

Arizona State University (ASU) SHS205 Exploring Communication Disorders in Children and Adults Final Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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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.

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!

Questions

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- 1. When should therapy for individuals with apraxia of speech begin?**
 - A. As early as possible**
 - B. When the child starts speaking**
 - C. After diagnosis confirmation**
 - D. When the parent expresses concern**
- 2. Augmentative approaches to communication generally aim to do what?**
 - A. Replace conventional forms of communication**
 - B. Enhance conventional forms of communication**
 - C. Eliminate the need for speech**
 - D. Develop new language skills**
- 3. Is there always a clearly identifiable cause of dysarthria?**
 - A. True**
 - B. False**
 - C. Depends on the individual**
 - D. Only in mild cases**
- 4. At what age would you expect a typically developing toddler to combine words or words with gestures?**
 - A. 12 months**
 - B. 18 months**
 - C. 24 months**
 - D. 30 months**
- 5. Which of the following is an example of non-verbal communication?**
 - A. Oral speech**
 - B. Crying**
 - C. Written language**
 - D. Listening**

6. Children with cleft lip/palate commonly make which type of error?

- A. Nasal substitutions**
- B. Dental distortions**
- C. Pharyngeal fricatives**
- D. Vowel distortions**

7. Which cartilage provides the main structure of the larynx?

- A. Cricoid**
- B. Thyroid**
- C. Epiglottis**
- D. Arytenoid**

8. Which area is least likely to be affected in someone with a speech sound disorder?

- A. Receptive Language**
- B. Speech Articulation**
- C. Behavioral Skills**
- D. Expressive Language**

9. Part C of IDEA aims to provide services in which context?

- A. In schools exclusively**
- B. Natural environments**
- C. Only at specialized facilities**
- D. At home only**

10. Which term refers to the opening of the vocal folds?

- A. Adduct**
- B. Abduct**
- C. Close**
- D. Open**

Answers

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

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Explanations

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1. When should therapy for individuals with apraxia of speech begin?

- A. As early as possible**
- B. When the child starts speaking**
- C. After diagnosis confirmation**
- D. When the parent expresses concern**

Therapy for individuals with apraxia of speech should ideally begin as early as possible. Early intervention is crucial because it can significantly improve the child's speech and language abilities. The developing brain is particularly receptive to learning new skills, and initiating therapy early can help mitigate the impact of apraxia on communication development. Starting therapy at the earliest opportunity can provide children with the strategies and support they need to develop their speech articulations more effectively. The more time they spend in a supportive therapeutic environment, the greater the likelihood of improving their communication skills and overall quality of life. While confirming a diagnosis and parental concerns are important aspects of the treatment process, they should not delay the initiation of therapy. Prompt action after identifying signs of apraxia can lead to better outcomes for the child's speech development.

2. Augmentative approaches to communication generally aim to do what?

- A. Replace conventional forms of communication**
- B. Enhance conventional forms of communication**
- C. Eliminate the need for speech**
- D. Develop new language skills**

The goal of augmentative approaches to communication is primarily to enhance conventional forms of communication. This approach recognizes that individuals may have varying degrees of difficulty with spoken language or other traditional forms of communication. By utilizing augmentative methods—such as sign language, communication boards, or speech-generating devices—these strategies are designed to support and improve the individual's ability to communicate effectively without completely discarding their existing communication skills. Enhancing communication means providing additional tools and methods that can facilitate interaction, expression of needs, thoughts, and feelings, thereby fostering more meaningful social engagement and participation in everyday conversations. Augmentative communication does not aim to replace conventional communication entirely; rather, it works alongside it to provide a more comprehensive communication system for those with speech or language challenges.

3. Is there always a clearly identifiable cause of dysarthria?

- A. True
- B. False**
- C. Depends on the individual
- D. Only in mild cases

Dysarthria is a motor speech disorder resulting from neurological injury that affects the muscles involved in speech. While it can be associated with various conditions, such as stroke, brain injury, or neurological diseases like Parkinson's or amyotrophic lateral sclerosis (ALS), there is not always a clearly identifiable cause for every case of dysarthria. Some individuals may experience dysarthria as a result of a complex interplay of factors, and in certain situations, the underlying cause may remain unknown or undiagnosed. This complexity highlights that each case can vary significantly, which is why the statement asserting that a clearly identifiable cause is always present is incorrect.

4. At what age would you expect a typically developing toddler to combine words or words with gestures?

- A. 12 months
- B. 18 months
- C. 24 months**
- D. 30 months

Typically developing toddlers generally start combining words or pairing words with gestures around the age of 24 months. At this stage of development, children usually begin to express more complex ideas and convey their needs more effectively. The combination of words, such as "more juice" or "want cookie," showcases their expanding vocabulary and understanding of syntax, as well as their ability to use gestures to enhance communication. By 24 months, many children have a vocabulary of about 50 words and are starting to form two-to-three-word phrases, demonstrating their growing cognitive and social skills in communication. This milestone is key in the transitional phase from single words to more complex language use, which is fundamental in fostering further language development. Prior to 24 months, language development is primarily single words, and while children may use gestures, the combination of words specifically becomes more evident around this age.

5. Which of the following is an example of non-verbal communication?

- A. Oral speech**
- B. Crying**
- C. Written language**
- D. Listening**

The option identified as the correct answer exemplifies non-verbal communication because it conveys emotion and intention without the use of words or verbal language. Crying can express a range of feelings such as sadness, distress, or joy, and is recognized universally as a form of emotional expression. It serves as a signal to others about one's internal state, demonstrating how individuals communicate through physical and emotional responses. In contrast, oral speech and written language are forms of verbal communication that rely on structured language systems to convey messages. Listening, while an important aspect of communication, primarily refers to the act of receiving and processing information rather than expressing or conveying feelings or ideas without the use of language. This illustrates the distinction between different modes of communication, particularly how non-verbal cues like crying play a critical role in expression.

6. Children with cleft lip/palate commonly make which type of error?

- A. Nasal substitutions**
- B. Dental distortions**
- C. Pharyngeal fricatives**
- D. Vowel distortions**

Children with cleft lip and palate often experience speech sound errors that are closely linked to the anatomical and functional challenges posed by their condition. One common error type that these children exhibit is the production of pharyngeal fricatives. This occurs because the velopharyngeal mechanism, which is responsible for closing off the nasal passages during the production of oral sounds, may not function effectively due to the structural abnormalities. When children with cleft lip and palate attempt to produce certain sounds that require complete oral closure, such as /s/ or /t/, they may compensate by using their throat (pharynx) instead. Instead of the expected oral sounds, they might produce fricative sounds that come from the pharyngeal area, leading to speech that can be atypical in quality. This compensatory strategy is a direct response to the difficulty they face in achieving the necessary closure needed for normal articulation. Understanding the nature of these errors helps speech-language pathologists tailor their interventions to address the specific needs of children with cleft lip and palate, focusing on improving their ability to produce sounds correctly through targeted exercises and techniques.

7. Which cartilage provides the main structure of the larynx?

- A. Cricoid**
- B. Thyroid**
- C. Epiglottis**
- D. Arytenoid**

The thyroid cartilage primarily forms the main structure of the larynx. It is the largest cartilage in this area and serves as a protective shield for the vocal folds and the surrounding structures. Its prominence, often referred to as the Adam's apple, is easily visible in many individuals. This cartilage plays a crucial role in the mechanism of voice production as it provides attachment points for the vocal cords and various muscles that modulate pitch and volume. While the cricoid cartilage also supports the larynx and is important for maintaining its shape, it is not as dominant in terms of structural presence as the thyroid. The epiglottis serves a different function related to protecting the airway during swallowing, and the arytenoid cartilages play essential roles in the movement and tension of the vocal cords but are not the primary structural components of the larynx itself. Thus, the thyroid cartilage is clearly identified as the main structure of the larynx.

8. Which area is least likely to be affected in someone with a speech sound disorder?

- A. Receptive Language**
- B. Speech Articulation**
- C. Behavioral Skills**
- D. Expressive Language**

In the context of speech sound disorders, behavioral skills are least likely to be directly affected. Speech sound disorders primarily impact an individual's ability to produce sounds accurately, which directly relates to articulation and can influence expressive language—the ability to convey thoughts and ideas verbally. Receptive language, which involves understanding and processing language, may remain intact even when speech production is challenging. Behavioral skills, while they may be indirectly affected due to frustrations stemming from communication difficulties, do not inherently involve the mechanics of speech. Therefore, individuals with a speech sound disorder may still possess strong behavioral skills, making this area the least likely to show direct impairment in comparison to understanding language and articulating words correctly.

9. Part C of IDEA aims to provide services in which context?

- A. In schools exclusively
- B. Natural environments**
- C. Only at specialized facilities
- D. At home only

Part C of the Individuals with Disabilities Education Act (IDEA) is specifically designed to provide early intervention services for infants and toddlers with developmental delays or disabilities. It emphasizes the importance of delivering these services in "natural environments," which refers to settings that are typical for children of the same age who do not have disabilities. This means services are provided in home settings, community contexts, or other familiar environments to promote social integration and enhance the child's development in the settings where they typically engage in daily activities. The focus on natural environments supports the idea that learning and development are most effective when they occur in the same context where children spend their time, alongside their peers and families. This approach encourages participation in family routines and community activities, ultimately promoting greater generalization of skills. In contrast, the other options are limited in scope or context. Exclusively providing services in schools restricts the range of learning experiences for young children. Only relying on specialized facilities or home settings can inhibit the social interaction and diverse experiences necessary for holistic development. Thus, the correct emphasis on natural environments aligns best with the objectives of Part C of IDEA.

10. Which term refers to the opening of the vocal folds?

- A. Adduct
- B. Abduct**
- C. Close
- D. Open

The correct term for the opening of the vocal folds is "abduct." Abduction refers specifically to the movement of the vocal folds away from each other, creating space in the glottis for airflow during phonation. When the vocal folds abduct, this action allows air from the lungs to pass through, which is essential for producing voice and sounds. In contrast, adduction refers to the movement of the vocal folds toward each other, which is necessary for producing sound when the folds come together to vibrate. The terms "close" and "open," while they may describe similar actions, are not technically used in the field of speech-language pathology to refer to these specific movements of the vocal folds. "Open" can be more ambiguous and may not convey the precise action taking place during the opening of the vocal folds. Therefore, abduction is the most accurate and appropriate term to describe this specific action.

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://asu-shs205final.examzify.com>

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

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