

Teaching Speech to Students with Language Impairments (0880)

Test at a Glance

Test Name	Teaching Speech to Students with Language Impairments		
Test Code	0880		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Speech/Language Development and Foundations	25	21%
	II. Diagnosis and Management of Speech/Language Disorders	44	36%
	III. Application of Linguistics/Psycholinguistics	14	12%
	IV. Audiology, Aural Rehabilitation, and Alternatives; Instrumentation	19	16%
	V. General Special Education	18	15%

About This Test

The Teaching Speech to Students with Language Impairments test is designed for prospective teachers of students with language impairments in public school programs. It assesses the knowledge and skills necessary for safe and effective practice at the time of entry into the profession. The primary focus of the test is on the education of students with speech/language impairments in the preschool, elementary, and secondary school years.

The 120 test questions concern the application of developmental norms to communication disorders, the diagnosis of speech/language impairments, and the planning and implementation of instructional programs. Examinees' knowledge of general special education practices and services is also assessed.

The five content categories cover speech/language development and foundations; diagnosis, management, and intervention approaches; linguistics/psycholinguistics; audiology; and general special education.

This test may contain some questions that will not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Speech/Language Development and Foundations

- Normal speech and language development: theories of speech and language development, such as the behavioral, neurological, cognitive, and nativist theories; the sequence of development and developmental milestones; the application of norms to communication disorders
- Foundations of speech and language: anatomical and physiological foundations, including the normal speech and hearing mechanism, and impairments such as otitis media and vocal nodules; psychological foundations, such as secondary stutter versus lisp; social foundations, including Deaf culture, English as a second language, and dialects associated with various subcultures

II. Diagnosis and Management of Speech/Language Disorders

- Evaluation: screening procedures for speech, language, and hearing; interpretation of diagnostic instruments, including articulation measures, language measures, as well as those for voice and fluency
- Therapy: data collection and record keeping; therapeutic approaches, materials, and resources covering stuttering, articulation, and language; therapy for special populations such as learning disabled and mentally retarded students
- Case load management: entry/exit criteria, scheduling service delivery models
- Relationship between a student's speech and language impairment and ability to function in an educational program: intervention and instructional strategies, predictors of classroom performance

III. Application of Linguistics/Psycholinguistics to Communication Disorders

- Definitions and basic concepts: syntax, semantics, phonology, pragmatics
- Developmental differences

IV. Audiology, Aural Rehabilitation, and Alternate Communication; Speech/Hearing Science and Electronic Instrumentation

- Audiological assessment: impedance, pure tone
- Aural rehabilitation: techniques such as speech reading, acoustic maintenance
- Alternate communication: alternative and augmentative communication systems, including language board, sign language, gesture codes, Blissymbols, the microcomputer
- Phonetics and phonology: rules, patterns, the features of classes
- Acoustic and physiological aspects: hearing science, perception, intensity, pitch, the concept of threshold
- Electronic instruments: visi pitch, Language Master

V. General Special Education

- The nature of exceptionalities other than speech and language impairment; the prevalence of exceptionalities; eligibility for special education; the sequence and milestones of normal growth and development in the areas of language, physical, social, and intellectual development
- Communication skills: working with students, parents, other professionals, as well as multidisciplinary teams
- Legal issues: litigation such as PARC, legislation such as IDEA 04, the Individuals with Disabilities Education Improvement Act and Section 504, due process procedures and requirements, confidentiality
- Programs and services: the history of special education; current trends; the continuum of services, such as the cascade model; program characteristics, such as age appropriateness, standards, and noncategorical, cross-categorical and mixed categorical placements
- Organizations and resources: advocacy, inter-agency cooperation
- Classroom and student management: applied behavior analysis; behavior management, including behavior modification; observation techniques, such as time sampling; classroom organization issues, such as grouping for instruction
- Assessment: types of assessment, such as formal, informal, criterion referenced, and curriculum based; assessment issues, such as standards for use and interpretation; purpose of assessment

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

- Gloria, an 18-year-old high school senior, tells a story concerning her school's principal to her younger sister, Jessica, who knows the principal. But when Gloria relates the same story to her older sister, Veronica, who has never met the principal, she adds a brief description of the principal's personality. This behavior exemplifies Gloria's knowledge of the rules of
 - syntax
 - semantics
 - pragmatics
 - phonology
- What is the most common cause of conductive hearing loss in schoolchildren?
 - Impacted cerumen
 - Congenital atresia
 - Otitis externa
 - Serous otitis media
- Bobby's case history states that he has a left paresis of the tongue related to a childhood accident. While examining his oral mechanism, the speech-language pathologist asks him to stick out his tongue. When he attempts to do so, the speech-language pathologist is most likely to observe the
 - tongue deviating to Bobby's left
 - tongue deviating to Bobby's right
 - tongue protruding symmetrically
 - degree of tongue protrusion sharply limited but symmetrical
- At spring kindergarten registration, Sam, a preschooler, receives a speech and language screening. The results show that he has age-appropriate language skills, but that he substitutes /θ/ for /s/ and /w/ for /r/. Which of the following is the most appropriate action for the speech-language pathologist to take?
 - Assure Sam's enrollment in speech therapy in the fall, and schedule a conference to develop an individualized education program (IEP)
 - Check Sam's performance against the Templin or Sanders charts, and schedule a recheck for fall
 - Refer Sam for private speech during the summer, and request reports of his progress
 - Request assistance from Sam's kindergarten teacher in developing his speech-language skills
- What should the speech-language pathologist suggest to a classroom teacher who asks what to do when a student stutters?
 - Finish the student's utterance for him or her
 - Remind the student to slow down
 - Wait for the student to finish the utterance
 - Ask the student to stop and restate the utterance
- Billy's teacher reported that his speech was "bizarre." The other children heard his words, but the meaning of what he was saying sometimes just failed to get through. Billy's responses to questions were completely unrelated, and on some occasions when asked a question he would just turn and walk away. Other times when asked a question he would just repeat the question parrot-like. Billy's behavior and language can best be associated with
 - delayed language
 - language of the severely mentally handicapped
 - autism
 - hearing impairment

7. Which of the following is a set of speech sounds that the speech-language pathologist will need to remediate if a child misarticulates all alveolar stops and fricatives?
- (A) s, z, t, d
 - (B) k, g, h, w
 - (C) f, v, p, b
 - (D) f_3 , s_3 , t_3 , d_3
8. • The classroom is a replica of the democratic system.
- The natural flow of events and outcomes is a learning tool for the student.
 - Students should be responsible for their own actions with a minimum of conformity for the sake of conformity.
- The three statements listed above are primary components of which of the following models for controlling behavior?
- (A) Assertive discipline
 - (B) Psychodynamic
 - (C) Logical consequences
 - (D) Biophysical
9. According to the least restrictive environment provision in the Individuals with Disabilities Education Act, a student with a disability should be mainstreamed if
- (A) facilities are available
 - (B) the student has a mild disability only
 - (C) the student has a severe disability
 - (D) it is consistent with the needs of the student

Answers

1. The best answer is C. Pragmatics deals with variations in a speaker's use of language depending on the context of the situation. This context includes the speaker's assumptions concerning the listener's background knowledge of the subject. The other answer choices list parts of the grammar that Gloria must employ in telling her story, but the example does not focus on her knowledge of any of those parts of the grammar.
2. The best answer is D. Serous otitis media is the most common cause of conductive hearing loss in schoolchildren due to common upper respiratory infections that reside in this population. The invading virus in the oral and nasal pharynx finds its way up the eustachian tubes and infects both middle ears. The serous fluid impedes the movement of the ear drum and ossicular chain, creating a conductive hearing loss.
3. The best answer is A. In unilateral paresis of the tongue, the strong side is more capable of pushing than is the weak side. Thus, on protrusion, the tongue (in this case) deviates to the patient's left.
4. The best answer is B. The two phonemes in question are generally considered as later-developing sounds. Because Sam exhibits age-appropriate language skills and since such articulation errors would not render him unintelligible, the wisest course would be to check the development charts and recheck later.
5. Choice C is the best answer. Waiting for the student to finish the utterance is the best strategy. Using any of the other three options would draw unnecessary attention to the act of speaking and might exacerbate the problem.
6. The best answer is C. The unusual speech and language characteristics often observed in autism include parrot-like, even echolalic (meaningless repetitions) speech, made-up words, pronoun confusions, and unusually prosodic (melody and stress) patterns.
7. The best answer is A. These sounds are articulated at the alveolar ridge whereas the sounds in the other choices are articulated in other areas of the vocal tract.
8. The logical consequences model is the only model listed above that employs the listed parameters. Thus, C is the correct answer.
9. Choice D is the correct answer. According to the intention of the Individuals with Disabilities Education Act, the issues of handicapping condition, severity of condition, and availability of resources are not relevant factors in determining whether a child should be mainstreamed. First and foremost in any decision are the needs of the individual student under consideration.



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