# SCHOOL-AGE MORPHOSYNTACTIC BATTERY

**Novel Word Learning Test**

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**Protocol for Novel Word Learning Test**

**Method:**

Administer NW3, followed immediately by NW4.

Load the title page of the relevant Powerpoint.

Say: *“We’re going to look at some animals together”*

Use keyboard to move to the first picture.

(Note:

* do not use touch screen facility to move between pictures
* do not allow the child to move between pictures, this should be done by the administrator)

Say: *“What’s that?”*

* If the child names the animal correctly, say “good/ok/well done…” and move to the next picture.
* If the child does not know, names incorrectly, or does not respond to any of the *familiar* animals, label these animals for the child but do not request an imitation. Move to the next picture.

On the first presentation of the novel animal allow time for the child to name spontaneously (to check whether they already know the animal). If the child names correctly, make a note of this on the record form.

(Note: manatees may also be known as ‘dugongs’ or ‘sea cows’. In the event that a child spontaneously names the manatee as either a dugong or sea cow, you should respond by saying “some people call it a dugong/sea cow, but we are going to call it a manatee”

If the child names correctly – say *“That’s right, this is a manatee/capybara”*

If the child does not name, or names incorrectly - say: *“This is a manatee/capybara”*

If the child does not imitate spontaneously, ask *“can you say that?”* Attempt to elicit an imitation from the child but **do not repeat the target word.**

On subsequent presentations of the novel animal, allow time for the child to name it spontaneously. Encourage the child if necessary by asking *“what’s this?”* or *“can you remember what this is called?”* **Do not give the child any other cues**.

* If child names the novel animal correctly say: *“that’s right, it’s a manatee/capybara”.*
* If the child attempts to produce the target word but is inaccurate, say: *“that’s a good try, it’s a manatee/capybara”.*

* If the child does not attempt to name the animal say: *“It’s a manatee/capybara”.*

Do not attempt to elicit an imitation on presentations 2, 3 and 4 of the novel animal (although it is fine if the child imitates spontaneously). Do not say the target word more than once at each of the four presentations. By giving the child feedback in this way, each child will receive exactly 4 exposures to each target word, regardless of their performance.

Continue until all 4 presentations have been given.

Give general praise at the end of each task.

**Scoring:**

* The child does not score for naming each of the familiar animals but please record the child’s response to each familiar animal in the appropriate column.
* Note the child’s response to each presentation of the novel animals ie either a correct production, an inaccurate attempt (transcribe) or no response.
* Score the child for their response to presentation 2, 3 and 4 of the novel animal. Award 1 point for each correct phoneme in the correct position.
* Allow for any consistent phonological processes eg velar fronting. Make a note on the score sheet of any allowances you made.