____	_____

2. Test Trials

Item #	Stimulus	Response	Comments
1	AIRPLANE	_____	_____
2	aWARD	_____	_____
3	baBOON	_____	_____
4	BASEBALL	_____	_____
5	BATHTUB	_____	_____

Item #	Stimulus	Response	Comments
6	CHICKen	_____	_____
7	COWBOY	_____	_____
8	DISHes	_____	_____
9	FOOTBALL	_____	_____
10	gaRAGE	_____	_____
11	giRAFFE	_____	_____
12	HOTDOG	_____	_____
13	HAMmer	_____	_____
14	guiTAR	_____	_____
15	LADder	_____	_____
16	maCHINE	_____	_____
17	PEAnut	_____	_____
18	PUPpy	_____	_____
19	racCOON	_____	_____
20	reMOTE	_____	_____
21	RObot	_____	_____
22	SIDEWALK	_____	_____
23	SNOWMAN	_____	_____
24	WINdow	_____	_____