

ARIZONA STATE UNIVERSITY (ASU) SHS470 DEVELOPMENTAL SPEECH AND LANGUAGE DISORDERS FINAL PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

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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. Which factor is linked to a higher risk of language impairment in children?**
 - A. High parental education level
 - B. Increased birth weight
 - C. Maternal health during pregnancy
 - D. Low levels of exposure to technology
- 2. What does respiration in speech production refer to?**
 - A. The organization of speech sounds
 - B. The physical act of breathing for sound production
 - C. The modulation of voice pitch
 - D. The analysis of spoken language
- 3. Which of the following is NOT a characteristic of normal nonfluency?**
 - A. Effortless disfluencies
 - B. Tension and tremors
 - C. Phrase repetitions
 - D. Interjections
- 4. Which factor significantly influences literacy development?**
 - A. Access to advanced technology
 - B. Exposure and dominant culture
 - C. The development of social skills
 - D. Intelligence quotient
- 5. What is the definition of a phoneme?**
 - A. A letter
 - B. A sound
 - C. A word
 - D. A syllable
- 6. How does proxemics relate to communication?**
 - A. It refers to the meaning of words used
 - B. It concerns the physical space between speakers
 - C. It analyzes the structure of sounds
 - D. It emphasizes the rate of speech

- 7. Which of the following is associated with sensory or behavioral causes of pediatric feeding disorders?**
- A. Coordination and timing issues
 - B. Distraction at meal time
 - C. Cleft lip and palate
 - D. Oral motor deficits
- 8. What characteristic do TBI and language learning disorder (LLD) share?**
- A. Advanced literacy skills
 - B. Use of high-level vocabulary
 - C. Reading, writing, computation, and abstraction difficulties
 - D. Enhanced communication skills
- 9. At what age is reduplicated or canonical babbling not typically produced in children with hearing loss?**
- A. 6 months
 - B. 10 months
 - C. 12 months
 - D. 18 months
- 10. What does expressive language encompass?**
- A. Comprehension through reading
 - B. Production through speaking or writing
 - C. Understanding spoken language
 - D. The arrangement of words in sentences

Answers

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

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Explanations

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1. Which factor is linked to a higher risk of language impairment in children?

- A. High parental education level
- B. Increased birth weight
- C. Maternal health during pregnancy**
- D. Low levels of exposure to technology

Maternal health during pregnancy is closely linked to the development of language skills in children. Poor maternal health can significantly impact fetal development, leading to complications that can affect the brain and nervous system. For instance, maternal factors such as malnutrition, infections, substance abuse, and exposure to environmental toxins can disrupt normal development, potentially resulting in language impairments. The prenatal environment plays a crucial role in establishing a healthy foundation for cognitive and linguistic skills that will be developed after birth. In contrast, high parental education levels tend to correlate with enhanced language development opportunities for children, such as richer language input and stimulating environments. Increased birth weight, while often associated with better health outcomes, does not directly link to language impairment but rather to overall wellbeing. Low levels of exposure to technology are more complex, as they might not directly result in language impairment; rather, appropriate engagement with technology could foster language development. Thus, the maternal health factor stands out as a direct influence on the potential for language impairments in children.

2. What does respiration in speech production refer to?

- A. The organization of speech sounds
- B. The physical act of breathing for sound production**
- C. The modulation of voice pitch
- D. The analysis of spoken language

Respiration in speech production specifically refers to the physical act of breathing for sound production. This process involves the exchange of gases in the lungs, which provides the necessary airflow for creating vocal sounds. During speech, inhalation and exhalation are coordinated to maintain a consistent flow of air, which is essential for producing voice and enabling the dynamic features of speech, such as loudness and pitch. When we speak, the diaphragm and other muscles must work effectively to control airflow, allowing for sustained utterance. This underlying respiratory function is crucial, as it provides the energy necessary for the vocal cords to vibrate, thereby producing sound. Without adequate respiration, speech would be limited in quality and effectiveness.

3. Which of the following is NOT a characteristic of normal nonfluency?

- A. Effortless disfluencies
- B. Tension and tremors**
- C. Phrase repetitions
- D. Interjections

Normal nonfluency refers to the typical variations in speech fluency that most individuals experience, particularly during the developmental stages of language learning. When evaluating the characteristics of normal nonfluency, it's important to identify aspects that indicate typical speech patterns rather than signs of potential speech disorders. Effortless disfluencies are a hallmark of normal nonfluency, as they often occur without strain or struggle. These may include casual pauses or hesitations that are a natural part of speaking. Phrase repetitions and interjections are also common aspects of normal speech flow, reflecting the speaker's thought process and natural speech patterns. These features do not typically signal significant disruptions in communication. In contrast, tension and tremors in speech suggest a level of struggle and discomfort, which are not characteristic of normal nonfluency. Such symptoms are more commonly associated with fluency disorders, indicating possible anxiety or difficulty in producing speech smoothly. The presence of tension and tremors can point to a more serious issue that may require intervention, distinguishing it clearly from the signs of normal nonfluency.

4. Which factor significantly influences literacy development?

- A. Access to advanced technology
- B. Exposure and dominant culture**
- C. The development of social skills
- D. Intelligence quotient

Literacy development is greatly influenced by exposure to language and the dominant culture. This encompasses the range of linguistic input a child receives and the cultural contexts within which language is used. Children who are exposed to rich language environments, including conversations, storytelling, and varied vocabulary, are more likely to develop strong literacy skills. The dominant culture often dictates the linguistic norms, practices, and values that shape how language and literacy are perceived and taught. Furthermore, exposure to literature and educational resources that reflect the child's own culture promotes engagement and relevance, facilitating better learning outcomes. In contrast, children who lack this exposure may struggle with literacy as they may not have had the same opportunities to engage with language in meaningful ways. Thus, the relationship between language exposure and cultural context is crucial in fostering literacy development.

5. What is the definition of a phoneme?

- A. A letter
- B. A sound**
- C. A word
- D. A syllable

A phoneme is defined as a sound in a language that can distinguish meaning between words. It represents the smallest unit of sound that contributes to the meaning of a word. For example, the difference in sounds between the words "pat" and "bat" comes from the initial phoneme /p/ vs. /b/. Understanding that phonemes are not letters is key; while letters are the symbols that represent these sounds in written form, phonemes are the actual sounds we hear or produce in speech. Phonemes can vary significantly across different languages and dialects, and their combination creates the unique sounds that form words. This concept is fundamental in the study of speech and language disorders, as difficulties in recognizing or producing phonemes can greatly affect a person's ability to communicate effectively.

6. How does proxemics relate to communication?

- A. It refers to the meaning of words used
- B. It concerns the physical space between speakers**
- C. It analyzes the structure of sounds
- D. It emphasizes the rate of speech

Proxemics is an essential aspect of nonverbal communication that deals with the use of personal space and the physical distance between individuals when interacting. Understanding proxemics is crucial because it significantly influences how messages are conveyed and interpreted in communication. The physical space between speakers can indicate intimacy, aggression, or formality, and can affect the comfort levels of the participants in a conversation. For example, standing too close may be perceived as intrusive or aggressive, while too much distance can create barriers to connection. Proxemics varies across cultures, where different norms and expectations may dictate how proximity is managed during interactions. Recognizing the importance of the space between speakers enhances awareness of nonverbal cues and fosters better communication and relationships. In practice, being attuned to proxemic factors can help avoid misunderstandings and enable more effective interactions in various contexts, from casual conversations to professional settings.

7. Which of the following is associated with sensory or behavioral causes of pediatric feeding disorders?

- A. Coordination and timing issues
- B. Distraction at meal time**
- C. Cleft lip and palate
- D. Oral motor deficits

The choice related to distraction at meal time is particularly relevant to sensory or behavioral causes of pediatric feeding disorders. Children who experience behavioral feeding issues may find it difficult to focus on the act of eating due to external stimuli or distractions in their environment. This can manifest in various ways, such as turning their attention away from food, being easily sidetracked by noises or visual stimuli, or finding it hard to remain seated during meals. This behavioral aspect is crucial, as it directly pertains to the child's engagement with feeding and can influence their willingness to eat or try new foods. In contrast, the other options typically relate to physical or structural issues rather than behavioral or sensory ones. For instance, coordination and timing issues may refer more to developmental or physical challenges rather than sensory distractions. Cleft lip and palate are anatomical conditions that affect feeding but are not categorized as sensory or behavioral causes. Lastly, oral motor deficits involve the physical ability to manipulate food and do not directly address sensory processing or behavioral engagement during feeding. Thus, the identification of distraction at meal time as associated with sensory or behavioral causes allows for better understanding and intervention strategies for pediatric feeding disorders.

8. What characteristic do TBI and language learning disorder (LLD) share?

- A. Advanced literacy skills
- B. Use of high-level vocabulary
- C. Reading, writing, computation, and abstraction difficulties**
- D. Enhanced communication skills

The correct answer identifies that both traumatic brain injury (TBI) and language learning disorder (LLD) are associated with challenges in various academic areas, particularly reading, writing, computation, and abstraction. Individuals with TBI may experience cognitive impairments due to damage to the brain, which can impact their ability to process language, understand written text, and perform tasks that require abstract thinking. Similarly, those with LLD have difficulty acquiring language skills, which can hinder their reading and writing capabilities and affect their overall academic performance. Understanding this shared characteristic is crucial for developing appropriate interventions and support strategies for individuals experiencing these disorders. It highlights the need for targeted teaching methods and accommodations in educational settings that address these specific difficulties.

9. At what age is reduplicated or canonical babbling not typically produced in children with hearing loss?

- A. 6 months
- B. 10 months**
- C. 12 months
- D. 18 months

Reduplicated or canonical babbling typically develops around 6 to 10 months of age in hearing children as they begin to experiment with sounds and practice the rhythm and intonation of speech. For children with hearing loss, however, this stage of babbling can be significantly delayed or may not occur at all. By around 10 months, children with normal hearing usually engage in a more complex production of sounds, including canonical babbling, which consists of repeated syllables like "bababa" or "dadada." In children with hearing loss, factors such as the lack of auditory feedback can hinder their ability to produce balanced speech patterns, leading to a delay. Thus, by the time children reach approximately 10 months of age, we would expect to see canonical babbling in typically developing children, whereas those with hearing loss may still not have developed this milestone. This makes 10 months the typical age at which we can expect to see reduced or absent babbling in children with hearing loss compared to their hearing peers.

10. What does expressive language encompass?

- A. Comprehension through reading
- B. Production through speaking or writing**
- C. Understanding spoken language
- D. The arrangement of words in sentences

Expressive language primarily involves the production of language, which includes speaking and writing. This aspect of language development encompasses how individuals convey their thoughts, feelings, and ideas through verbal and written communication. It reflects a person's ability to use vocabulary, sentence structure, and grammatical rules effectively to express themselves. Mastery of expressive language is crucial for social interactions and academic success, as it enables clear communication and the ability to engage in conversations. The other options pertain to different aspects of language and communication. Comprehension through reading relates to receptive language skills, which involve understanding written text. Understanding spoken language also falls under receptive language and involves processing and interpreting auditory information. The arrangement of words in sentences focuses on syntax, which is a component of both expressive and receptive language but does not solely define expressive language as a whole.

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:

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

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