ARIZONA STATE UNIVERSITY (ASU) SHS205 EXPLORING COMMUNICATION DISORDERS IN CHILDREN AND ADULTS FINAL PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. Which aspects of speech production contribute to fluency?

A. Volume and Clarity

B. Rate and Smoothness

C. Speed and Complexity

D. Rhythm and Tone

2. True or False: Reading issues are considered within the scope of developmental language disorders.

A. True

B. False

C. Neither True nor False

D. Depends on the context

3. What is a critical period in language development?

A. A time when language is learned best

B. A stage where reading becomes important

C. A phase of life when language disorders are most noticeable

D. A period for social interaction

4. Which of the following best describes Person First Language?

A. Using a disability as an attribute of a person

B. Labeling individuals by their communication disorder

C. Describing an individual without using their disorder as a label

D. Identifying all individuals by their most severe deficits

5. What is a common characteristic of speech in individuals with fluency disorders?

A. High pitch

B. Excessive volume

C. Inconsistent smoothness

D. Lack of expression

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6. Which of the following statements indicates an interacting factor that could affect successful treatment of individuals with neurological disorders?

A. Age of the individual

B. Prior language and literacy skills

C. Severity of injury

D. Social support systems

7. Which aspect of language do speech-language pathologists assess?

A. Only spoken language

B. Only writing skills

C. Spoken language, reading, writing, and spelling

D. Unwritten communication forms only

8. Children with phonological processes might struggle with which aspect of speech?

A. Understanding language

B. Reading comprehension

C. Production of certain phonemes

D. Writing skills

9. True or False: Broca's area is located only in the right hemisphere of the brain.

A. True

B. False

C. Both true and false

D. It depends on the individual

10. What two aspects are manipulated when producing different English consonants?

A. Tone and pitch

B. Place of articulation and manner of articulation

C. Volume and rhythm

D. Length and stress

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Answers

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1. B
2. B
3. A
4. C
5. C
6. B
7. C
8. C
9. B
10. B

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Explanations

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1. Which aspects of speech production contribute to fluency?

A. Volume and Clarity

B. Rate and Smoothness

C. Speed and Complexity

D. Rhythm and Tone

The aspect of speech production that contributes most directly to fluency is characterized by rate and smoothness. Fluency in speech refers to the flow and continuity of spoken language without excessive disruption or hesitation. Rate pertains to how quickly one articulates words, which can influence the overall ease with which speech is delivered. A balanced rate allows for natural conversation, enhancing the listener's ability to understand and process information without overwhelming or lagging. Smoothness refers to the seamless connection between words and phrases, minimizing interruptions such as pauses or repetitions that can disrupt communication. Volume and clarity, while important for effective communication, do not inherently affect fluency. Similarly, speed and complexity, although they play a role in how ideas are conveyed, do not directly correlate with the fluent quality of speech. Rhythm and tone relate to expressiveness and emotional conveyance in language, rather than the technical aspects of fluency. Therefore, the combination of rate and smoothness is essential for achieving fluent speech production.

2. True or False: Reading issues are considered within the scope of developmental language disorders.

A. True

B. False

C. Neither True nor False

D. Depends on the context

Reading issues are not generally classified as developmental language disorders, as developmental language disorders primarily focus on difficulties in language skills such as understanding and using spoken language. These disorders encompass a range of communication problems that affect an individual's ability to effectively understand, produce, and use spoken language in various contexts. While reading skills may be influenced by underlying language abilities, reading disorders, such as dyslexia, are classified separately from developmental language disorders. Reading difficulties might be a result of various factors, including phonological processing issues, which can overlap with but are distinct from the broader realm of language development disorders. Consequently, defining reading issues within the scope of developmental language disorders is inaccurate; thus, the statement is false.

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3. What is a critical period in language development?

A. A time when language is learned best

B. A stage where reading becomes important

C. A phase of life when language disorders are most noticeable

D. A period for social interaction

A critical period in language development refers to a specific timeframe during which the ability to learn language is heightened and most effective. This concept is rooted in research that suggests there are optimal windows for acquiring certain linguistic skills. During these intervals, particularly early childhood, individuals are more receptive to language input, making it easier for them to absorb grammatical structures, vocabulary, and phonetic distinctions. The notion of a critical period highlights the idea that language acquisition is most successful when it occurs within a certain age range, after which the ability to learn a language with native-like proficiency diminishes. This aligns with theories on brain plasticity, where the brain is particularly adaptable in the early years. Other choices, while relevant to language, do not specifically define the critical period. For instance, the importance of reading can emerge later and is not confined to a particular age, nor does it encapsulate the essence of the critical period. Similarly, while language disorders can manifest at various stages, the critical period primarily pertains to optimal language learning rather than the recognition of disorders. Lastly, social interaction is significant for language development but does not encapsulate the specific heightened learning potential that defines a critical period.

4. Which of the following best describes Person First Language?

A. Using a disability as an attribute of a person

B. Labeling individuals by their communication disorder

C. Describing an individual without using their disorder as a label

D. Identifying all individuals by their most severe deficits

Person First Language is a way of communicating that emphasizes the individual rather than their disability or disorder. This approach places the person before their condition, thereby recognizing their identity and humanity as separate from any challenges they may face. For instance, instead of referring to someone as a "disabled person" or "autistic individual," Person First Language encourages saying "a person with a disability" or "a person with autism." This promotes a more respectful and dignified view of individuals, highlighting that they are not defined solely by their disorders or conditions. By focusing on the person first, this language fosters a more inclusive attitude and reduces stigma associated with disabilities. In contrast, other options focus on labeling individuals strictly by their disabilities or deficits, which does not reflect the essence of Person First Language. These approaches may inadvertently contribute to negative perceptions and do not support the individuality and personhood of those with communication disorders.

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5. What is a common characteristic of speech in individuals with fluency disorders?

A. High pitch

B. Excessive volume

C. Inconsistent smoothness

D. Lack of expression

Individuals with fluency disorders often exhibit inconsistent smoothness in their speech. This characteristic manifests as interruptions in the flow of speech, which may include stuttering or other forms of disfluency. These interruptions can occur unpredictably and vary in frequency and intensity. The inconsistency reflects the struggling and effortful nature of speech production in these individuals, as they may have difficulty maintaining a steady rhythm or flow when speaking. In contrast, other characteristics, such as high pitch, excessive volume, or lack of expression, do not specifically define fluency disorders. High pitch and excessive volume pertain more to aspects of voice quality rather than fluency, while lack of expression can be associated with a range of conditions but is not a defining feature of fluency disorders. Thus, the hallmark of fluency disorders lies in the inconsistent nature of speech smoothness, making it the most appropriate choice.

6. Which of the following statements indicates an interacting factor that could affect successful treatment of individuals with neurological disorders?

A. Age of the individual

B. Prior language and literacy skills

C. Severity of injury

D. Social support systems

The correct answer highlights the significance of prior language and literacy skills as an interacting factor in the treatment of individuals with neurological disorders. Previous language and literacy experiences can play a crucial role in recovery and rehabilitation processes. Those with a strong foundation in language skills may have a better understanding of therapy techniques and be more adept at learning new skills in the face of neurological challenges. These prior skills can facilitate communication, improve motivation during therapy, and enhance the ability of the individual to engage with treatment plans. Consequently, this background directly influences the effectiveness of therapeutic interventions. While factors like age, severity of injury, and social support systems are also important, they may not be as directly tied to the cognitive-linguistic abilities that underpin communication therapy. In contrast, prior language and literacy skills specifically connect to the mechanisms of treatment and recovery, making them a critical focus in this context.

7. Which aspect of language do speech-language pathologists assess?

A. Only spoken language

B. Only writing skills

C. Spoken language, reading, writing, and spelling

D. Unwritten communication forms only

Speech-language pathologists assess a comprehensive range of language aspects, including spoken language, reading, writing, and spelling. This holistic approach is essential because language encompasses more than just verbal communication; it also includes the ability to read and write effectively, as well as the skills related to spelling. By evaluating all of these components, speech-language pathologists can better identify specific language difficulties and provide targeted interventions that address the individual needs of their clients. This thorough evaluation ensures that all potential areas of communication disorders are considered and treated appropriately, leading to more effective outcomes.

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8. Children with phonological processes might struggle with which aspect of speech?

A. Understanding language

B. Reading comprehension

C. Production of certain phonemes

D. Writing skills

Children with phonological processes typically struggle with the production of certain phonemes, which directly affects their ability to articulate sounds correctly. Phonological processes are patterns of sound errors that most children use to simplify speech as they are learning to talk. For instance, a child might substitute a simpler sound for a more complex one—such as saying "tat" instead of "cat" or "wombat." This difficulty in producing specific sounds can lead to challenges in being understood by others, which can ultimately impact their overall communication skills. While difficulties in understanding language or mastering reading comprehension and writing skills can occur, they are not the primary features of phonological processes. The focus is specifically on how these processes influence sound production, making option C the most accurate in this context.

9. True or False: Broca's area is located only in the right hemisphere of the brain.

A. True

B. False

C. Both true and false

D. It depends on the individual

Broca's area is primarily located in the left hemisphere of the brain, specifically in the frontal lobe, typically in the left inferior frontal gyrus. This region is crucial for language production and processing, which is why it is associated with expressive language disorders known as Broca's aphasia when damaged. While there can be some language function represented in the right hemisphere, especially in individuals who are left-handed or have atypical brain organization, the mainstream understanding in neuroscience points to Broca's area being predominantly left-lateralized for most of the population. Therefore, the assertion that Broca's area is located only in the right hemisphere is inaccurate, making the statement false.

10. What two aspects are manipulated when producing different English consonants?

A. Tone and pitch

B. Place of articulation and manner of articulation

C. Volume and rhythm

D. Length and stress

When producing different English consonants, the two key aspects that are manipulated are the place of articulation and the manner of articulation. The place of articulation refers to where in the vocal tract the constriction occurs during the production of a consonant. For instance, sounds can be produced at the lips (like /p/ and /b/), at the alveolar ridge (like /t/ and /d/), or at the velum (like /k/ and /g/). Manner of articulation describes how the airflow is obstructed as the sound is produced. This includes different categories such as stops (where airflow is completely stopped, like /p/ and /t/), fricatives (where airflow is partially obstructed, like /s/ and /f/), and nasals (where airflow is directed through the nasal cavity, like /m/ and /n/). Understanding these two dimensions is essential for distinguishing between different consonants in English, as each sound has a unique combination of place and manner of articulation that shapes its acoustic properties and perceptual features.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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