

Arizona State University (ASU) SHS470 Developmental Speech and Language Disorders 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. What does PL 94-142 ensure for children with handicaps?**
 - A. Free appropriate public education (FAPE)**
 - B. Employment opportunities**
 - C. Increased financial aid for college**
 - D. Specialized services for preschool children**

- 2. Which of the following accurately describes an interdisciplinary team?**
 - A. Professionals working in isolation**
 - B. Collaboration with individual recommendations**
 - C. Most integrated and collaborative role**
 - D. Providing a singular approach to intervention**

- 3. What does the term "language transfer or interference" refer to?**
 - A. When a child creates a new language.**
 - B. When elements of one language affect another.**
 - C. When two languages are spoken simultaneously.**
 - D. Loss of vocabulary in a language.**

- 4. Which treatment approach focuses on teaching the rules of phonological production?**
 - A. Articulation therapy**
 - B. Cognitive/linguistic approaches**
 - C. Behavioral therapy**
 - D. Phonetic placement therapy**

- 5. What percentage of individuals with cerebral palsy (CP) are affected by dyskinetic/athetoid CP?**
 - A. 5%**
 - B. 10%**
 - C. 15%**
 - D. 20%**

- 6. What articulatory characteristic is prevalent in children with developmental apraxia of speech?**
- A. Frequent substitutions of sounds**
 - B. Consistent sound replication**
 - C. Frequent omissions of sounds**
 - D. Wide vowel repertoire**
- 7. What percentage of a 3-year-old's speech is typically understood by parents?**
- A. 50%**
 - B. 75%**
 - C. 90%**
 - D. 100%**
- 8. Which syntactic characteristic is common among children with hearing impairments?**
- A. Use of longer, complex sentences**
 - B. Proficiency in verb tense**
 - C. Frequent use of inflectional morphemes**
 - D. Preference for shorter, less complex sentences**
- 9. What is the ability to analyze and talk about language referred to as?**
- A. Metalinguistic ability**
 - B. Locutionary meaning**
 - C. Illocutionary communication**
 - D. Nonverbal communication**
- 10. What is commonly observed in speech patterns of children who stutter?**
- A. Disfluencies only on the last sound**
 - B. Disfluencies primarily on final words**
 - C. Primary disfluencies on the first sound or syllable**
 - D. Consistent speech flow with high pace**

Answers

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

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Explanations

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1. What does PL 94-142 ensure for children with handicaps?

- A. Free appropriate public education (FAPE)**
- B. Employment opportunities**
- C. Increased financial aid for college**
- D. Specialized services for preschool children**

The correct choice is rooted in the essential provisions of Public Law 94-142, also known as the Education for All Handicapped Children Act. This landmark legislation was enacted in 1975 to ensure that all children with disabilities are entitled to a free appropriate public education (FAPE). Under FAPE, schools are mandated to provide educational services tailored to the individual needs of children with handicaps, allowing them equitable access to education alongside their non-disabled peers. This law set the foundation for further legislation and amendments, emphasizing the importance of inclusion, individualized education programs (IEPs), and the provision of necessary resources and support. The significance of FAPE cannot be overstated, as it guarantees that every child, regardless of disability, has the right to receive an education that meets their unique challenges.

2. Which of the following accurately describes an interdisciplinary team?

- A. Professionals working in isolation**
- B. Collaboration with individual recommendations**
- C. Most integrated and collaborative role**
- D. Providing a singular approach to intervention**

An interdisciplinary team is characterized by professionals who work collaboratively, integrating their diverse expertise to address the complex needs of individuals, particularly those with developmental speech and language disorders. In this context, collaboration means that team members not only share information but also develop individual recommendations based on collective insights, ensuring a holistic approach to intervention. The collaboration among professionals allows for the blending of various methodologies and perspectives, enriching the intervention strategies used. Each member contributes their specialized knowledge, which can be critical in creating effective and personalized approaches for clients. This teamwork enables a more comprehensive plan that considers multiple facets of a person's development and well-being. In contrast, working in isolation would not capture the essence of an interdisciplinary team, as this would suggest that professionals are acting independently rather than in unison. The most integrated and collaborative role could allude to the ideal of teamwork but lacks the specific focus on generating individualized recommendations. Lastly, providing a singular approach to intervention would imply a narrow viewpoint, contrary to the interdisciplinary team's goal of utilizing multiple perspectives for a well-rounded intervention strategy.

3. What does the term "language transfer or interference" refer to?

- A. When a child creates a new language.**
- B. When elements of one language affect another.**
- C. When two languages are spoken simultaneously.**
- D. Loss of vocabulary in a language.**

The term "language transfer or interference" specifically refers to the phenomenon where elements from one language influence the usage and structure of another language that a person is learning or using. This can occur in various ways, such as the transfer of vocabulary, grammar, pronunciation, or syntax from a person's native language to a second language they are acquiring. For example, a Spanish speaker learning English might inadvertently apply Spanish pronunciation rules when speaking English, leading to an accent or mispronunciation that reflects those influences. This sort of transfer can occur at any level of language acquisition and is particularly common among bilingual individuals. Understanding this concept is crucial in the field of speech and language pathology as it can greatly impact assessment and intervention strategies for individuals learning multiple languages or those who are bilingual. It can provide insights into specific challenges a learner may face, allowing for more tailored support.

4. Which treatment approach focuses on teaching the rules of phonological production?

- A. Articulation therapy**
- B. Cognitive/linguistic approaches**
- C. Behavioral therapy**
- D. Phonetic placement therapy**

The cognitive/linguistic approaches are designed to focus on the underlying cognitive processes and knowledge that inform a child's understanding of language, including its phonological aspects. This approach emphasizes teaching the rules of phonological production, which entails helping children understand how sounds function and interact within their language system. By concentrating on these rules, practitioners can support children in developing broader language skills that go beyond mere articulation. This method often involves analyzing patterns and structures in language, enabling children to apply this knowledge more effectively in their speech. In contrast, approaches like articulation therapy tend to focus more specifically on the physical production of sounds, while behavioral therapy emphasizes reinforcement and conditioning rather than cognitive understanding. Phonetic placement therapy is concerned with teaching specific sounds through kinesthetic feedback, not on phonological rules.

5. What percentage of individuals with cerebral palsy (CP) are affected by dyskinetic/athetoid CP?

- A. 5%
- B. 10%**
- C. 15%
- D. 20%

Dyskinetic or athetoid cerebral palsy is characterized by involuntary movements and fluctuating muscle tone. This form of CP arises from damage to specific parts of the brain that control these movements, typically the basal ganglia. Research indicates that dyskinetic CP accounts for a smaller proportion of all cerebral palsy diagnoses compared to other forms like spastic CP. The percentage of individuals with dyskinetic CP is generally estimated to be around 10% of the total cases of cerebral palsy. This figure highlights the variability in the types of motor impairment in individuals with CP and helps clinicians understand the distinct challenges faced by those with dyskinetic CP, guiding therapeutic and supportive interventions. Understanding these statistics is crucial for professionals in the field as they assist in resource allocation, treatment planning, and patient education regarding the nature of cerebral palsy.

6. What articulatory characteristic is prevalent in children with developmental apraxia of speech?

- A. Frequent substitutions of sounds
- B. Consistent sound replication
- C. Frequent omissions of sounds**
- D. Wide vowel repertoire

Children with developmental apraxia of speech often display a characteristic pattern of speech that includes frequent omissions of sounds. This arises from the motor planning and execution difficulties these children experience, which means they struggle to coordinate the precise movements necessary for speech production. As a result, certain sounds may not be produced at all, reflecting the challenges in generating the appropriate motor commands. Omissions can significantly impact intelligibility and the overall clarity of their speech. While some children may also demonstrate substitutions or frequent errors, the consistent pattern observed in those with developmental apraxia is the tendency to omit sounds, especially in complex syllable structures or when transitioning between sounds. Thus, frequent omissions of sounds serves as a hallmark feature of the speech characteristics related to this disorder, making it a critical aspect to recognize for assessment and intervention.

7. What percentage of a 3-year-old's speech is typically understood by parents?

- A. 50%
- B. 75%**
- C. 90%
- D. 100%

At the age of three, children are in a critical stage of language development, and their speech production reflects this growth. It is generally accepted that by this age, a child's speech is usually understood by parents about 75% of the time. This level of intelligibility indicates that while children are improving rapidly in their ability to articulate thoughts and ideas, there are still some words or sounds that may not be completely clear or may be mispronounced. This level of comprehension between parents and a 3-year-old shows that children at this age are starting to put together simple sentences and use a wider vocabulary, but they may still be refining their pronunciation and using language in ways that might be confusing or unclear to those who are not familiar with their unique speech patterns. Understanding 75% of a child's speech is also an indicator of the rapport and familiarity that parents develop with their children's speech over time, allowing them to interpret meaning despite any errors in pronunciation or grammar.

8. Which syntactic characteristic is common among children with hearing impairments?

- A. Use of longer, complex sentences
- B. Proficiency in verb tense
- C. Frequent use of inflectional morphemes
- D. Preference for shorter, less complex sentences**

Children with hearing impairments often exhibit a preference for shorter, less complex sentences. This characteristic arises due to the challenges they face in acquiring language, particularly in understanding more intricate syntactic structures. Hearing impairments can limit children's exposure to fully developed language models, which in turn affects their ability to produce complex sentences. As they often rely on more straightforward grammatical constructions, their communication tends to favor brevity and clarity, making shorter sentences a common feature in their speech. This tendency is also related to their need to ensure that their message is understood, given the challenges they encounter in language acquisition and processing. By using simpler structures, they can effectively convey their thoughts and facilitate better communication.

9. What is the ability to analyze and talk about language referred to as?

- A. Metalinguistic ability**
- B. Locutionary meaning**
- C. Illocutionary communication**
- D. Nonverbal communication**

The ability to analyze and talk about language is referred to as metalinguistic ability. This concept encompasses a person's capability to think about and reflect on the structure, use, and meaning of language. Metalinguistic skills allow individuals to go beyond mere language use to discuss various aspects such as syntax, phonetics, semantics, and pragmatics. For example, when someone can identify the difference between a literal meaning and a metaphorical expression or explain why a sentence is grammatically incorrect, they are demonstrating metalinguistic ability. This skill is essential for language learning, literacy development, and effective communication, as it enables individuals to navigate the complexities of language more adeptly. Understanding this ability plays a crucial role in the study of speech and language disorders, as deficits in metalinguistic skills can impact a person's overall communication abilities.

10. What is commonly observed in speech patterns of children who stutter?

- A. Disfluencies only on the last sound**
- B. Disfluencies primarily on final words**
- C. Primary disfluencies on the first sound or syllable**
- D. Consistent speech flow with high pace**

In the speech patterns of children who stutter, it is commonly observed that disfluencies primarily occur on the first sound or syllable of words. This phenomenon is known as "initial sound repetitions" or "syllable repetitions," where the child may struggle to initiate speech, leading to interruptions characterized by repetition of sounds or syllables. These initial disfluencies are a hallmark of stuttering and reflect the cognitive and linguistic challenges faced by the child in the speech production process. This pattern contrasts with other options, which suggest disfluencies occurring at the end of words or exhibit a consistent speech flow, neither of which accurately reflects the nature of stuttering. The correct answer aligns with established knowledge in the field of speech-language pathology regarding the characteristics of stuttering in children, emphasizing the significant impact of speech initiation difficulties in stuttering disorders.

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-shs470final.examzify.com>

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

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