ETS PRAXIS SPEECH-LANGUAGE PATHOLOGY (5331) FORM 3 PRACTICE TEST (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. Elisions and transpositions in phonemes are referred to as which type of modification?

A. Additions

B. Blending

C. Deletions

D. Manipulations

2. What cognitive domain primarily impacted Brennan in his assessment for chronic traumatic encephalopathy?

A. Long-term memory

B. Problem-solving

C. Language skills

D. Social interactions

3. Which example best illustrates a syntactic feature of Spanish-influenced English?

A. She no do laundry today.

B. He is going?

C. Lady her shoes.

D. She be runnin' fast.

4. Which reflex is primarily responsible for expelling material from the airway?

A. Rooting reflex

B. Gag reflex

C. Cough reflex

D. Swallowing reflex

5. What should an SLP do upon realizing her license expired while seeing patients?

A. Continue seeing patients as scheduled

B. Discontinue treatment documentation

C. Inform the practice administrator

D. Reassign patients to another licensed SLP

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6. What characteristic is typical of spondee words?

A. They are phonetically balanced two-syllable words
B. They are phonetically balanced monosyllabic words
C. They represent twenty of the most common English words
D. They are two-syllable words produced with equal stress

7. What is a false negative in the context of screening tests?

A. Patients who passed the screen but actually aspirated
B. Patients who failed the screen and did not aspirate
C. Patients who passed the screen and did not require further assessment
D. Patients who failed the screen and required immediate hospitalization

8. When is endoscopic examination of swallowing particularly useful?

A. To assess hyolaryngeal elevation
B. To evaluate volumes of pharyngeal secretions
C. To check penetration of material into the larynx
D. To measure efficiency of lingual manipulation

9. What is the purpose of using surface electromyography in speech therapy?

A. To measure voice pitch
B. To monitor breathing patterns
C. To provide feedback on muscle activity
D. To assess laryngeal function

10. Which assessment provides objective data to complement a perceptual assessment of voice quality?

A. Performing acoustic assessment
B. Obtaining history of the problem
C. Using the Consensus Auditory-Perceptual Evaluation of Voice
D. Administering the Voice Handicap Index

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Answers

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

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Explanations

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1. Elisions and transpositions in phonemes are referred to as which type of modification?

A. Additions

B. Blending

C. Deletions

D. Manipulations

Elisions and transpositions in phonemes are categorized as manipulations because they involve altering the structure of speech sounds. Manipulation refers to the process of changing, rearranging, or modifying phonemes within spoken language. This can include the omission of certain sounds (elision) or the rearranging of sounds (transposition) to create new phonetic outcomes or to adapt speech patterns. Such processes are critical for understanding various phonological phenomena, including how speech develops, the evolution of language, and the strategies used in speech therapy to address speech sound disorders. In contrast, other choices do not accurately describe the processes of elisions and transpositions. Additions would imply introducing new phonemes rather than modifying existing ones. Blending refers to merging sounds or phonemes to form new ones, which is different from the concept of eliminating or rearranging them. Lastly, deletions focus solely on removing phonemes without the aspect of transposing them or combining them in new ways, making "manipulations" the most fitting descriptor for the processes of elision and transposition.

2. What cognitive domain primarily impacted Brennan in his assessment for chronic traumatic encephalopathy?

A. Long-term memory

B. Problem-solving

C. Language skills

D. Social interactions

The correct answer focuses on the cognitive domain of problem-solving, which is particularly affected in individuals with chronic traumatic encephalopathy (CTE). CTE is a progressive neurodegenerative disease that often arises following repeated head trauma, such as concussions. One of the hallmark symptoms of CTE is a decline in executive functions, which include problem-solving abilities, planning, and decision-making. In cases of CTE, individuals may face difficulties in processing information, organizing thoughts, and developing solutions to everyday problems. This impairment can significantly impact a person's ability to function effectively in various aspects of life, particularly in roles requiring critical thinking and adaptability. In contrast, while long-term memory, language skills, and social interactions can also be affected in individuals with CTE, the core issue often lies within executive functioning, with problem-solving being a key component. This makes problem-solving the most appropriate cognitive domain to identify regarding Brennan's assessment for CTE.

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3. Which example best illustrates a syntactic feature of Spanish-influenced English?

A. She no do laundry today.

B. He is going?

C. Lady her shoes.

D. She be runnin' fast.

The example that best illustrates a syntactic feature of Spanish-influenced English is "She no do laundry today." This construction reflects a common pattern found in Spanish grammar, where negation is often expressed differently than in English. In Spanish, a phrase can be constructed with a negative word directly preceding the verb, as in "Ella no hace la colada hoy," which translates to "She no do laundry today." This reflects a direct transfer of linguistic structures from Spanish to English, showcasing how speakers might maintain some grammatical elements from their primary language while speaking English. The other options do not clearly demonstrate this syntactic influence. For instance, "He is going?" is simply a standard English interrogative structure and lacks any elements particularly indicative of Spanish syntax. "Lady her shoes" presents a non-standard phrase that does not align with typical structures in either English or Spanish. "She be runnin' fast" could reflect elements of African American Vernacular English (AAVE) rather than Spanish syntax. Thus, "She no do laundry today" stands out as the most representative of Spanish syntactic characteristics in English usage.

4. Which reflex is primarily responsible for expelling material from the airway?

A. Rooting reflex

B. Gag reflex

C. Cough reflex

D. Swallowing reflex

The cough reflex is primarily responsible for expelling material from the airway. This protective mechanism is crucial for maintaining clear air passages and preventing foreign substances, such as food, liquid, or other irritants, from entering the lungs. When the airway is stimulated—often by the presence of an irritation or obstruction—the cough reflex initiates a forceful expulsion of air from the lungs, effectively dislodging and clearing the obstruction. While the gag reflex plays a role in preventing unwanted material from entering the throat and esophagus, it does not specifically target the airway in the same manner as the cough reflex. The rooting reflex is associated with feeding and involves an infant's tendency to turn their head toward a stimulus on their cheek, which aids in breastfeeding, but does not serve the purpose of airway clearance. The swallowing reflex, while vital for safely moving food and liquids from the mouth to the esophagus, primarily facilitates digestion rather than airway protection. Therefore, the cough reflex is distinctly positioned as the primary defense mechanism against airway obstructions.

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5. What should an SLP do upon realizing her license expired while seeing patients?

A. Continue seeing patients as scheduled

B. Discontinue treatment documentation

C. Inform the practice administrator

D. Reassign patients to another licensed SLP

When a speech-language pathologist (SLP) realizes that their license has expired while seeing patients, the most appropriate course of action is to inform the practice administrator. This step ensures that proper protocols are followed regarding patient care and safety, maintaining the professional standards required in the healthcare field. It allows the practice to take necessary actions to address the situation, such as verifying the status of the license and determining how to proceed with patient care. Taking this action reflects the SLP's ethical responsibility to ensure that patients receive treatment from a licensed professional and may prevent potential legal or ethical complications that could arise from continuing to provide services without a valid license. Engaging the practice administrator also supports the overall functioning of the practice by ensuring that policies regarding licensing are upheld. Continuing to see patients without a valid license would be unethical and potentially harmful to both the patients and the SLP. Discontinuing treatment documentation does not address the core issue of providing care without proper licensure. Reassigning patients to another licensed SLP may be part of the solution, but it should come after the practice administrator has been informed and a decision is made regarding patient care.

6. What characteristic is typical of spondee words?

A. They are phonetically balanced two-syllable words

B. They are phonetically balanced monosyllabic words

C. They represent twenty of the most common English words

D. They are two-syllable words produced with equal stress

Spondee words are characterized by having two syllables that are produced with equal stress. This means that both syllables of the word are emphasized in the same manner, which is essential for specific assessments in speech-language pathology, particularly when evaluating speech perception and production. The equal stress on both syllables helps clinicians understand the individual's ability to process and produce speech sounds effectively, as well as to assess their articulatory precision. The other choices do not accurately capture the defining feature of spondee words. For instance, while some two-syllable words may indeed be phonetically balanced, this characteristic applies broadly and does not specifically pertain to spondees. Also, monosyllabic words are not relevant in this context, as spondees consist exclusively of two syllables. Furthermore, the claim that spondee words represent a selection of common English words does not define their nature; it is the stress pattern that is the defining characteristic. Therefore, the emphasis on equal stress makes option D the correct explanation of spondee words.

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7. What is a false negative in the context of screening tests?

A. Patients who passed the screen but actually aspirated

B. Patients who failed the screen and did not aspirate

C. Patients who passed the screen and did not require further assessment

D. Patients who failed the screen and required immediate hospitalization

In the context of screening tests, a false negative occurs when a screening tool indicates that a patient does not have a condition or issue when, in fact, they do. This means that the screening test yields a negative result (suggesting absence of the condition), but further evaluation reveals that the individual does have the condition. Option A describes patients who passed the screen but actually aspirated. In this case, the screening test failed to identify the aspiration, leading to a false negative result. The patient appears to be fine based on the results of the test, but they actually experienced a significant health event that went undetected. This understanding highlights the importance of effective screening tools and the potential risks associated with false negatives. If a screening test does not accurately identify a problem, the patient may miss out on necessary interventions or treatments, which could result in serious consequences.

8. When is endoscopic examination of swallowing particularly useful?

A. To assess hyolaryngeal elevation

B. To evaluate volumes of pharyngeal secretions

C. To check penetration of material into the larynx

D. To measure efficiency of lingual manipulation

Endoscopic examination of swallowing, particularly through flexible endoscopic evaluation of swallowing (FEES), provides a direct view of the swallowing process, allowing for the assessment of various components involved in the act of swallowing. The key purpose of this examination is to visualize the anatomy and functionality of the structures involved in swallowing, which includes the ability to evaluate the risk of aspiration and assess the presence of pharyngeal secretions. In this context, assessing volumes of pharyngeal secretions is crucial. During the swallowing process, secretions play a significant role in lubrication and the overall safety and efficiency of swallowing. An endoscopic evaluation can help to identify any abnormal amounts of secretions, which may contribute to impaired swallowing or aspiration risk. It is particularly useful in providing insights on how these secretions may affect the flow of food and liquid during swallowing. The other options, while relevant aspects of swallowing assessment, do not capture the primary utility of endoscopy in the same way. For example, assessing hyolaryngeal elevation is better suited for other types of evaluations, such as videofluoroscopic swallow studies, where dynamic movement can be recorded. Evaluating penetration into the larynx focuses on a specific event during swallowing, and measuring the efficiency

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9. What is the purpose of using surface electromyography in speech therapy?

A. To measure voice pitch

B. To monitor breathing patterns

C. To provide feedback on muscle activity

D. To assess laryngeal function

The purpose of using surface electromyography (sEMG) in speech therapy is to provide feedback on muscle activity. This technology allows clinicians to measure the electrical activity of muscles involved in speech production, such as those in the lips, tongue, and larynx. By visualizing this muscle activity in real-time, both the therapist and the patient can gain insights into how well the muscles are functioning during speech. This feedback is valuable for targeting specific speech production issues, helping to improve articulation, control, and coordination of the muscles needed for effective communication. Other options may touch on aspects of speech therapy, but they do not reflect the primary function of sEMG. Measuring voice pitch pertains to acoustic analysis rather than muscular activity, monitoring breathing patterns is related to respiratory function and might use different modalities, and assessing laryngeal function typically focuses on other diagnostic tools rather than muscle activity alone. Thus, the unique capability of sEMG to provide direct feedback about the neuromuscular components of speech makes it a critical tool for enhancing therapeutic outcomes in speech-language pathology.

10. Which assessment provides objective data to complement a perceptual assessment of voice quality?

A. Performing acoustic assessment

B. Obtaining history of the problem

C. Using the Consensus Auditory-Perceptual Evaluation of Voice

D. Administering the Voice Handicap Index

The assessment that provides objective data to complement a perceptual assessment of voice quality is performing an acoustic assessment. Acoustic assessment involves measuring various voice parameters through specific techniques and technologies, such as analyzing pitch, loudness, and quality of the voice using instruments. This objective data serves as a quantitative counterpart to the subjectivity of perceptual assessments, allowing practitioners to have a comprehensive understanding of the voice quality in a clinical setting. By integrating acoustic measures, clinicians can quantify aspects of voice quality that might be perceived subjectively during a perceptual evaluation. This combination helps in accurately diagnosing voice disorders and determining appropriate treatment plans. In contrast, obtaining the history of the problem is primarily subjective and does not provide direct measurements of voice quality. The Consensus Auditory-Perceptual Evaluation of Voice, while important for understanding the perceptual aspect of voice, does not yield objective data but rather relies on clinicians' subjective judgments. Similarly, administering the Voice Handicap Index helps assess the impact of voice disorders on a person's life but does not provide objective measures of voice quality itself.

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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:

https://etspraxis5331form3.examzify.com

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

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