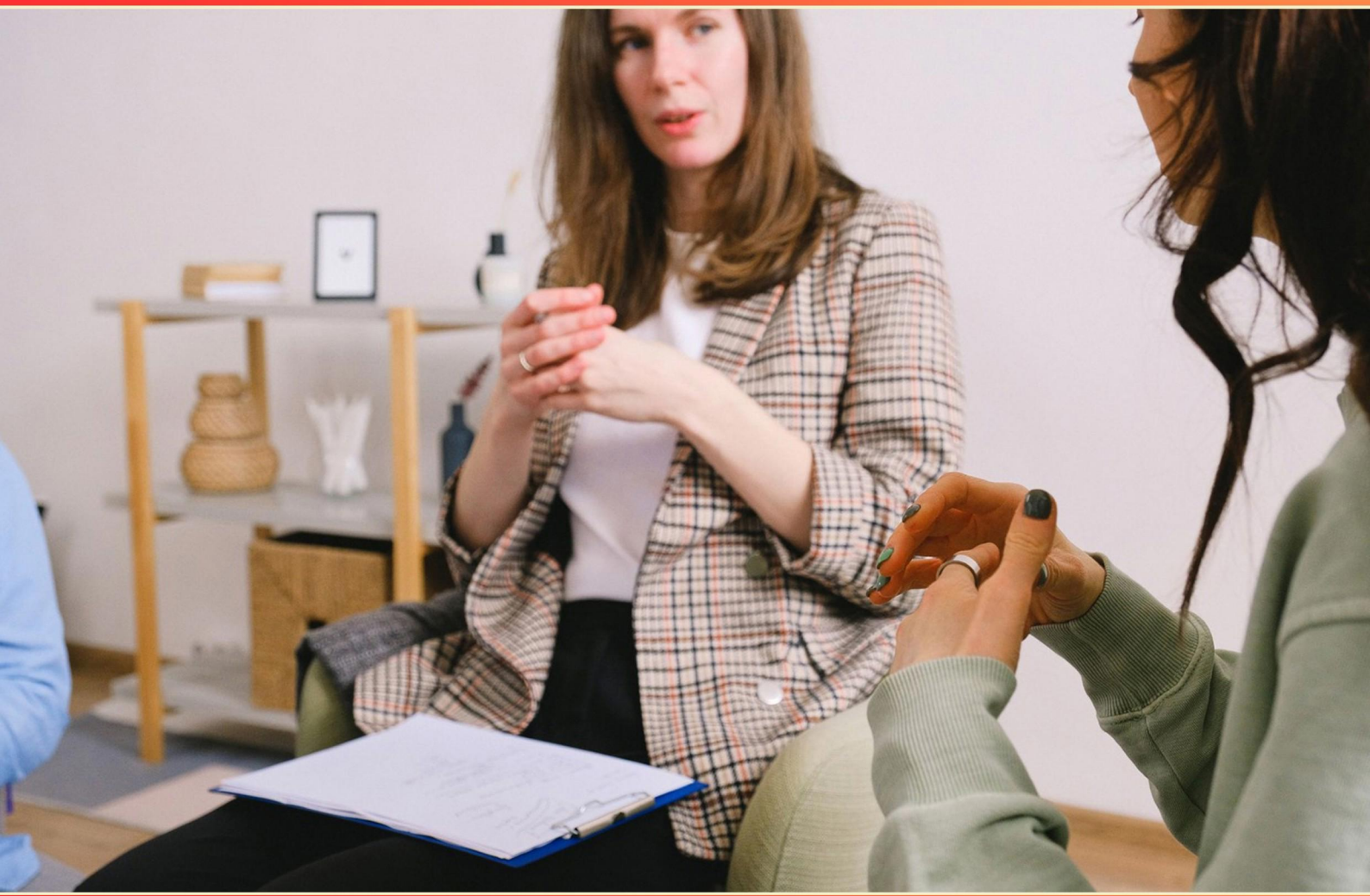
PRAXIS SPEECH□LANGUAGE PATHOLOGY (5331) FORM 1 PRACTICE TEST (SAMPLE)

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. **Adults with Alzheimer's-type dementia differ from those with aphasia in that:**

   A. People with dementia have poorer repetition abilities

   B. People with dementia generally experience more dysfluency

   C. People with dementia are generally more aware of communication disruptions

   D. People with aphasia usually recall recent events better

2. **Compared to children without language disorders, children with language disorders tend to ask:**

   A. More open-ended questions

   B. Fewer open-ended questions

   C. More closed questions

   D. More indirect requests

3. **What is a significant limitation of the research design involving a single-group pretest-posttest study on language intervention?**

   A. The use of a single-group pretest-posttest design

   B. The absence of a control group

   C. The inability to rule out other factors for improvement

   D. All of the above

4. **Which sentence exhibits the highest syntactic complexity?**

   A. Is John helping Bill?

   B. Why is John helping Bill?

   C. John isn't helping Bill.

   D. Why isn't John helping Bill?

5. **Which therapy technique is specifically designed to reduce stuttering in children?**

   A. Fluency Shaping Therapy

   B. The Lidcombe Program

   C. Cognitive Behavioral Therapy

   D. Stuttering Modification Therapy

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6. What symptom is NOT typically associated with right-hemisphere dysfunction?

A. Visuospatial disorganization

B. Inability to initiate interactions

C. Left-side neglect

D. Difficulty with word finding

7. What is a key feature of the phonological system that distinguishes English from Spanish for native speakers?

A. The use of multiple negations

B. The presence of specific phonemes like /f/

C. Sound length in vowel pronunciation

D. The use of auxiliary verbs

8. In treatment planning for a child with language impairment, which is a key component?

A. Focus solely on vocabulary enhancement

B. Incorporation of multi-sensory strategies

C. Repetitive speech drills

D. Individual therapy sessions exclusively

9. What step should a speech-and-hearing clinic director take first to increase referrals?

A. Ask local hospitals for names of potential clients

B. Identify major consumer groups and develop a plan to reach them

C. Analyze competition and inform potential clients about its weaknesses

D. Wait for demand to increase organically

10. According to research on the development of Brown's morphemes, which is a determinant of acquisition order?

A. Phonological ease of production

B. Figurative-language ability

C. Semantic and syntactic complexity

D. Sequencing and segmentation strategies

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Answers

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

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Explanations

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1. Adults with Alzheimer's-type dementia differ from those with aphasia in that:

A. People with dementia have poorer repetition abilities

B. People with dementia generally experience more dysfluency

C. People with dementia are generally more aware of communication disruptions

D. People with aphasia usually recall recent events better

Adults with Alzheimer's-type dementia exhibit different communication profiles compared to those with aphasia. One of the key characteristics of Alzheimer's dementia is that individuals often experience significant memory impairments, particularly in recalling recent events. This can lead to challenges in forming coherent narratives or following conversations. In contrast, individuals with aphasia, particularly those whose primary issue is in language processing rather than memory, may have better recall of recent events. They may struggle more with language production, comprehension, or repetition but are often aware of their past experiences, which can include recent ones. This distinction highlights how the cognitive impairments associated with Alzheimer's disease affect communication differently than the isolated language deficits observed in aphasia. Understanding these differences is crucial for tailoring interventions and support strategies effectively for individuals with these conditions.

2. Compared to children without language disorders, children with language disorders tend to ask:

A. More open-ended questions

B. Fewer open-ended questions

C. More closed questions

D. More indirect requests

Children with language disorders often demonstrate differences in their communication styles compared to their typically developing peers. One key characteristic is their likelihood of asking fewer open-ended questions. Open-ended questions require more linguistic complexity and the ability to organize thoughts, which can be challenging for children with language disorders. These children may struggle with formulating questions that invite expansive responses, often resorting to simpler, more direct forms of questioning. This can result in a tendency to ask closed questions, which are typically structured to elicit a yes or no response, rather than engaging in a more dynamic dialogue that open-ended questions promote. By contrast, open-ended questions often necessitate a higher level of cognitive and linguistic skills, as they require the individual to consider multiple facets of a topic and articulate their thoughts in a more developed way. Therefore, the observed behavior of asking fewer open-ended questions among children with language disorders reflects their challenges with language function and complexity in communication.

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3. What is a significant limitation of the research design involving a single-group pretest-posttest study on language intervention?

A. The use of a single-group pretest-posttest design

B. The absence of a control group

C. The inability to rule out other factors for improvement

D. All of the above

In a single-group pretest-posttest study design, several significant limitations arise that impact the reliability and validity of the findings related to language intervention. First, the use of this design inherently lacks a control group. A control group is essential in experimental research as it provides a baseline for comparing the effects of the intervention. Without a control group, researchers cannot definitively attribute observed changes in language skills solely to the intervention, as there is no comparison to measure these effects against. Second, one of the major limitations is the inability to rule out extraneous factors that could influence the outcomes. Improvements in language skills could result from various uncontrolled variables, such as maturation, environmental changes, or concurrent therapies, rather than the intervention itself. This lack of control over external influences compromises the study's ability to infer causation. These two points highlight the shortcomings of the research design, emphasizing that the findings may not accurately reflect the effectiveness of the language intervention. Consequently, all the mentioned limitations collectively emphasize the challenges associated with single-group pretest-posttest studies.

4. Which sentence exhibits the highest syntactic complexity?

A. Is John helping Bill?

B. Why is John helping Bill?

C. John isn't helping Bill.

D. Why isn't John helping Bill?

The sentence that demonstrates the highest syntactic complexity is the one that contains both an interrogative format and a negative auxiliary verb. In this case, the chosen sentence incorporates these elements, which adds additional layers of structure and cognitive processing. The structure of "Why isn't John helping Bill?" involves several components: it begins with an interrogative word ("Why"), followed by the negative form of the auxiliary verb ("isn't"), and concludes with the main verb phrase ("helping Bill"). This combination requires the listener or reader to process the intent behind the question (seeking a reason) while also managing the negation, which adds complexity to its interpretation. Other options, although they are questions, are less complex. For instance, "Is John helping Bill?" and "John isn't helping Bill." are straightforward inquiries or statements without the added layer of negation or the need for reasoning that "Why isn't John helping Bill?" encompasses. Thus, the highest syntactic complexity is found in the chosen sentence due to its combination of the interrogative, the negative, and the action phrase.

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5. Which therapy technique is specifically designed to reduce stuttering in children?

A. Fluency Shaping Therapy

B. The Lidcombe Program

C. Cognitive Behavioral Therapy

D. Stuttering Modification Therapy

The Lidcombe Program is a specific therapy technique designed for children who stutter. It is a behavioral approach that involves parents providing positive reinforcement for fluent speech and structured conversations with the child about their speech. The program is focused on creating a supportive environment that encourages fluent speech while also reducing the child's anxiety associated with stuttering. It combines regular clinic visits and home practice to track progress and adjust therapy as needed. This approach is particularly effective for young children because it integrates the child's natural speech patterns into the therapy while also involving caregivers in the treatment process. Other techniques, while beneficial in their own right, do not specifically address the needs of children in the same manner. Fluency Shaping Therapy focuses more broadly on changing speech patterns instead of being tailored to children as in the Lidcombe Program. Cognitive Behavioral Therapy is aimed at addressing the emotional and cognitive aspects of stuttering rather than directly targeting the speech behavior itself. Stuttering Modification Therapy typically focuses on altering the way stuttering occurs, which may not be as effective for younger children. Thus, the Lidcombe Program's emphasis on structured interaction and parental involvement makes it a uniquely suitable choice for reducing stuttering in children.

6. What symptom is NOT typically associated with right-hemisphere dysfunction?

A. Visuospatial disorganization

B. Inability to initiate interactions

C. Left-side neglect

D. Difficulty with word finding

Difficulty with word finding is not typically associated with right-hemisphere dysfunction; rather, it is more commonly linked to left-hemisphere damage, particularly in areas responsible for language processing, such as Broca's and Wernicke's areas. The left hemisphere is primarily responsible for language function in most right-handed individuals, which includes tasks like word retrieval and syntax. In contrast, the other symptoms listed are characteristic manifestations of right-hemisphere dysfunction. Visuospatial disorganization arises from deficits in processing spatial relationships, which is a function of the right hemisphere. Left-side neglect, where the individual fails to attend to stimuli on the left side of their body or visual field, is also frequently observed in individuals with right-hemisphere lesions. Inability to initiate interactions can occur due to impaired social communication skills, which are often associated with right-hemisphere impairments affecting pragmatic language use and emotional understanding.

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7. What is a key feature of the phonological system that distinguishes English from Spanish for native speakers?

A. The use of multiple negations

B. The presence of specific phonemes like /f/

C. Sound length in vowel pronunciation

D. The use of auxiliary verbs

The key feature of the phonological system that distinguishes English from Spanish for native speakers is the presence of specific phonemes such as /f/. In English, phonemes like /f/, /v/, and /θ/ (the "th" in "think") are considered distinctive sounds that can change the meaning of words. These phonemes are not present in the same way in Spanish, which can lead to difficulty for native Spanish speakers when learning English pronunciation. This distinction can create challenges in areas such as speech perception and production, where the differences in phoneme availability can affect communication and spelling patterns. Other options, while relevant to language structure, do not highlight phonological differences as clearly as the presence of specific phonemes, which is critical for understanding how these two languages function at a sound level.

8. In treatment planning for a child with language impairment, which is a key component?

A. Focus solely on vocabulary enhancement

B. Incorporation of multi-sensory strategies

C. Repetitive speech drills

D. Individual therapy sessions exclusively

Incorporating multi-sensory strategies into the treatment plan for a child with language impairment is essential because it leverages various sensory modalities—such as visual, auditory, and tactile— to support learning and communication development. Children with language impairments often benefit from engaging multiple senses, which can enhance their understanding and retention of language concepts. For instance, using visual aids, gestures, and hands-on activities can make abstract language concepts more concrete and accessible. This approach addresses different learning styles and helps maintain the child's interest, making sessions more effective and enjoyable. By engaging multiple senses, therapists can create a more inclusive and adaptable learning environment that caters to the individual needs of each child. This contrasts with the other strategies mentioned, which may not fully address the complexities of language learning. For example, focusing solely on vocabulary enhancement might neglect other critical language aspects like grammar and social communication. Repetitive speech drills may not provide the contextual learning necessary for language use in everyday situations, and individual therapy sessions exclusively may limit the opportunities for social interaction and communication practice with peers.

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9. What step should a speech-and-hearing clinic director take first to increase referrals?

A. Ask local hospitals for names of potential clients

B. Identify major consumer groups and develop a plan to reach them

C. Analyze competition and inform potential clients about its weaknesses

D. Wait for demand to increase organically

The most effective first step for a speech-and-hearing clinic director to increase referrals is to identify major consumer groups and develop a plan to reach them. This approach allows the director to strategically focus resources and messaging on the specific populations that need services. By understanding the demographics, needs, and preferences of potential clients, the clinic can tailor its outreach efforts, making them more relevant and impactful. Before implementing any referral strategies, having a clear understanding of who the target audience is will ensure that the communication and marketing efforts resonate with consumers. This foundational step is crucial because it lays the groundwork for an effective referral process by building awareness and establishing relationships with the communities that are most likely to benefit from the clinic's services. In contrast, seeking names of potential clients from hospitals, while potentially helpful, does not address the broader need for targeted outreach. Analyzing competition can offer insights, but it may distract from the primary goal of connecting with clients. Waiting for demand to increase organically often leads to missed opportunities and is generally a more passive approach that may not yield timely results.

10. According to research on the development of Brown's morphemes, which is a determinant of acquisition order?

A. Phonological ease of production

B. Figurative-language ability

C. Semantic and syntactic complexity

D. Sequencing and segmentation strategies

The correct answer is based on the understanding that the acquisition of Brown's morphemes is influenced significantly by semantic and syntactic complexity. As children develop their language skills, they tend to learn morphemes that represent simpler and more concrete meanings before moving on to those that are more abstract and complex. This progression follows a natural pattern in which children typically grasp grammatical structures that are less demanding both semantically and syntactically earlier than those that require more sophisticated language processing. For instance, morphemes that signify pluralization or possession have clearer, more direct meanings and are often easier for children to conceptualize and use in sentences than those that might convey more intricate grammatical nuances, such as perfective aspects or more complex tense markers. Thus, understanding how meaning and sentence structure influence the order in which children acquire these morphemes plays a crucial role in the study of language development. Other options, while relevant in different contexts, do not primarily drive the order of morpheme acquisition. Phonological ease of production could influence general speech development but isn't the main factor for morphemes. Figurative-language ability typically develops later and is not directly tied to the early acquisition of basic morphemes. Sequencing and segmentation strategies are important

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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://praxis5331form1.examzify.com

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

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