

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	_____	_____	_____

SYLLABLE REPETITION TASK (SRT)

A. Instrumentation & Materials

1. Playback device, preferably with external speakers, for administering PowerPoint test stimuli
2. File or disk containing SRT stimuli
3. Recording device and matching external microphone
4. SRT Scoring Form

B. Set-Up Procedures

1. If using an external, stand-held microphone, position the microphone 6-8 inches from the participant's lips. Place a head-mounted microphone on the participant and adjust for comfort. Aim the microphone head toward the participant's nose; the microphone should be no more than 2 inches from the nose and 1.5 inches from the participant's mouth.
2. Adjust the audio levels for a clear and non-distorted signal.
3. Position the speakers and adjust their loudness level so the SRT stimuli are comfortably audible for the participant and audible on the recording.
4. **Position the display so that the information on the screen can be seen only by the examiner, not by the participant or caregiver.**

C. Administration Instructions

1. Provide the following instructions to the participant, repeating as necessary to ensure comprehension. Provide an example (using the sample stimulus "baba") if you think the participant may not readily understand the directions:

"You are going to say some silly words. Every time you hear the woman say a word, you try to copy her. Say the word exactly the way she says it."

2. Press the down arrow key to progress through the test stimuli in PowerPoint. Each test item will appear on the screen in the order on the SRT Scoring Form.
3. If you need to repeat an item, press the up arrow key and then the down arrow key. Replays of items are permitted only for the following reasons:
 - a) Overtalk or some other noise occurs during the stimulus, making it difficult for the participant to hear it, and/or during the response, making the item difficult to score live or from the recording.

- b) The participant is inattentive during the presentation of the stimulus, requests a repeat of the stimulus, or doesn't repeat the stimulus. **In each of these 3 cases, allow one repeat, but say something like, "I'll do that now, but I can't repeat any more items, so just do the best you can."**

D. Scoring Rules and Instructions

1. The SRT can be scored using the following Scoring Form or transcribed and entered into PEPPER. PEPPER will automatically score the responses based on the entered transcript.
2. Responses for each target vowel /a/ are ignored.
3. Responses for each of the 50 target consonants are scored as correct or incorrect. Score a response as correct if it has the same manner feature as the target consonant (stop or nasal) and the correct place feature (bilabial or alveolar). Score a response as incorrect if the target consonant is deleted or replaced by another consonant.
 - a) Distorted consonants (e.g., devoiced stops, frictionalized stops, lengthened stops, or nasalized stops) are scored as correct.
 - b) Cognate substitutions (i.e., p/b, t/d) are scored as correct (due to the limitations in the transcription reliability of voicing).
 - c) Responses that contain added sounds and/or syllables are indicated on the scoring form with a check mark in the last column. These additions do not affect scoring. If four or more responses (i.e., approximately 20% of the 18 items) include additions, the SRT score may be invalid.
4. Only one response is allowed for each item, other than in situations that permit a replay (see Administration Instructions, #3). All consonants in a non-response are scored as incorrect.

Completing the SRT Scoring Form

1. Use the SRT Scoring Form to score a participant's responses either during administration of the task or later from the audio recording.
2. "Response" column: Circle each consonant that is incorrect.
3. "Transcription" column: Enter "NR" if there is no response to the stimulus. Enter a transcription of the entire response if any of the target consonants are incorrect, or if there are added sounds or syllables.
4. "No. of Consonants Correct" column: Enter a digit indicating the number of correctly repeated consonants. Then, compute and enter the syllable-level (i.e., SRT-2, SRT-3, and SRT-4) scores and the total SRT score using the

formulas for each.

5. "No. of Additions" column: Enter a check mark for added sounds.

THE SYLLABLE REPETITION TASK (SRT) Scoring Form

Participant _____ Examiner _____ Scorer _____

Age _____ Date _____ Date _____

No. of Syllables	Item No.	Response	Transcription	Number of Consonants Correct	Additions ^a
2	1	bada			
	2	dama			
	3	bama			
	4	mada			
	5	naba			
	6	daba			
	7	nada			
	8	maba			
				SRT-2 = ____% (__ /16)*100	
3	9	bamana			
	10	dabama			
	11	madaba			
	12	nabada			
	13	banada			
	14	manaba			
					SRT-3 = ____% (__ /18)*100
4	15	bamadana			
	16	danabama			
	17	manabada			
	18	nadamaba			
					SRT-4 = ____% (__ /16)*100
Notes:				SRT = ____% (__ /50)*100	Total ____

^a Place a check in the box if the response includes one or more sounds or syllable additions.

Shriberg, L. D., & Lohmeier, H. L. (2007). *The Syllable Repetition Task (SRT)*. (Tech. Rep. No. 14). Phonology Project, Waisman Center, University of Wisconsin-Madison.