ARIZONA STATE UNIVERSITY (ASU) SHS470 DEVELOPMENTAL SPEECH AND LANGUAGE DISORDERS 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. What is the main characteristic of a transdisciplinary team?

A. Rigid roles among team members

B. Individual assessments without collaboration

C. Collaboration and joint recommendations

D. Focus on separate disciplines without overlap

2. What is the percentage of children with language disorders associated with ASD?

A. 21%

B. 6%

C. 63%

D. 15%

3. Which of the following does the development of articulatory skills NOT include?

A. Acquiring the ability to move articulators

B. Learning phonetic repertoire

C. A specific type of auditory training

D. Establishing phonetic repertoire

4. What does MRE represent in educational contexts?

A. Multiple Resource Education

B. Most Restrictive Environment

C. Medium Restrictive Environment

D. Maximum Resource Engagement

5. What does articulation refer to in the context of speech disorders?

A. The ability to memorize speech patterns

B. The planning and execution of gestures of the speech organs

C. The emotional expression during speech

D. The fluency of spoken language

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6. Which of the following is associated with sensory or behavioral causes of pediatric feeding disorders?

A. Coordination and timing issues

B. Distraction at meal time

C. Cleft lip and palate

D. Oral motor deficits

7. What does the term "family background" imply in relation to SLI?

A. Exposure to language-rich environments

B. History of language impairment in family

C. Parental involvement in education

D. Socioeconomic status of the family

8. What is an important consideration in the assessment and treatment of children with CP?

A. Focus on individual practice

B. Assessment without team input

C. Communication focus

D. Minimal intervention methods

9. What is one of the primary characteristics of children with IDD regarding their learning capabilities?

A. Rapid acquisition of language

B. Advanced problem-solving skills

C. Slower word acquisition

D. Intuitive understanding of abstract concepts

10. What is the initial goal when applying the remediation approach for a child?

A. To provide extensive social skills training

B. To eradicate the disorder completely

C. To gain age-appropriate skills

D. To apply standardized assessments

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Answers

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

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Explanations

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1. What is the main characteristic of a transdisciplinary team?

A. Rigid roles among team members

B. Individual assessments without collaboration

C. Collaboration and joint recommendations

D. Focus on separate disciplines without overlap

The main characteristic of a transdisciplinary team is the emphasis on collaboration and joint recommendations. In this approach, team members from various disciplines work closely together, sharing their expertise and knowledge to create a comprehensive understanding of a child's needs, strengths, and challenges. This collaboration allows for the integration of different perspectives, leading to more effective strategies and interventions that are tailored to the individual. Transdisciplinary teams often focus on shared goals and develop a unified plan that incorporates contributions from all members, rather than adhering strictly to their specific disciplines. This approach promotes holistic care, ensuring that assessments, interventions, and recommendations are cohesive and consider the interconnectivity of different developmental areas. In contrast, options that emphasize rigid roles or individual assessments without collaboration do not align with the essence of transdisciplinary work, which thrives on joint efforts and collective insights. Similarly, a focus on separate disciplines without overlap undermines the collaborative spirit that is central to effective transdisciplinary practice.

2. What is the percentage of children with language disorders associated with ASD?

A. 21%

B. 6%

C. 63%

D. 15%

The percentage of children with language disorders associated with Autism Spectrum Disorder (ASD) is noted to be around 63%. This figure highlights the significant overlap between ASD and language impairment, indicating that a majority of children diagnosed with ASD experience some form of language disorder. Historically, autism has been linked to communication challenges, which can manifest in various ways, such as delays in language development, difficulties with social communication, or atypical use of language. Understanding this statistic is crucial for professionals working with this population, as it emphasizes the need for targeted speech and language interventions to support these children's communication skills effectively.

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3. Which of the following does the development of articulatory skills NOT include?

A. Acquiring the ability to move articulators

B. Learning phonetic repertoire

C. A specific type of auditory training

D. Establishing phonetic repertoire

The development of articulatory skills primarily focuses on the physical aspects of speech production, which includes the ability to move the articulators (like the tongue, lips, and jaw) and establishing a phonetic repertoire. This development is crucial as it enables individuals to produce the sounds necessary for speech. Acquiring the ability to move articulators is fundamental because it involves mastering how to coordinate these physical movements effectively to create different speech sounds. Additionally, learning and establishing a phonetic repertoire is essential as it encompasses the range of sounds that a person can articulate, which is vital for clear communication. However, while auditory training is certainly beneficial for overall speech development and enhances listening skills, it is not directly involved in the physical execution of speech sounds. Hence, a specific type of auditory training is not a component of developing articulatory skills, making it the correct answer in this context. This highlights the distinction between the physical production of speech and the auditory processing that supports it.

4. What does MRE represent in educational contexts?

A. Multiple Resource Education

B. Most Restrictive Environment

C. Medium Restrictive Environment

D. Maximum Resource Engagement

MRE stands for Most Restrictive Environment in educational contexts, particularly in discussions around special education. This terminology is important because it pertains to the legal and educational mandates that ensure students with disabilities have equitable access to education in a setting that provides the appropriate level of support while promoting inclusion. The principle of the Least Restrictive Environment (LRE) emphasizes that students with disabilities should be educated with their typically developing peers to the maximum extent possible. The Most Restrictive Environment refers to situations where a student may be placed in an educational setting that is less inclusive, such as special schools or specialized programs, which may be necessary based on their individual needs and the severity of their disabilities. Understanding this concept is crucial because it underlines the balance educators and specialists must strike between meeting a student's specific needs and fostering inclusion within a broader educational context. This approach aligns with legal frameworks such as the Individuals with Disabilities Education Act (IDEA), which advocates for educational equity and the importance of considering the least restrictive options first.

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5. What does articulation refer to in the context of speech disorders?

A. The ability to memorize speech patterns

B. The planning and execution of gestures of the speech organs

C. The emotional expression during speech

D. The fluency of spoken language

Articulation in the context of speech disorders specifically refers to the planning and execution of gestures of the speech organs. This involves the precise movement of various parts of the vocal apparatus—such as the tongue, lips, jaw, and palate—necessary to produce clear and intelligible speech sounds. Proper articulation is critical for effective communication, as it influences how accurately and easily speech can be understood by listeners. When considering the other options, memorizing speech patterns deals more with cognitive aspects of language rather than the physical production of speech sounds. Emotional expression during speech pertains to the expressive quality and tone rather than the articulatory process. Lastly, fluency is related to the flow and rhythm of speech, which is distinct from the clarity and precision of sound production that articulation encompasses. Understanding articulation in this way highlights its fundamental role in the overall ability to communicate effectively.

6. Which of the following is associated with sensory or behavioral causes of pediatric feeding disorders?

A. Coordination and timing issues

B. Distraction at meal time

C. Cleft lip and palate

D. Oral motor deficits

The choice related to distraction at meal time is particularly relevant to sensory or behavioral causes of pediatric feeding disorders. Children who experience behavioral feeding issues may find it difficult to focus on the act of eating due to external stimuli or distractions in their environment. This can manifest in various ways, such as turning their attention away from food, being easily sidetracked by noises or visual stimuli, or finding it hard to remain seated during meals. This behavioral aspect is crucial, as it directly pertains to the child's engagement with feeding and can influence their willingness to eat or try new foods. In contrast, the other options typically relate to physical or structural issues rather than behavioral or sensory ones. For instance, coordination and timing issues may refer more to developmental or physical challenges rather than sensory distractions. Cleft lip and palate are anatomical conditions that affect feeding but are not categorized as sensory or behavioral causes. Lastly, oral motor deficits involve the physical ability to manipulate food and do not directly address sensory processing or behavioral engagement during feeding. Thus, the identification of distraction at meal time as associated with sensory or behavioral causes allows for better understanding and intervention strategies for pediatric feeding disorders.

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7. What does the term "family background" imply in relation to SLI?

A. Exposure to language-rich environments

B. History of language impairment in family

C. Parental involvement in education

D. Socioeconomic status of the family

The term "family background" in relation to Specific Language Impairment (SLI) typically emphasizes the significance of the history of language impairment within the family. This concept plays a crucial role in understanding the potential genetic or hereditary factors that may contribute to language development disorders in children. Research has indicated that SLI can have a familial pattern, suggesting that if a family has a history of language impairments, there is an increased likelihood that these issues may also present in subsequent generations. Recognizing a family history of language impairment can help clinicians identify children who may be at risk for similar challenges and guide intervention strategies appropriately. This involvement can be essential in tracking the developmental trajectories of children diagnosed with SLI and ensuring that appropriate resources and supports are provided. Other factors, while potentially relevant to the broader context of language development, do not directly address the implications of "family background" in the same way. Exposure to language-rich environments, parental involvement in education, and socioeconomic status are influential in language acquisition and development but do not relate explicitly to hereditary factors. The emphasis on family history underlines the importance of considering genetic predispositions when evaluating and addressing SLI.

8. What is an important consideration in the assessment and treatment of children with CP?

A. Focus on individual practice

B. Assessment without team input

C. Communication focus

D. Minimal intervention methods

In the assessment and treatment of children with cerebral palsy (CP), a significant consideration is the focus on communication. Many children with CP face challenges not just in physical mobility but also in their ability to communicate effectively. Understanding and facilitating communication is essential for their development and quality of life. A communication-focused approach ensures that strategies are tailored to meet the child's specific needs, promoting their participation in social interactions and enhancing their ability to express wants, needs, and thoughts. This perspective aligns with a holistic approach to therapy, recognizing that speech and language development is closely tied to overall functioning and integration in educational and social environments. By prioritizing communication, practitioners can utilize a range of tools and approaches, including speech therapy, augmentative and alternative communication (AAC) devices, and other interventions that support the child's unique capabilities and goals. This comprehensive consideration helps in creating a collaborative environment where input from various professionals and the child's family supports effective intervention strategies. Thus, focusing on communication is fundamental to enabling children with CP to thrive and engage meaningfully with those around them.

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9. What is one of the primary characteristics of children with IDD regarding their learning capabilities?

A. Rapid acquisition of language

B. Advanced problem-solving skills

C. Slower word acquisition

D. Intuitive understanding of abstract concepts

Children with Intellectual and Developmental Disabilities (IDD) often exhibit slower word acquisition as one of their primary characteristics. This relates to their overall developmental profile, which includes challenges in cognitive processing and language development. The rate at which they learn new vocabulary tends to be less rapid compared to typically developing peers, meaning that they may require more time and support to acquire language skills. This slower acquisition can influence their ability to communicate effectively and function socially. In the context of learning capabilities, these children may experience challenges in comprehending complex language structures and may have difficulty articulating their thoughts or needs. Addressing the slower word acquisition requires targeted interventions that can include specialized teaching strategies, visual aids, and repetition to help facilitate language learning. By providing structured support, educators and caregivers can enhance language development and communication skills in children with IDD.

10. What is the initial goal when applying the remediation approach for a child?

A. To provide extensive social skills training

B. To eradicate the disorder completely

C. To gain age-appropriate skills

D. To apply standardized assessments

The initial goal when applying the remediation approach for a child is to gain age-appropriate skills. This focus is essential because the primary aim of remediation is to help the child reach functional communication abilities that are appropriate for their developmental stage. Achieving age-appropriate skills allows children to participate more fully in social, academic, and daily activities, which is central to their overall development and well-being. Focusing on age-appropriate skills serves as a foundational step, ensuring that children can communicate effectively and interact with their peers. This goal supports not only their speech and language development but also fosters confidence and enhances their ability to form relationships. In contrast, the other options do not align with the foundational aspect of remediation. While social skills training can be beneficial, it is not the initial goal. Eradicating the disorder completely sets an unrealistic expectation, as many children may continue to face challenges despite intervention. Additionally, applying standardized assessments is important for evaluating progress but is not a goal in itself; rather, it serves as a tool to inform and guide the remediation process. By prioritizing the acquisition of age-appropriate skills, clinicians can create a more meaningful and impactful intervention strategy.

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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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