

ILTS SPEECH-LANGUAGE PATHOLOGIST (SLP): NONTeachING (232) PRACTICE TEST (SAMPLE)

STUDY GUIDE



Prepare with structure. Pass with confidence



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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 is the significance of early intervention in speech-language pathology?**
 - A. It delays language acquisition
 - B. It enhances outcomes by addressing communication issues early
 - C. It provides no tangible benefits
 - D. It only focuses on literacy skills
- 2. What should an SLP consider first when determining assistive technology needs for a student with language-based literacy needs?**
 - A. Available technology tools
 - B. Student's technology preferences
 - C. Curriculum expectations and student performance
 - D. Cost of tools for the school district
- 3. When assessing a child's language production using MLU, what type of data does the SLP focus on?**
 - A. Range of sentence lengths and full meaning expressed
 - B. Variety and complexity of morphological and syntactic structures
 - C. Standardized percentile scores and age equivalence of utterances
 - D. Diagnosis of language delay and predictions for future acquisition
- 4. What is a common misconception about speech-language pathology?**
 - A. It only involves working with children.
 - B. It focuses exclusively on speech production.
 - C. It does not involve any specialized training.
 - D. It is only relevant for individuals with hearing impairments.
- 5. In which scenario would a student most likely experience difficulties with swallowing?**
 - A. Absent lingual motion during eating
 - B. Stable muscle tone with coordinated movements
 - C. Consistent swallowing reflexes
 - D. Normal range of motion in oromotor skills

- 6. For a student learning basic ASL, what is an essential strategy to improve communication?**
- A. Encouraging more vocalizations
 - B. Practicing with peers
 - C. Developing the ability to tap before signing
 - D. Increasing vocabulary through reading
- 7. What treatment goal would best assist a preschool student with ASD in gaining attention effectively?**
- A. The student will use PECS cards
 - B. The student will shout out for help
 - C. The student will tap a communication partner before signing
 - D. The student will learn more signs
- 8. What factor should be considered first when assessing the speech sound production of students with congenital disorders?**
- A. Stimulability for speech sounds
 - B. Results of hearing exam
 - C. Impact of physiological difference
 - D. Spontaneous speech sound inventory
- 9. How do environmental factors contribute to speech and language disorders?**
- A. They have minimal impact on communication development.
 - B. Stressful environments can negatively impact communication.
 - C. Positive environments improve speech abilities only.
 - D. Environmental factors are irrelevant to speech therapy.
- 10. What is the significance of structured play activities in therapy for children with ASD?**
- A. They are not relevant in speech therapy.
 - B. They foster communication and social skills.
 - C. They overshadow traditional assessment methods.
 - D. They should be avoided in therapy sessions.

Answers

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

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Explanations

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1. What is the significance of early intervention in speech-language pathology?

- A. It delays language acquisition
- B. It enhances outcomes by addressing communication issues early**
- C. It provides no tangible benefits
- D. It only focuses on literacy skills

The significance of early intervention in speech-language pathology lies in its ability to enhance outcomes by addressing communication issues at a young age. Research consistently shows that when speech and language difficulties are identified and treated early, children have a better chance of developing effective communication skills. Early intervention typically leads to more favorable long-term results, including improved language development, better academic performance, and enhanced social skills. By engaging children in targeted interventions during critical developmental windows, speech-language pathologists can capitalize on the brain's plasticity, allowing for optimal growth and recovery in communication abilities. This proactive approach not only mitigates the risk of further complications but also supports overall cognitive and emotional development. Thus, early intervention is vital in ensuring children reach their full communicative potential.

2. What should an SLP consider first when determining assistive technology needs for a student with language-based literacy needs?

- A. Available technology tools
- B. Student's technology preferences
- C. Curriculum expectations and student performance**
- D. Cost of tools for the school district

When determining assistive technology needs for a student with language-based literacy needs, it is essential for an SLP to prioritize the curriculum expectations and student performance. This approach ensures that the selected assistive technology effectively supports the student's learning objectives and aligns with the educational goals set by the curriculum. By first considering these aspects, the SLP can identify specific challenges the student faces in relation to their language and literacy development. Understanding the curriculum expectations helps the SLP assess how assistive technology can bridge gaps in the student's skills, enabling them to meet academic standards and participate fully in their learning environment. Additionally, observing the student's performance provides insight into their unique needs, which is critical in selecting technology that will truly benefit them. Focusing first on curriculum expectations and student performance lays a solid foundation for subsequently evaluating other factors such as the technology tools available, the student's preferences, and the cost implications for the school district. These factors can enhance the decision-making process, but they should follow the primary consideration of supporting the student's educational needs.

3. When assessing a child's language production using MLU, what type of data does the SLP focus on?

- A. Range of sentence lengths and full meaning expressed
- B. Variety and complexity of morphological and syntactic structures**
- C. Standardized percentile scores and age equivalence of utterances
- D. Diagnosis of language delay and predictions for future acquisition

In assessing a child's language production using Mean Length of Utterance (MLU), the focus is on the variety and complexity of morphological and syntactic structures. MLU provides a quantitative measure of the average number of morphemes in a child's utterances, which reflects their linguistic development. By analyzing the morphological and syntactic components, the SLP can gain insights into a child's language abilities, including their comprehension and production of complex sentences. This measure helps to determine how well a child is using language in terms of grammar and structure, which are essential elements for effective communication. Focusing on aspects like variety and complexity allows the SLP to identify typical developmental milestones in language acquisition. This is critical for making informed decisions regarding any necessary interventions or supports.

4. What is a common misconception about speech-language pathology?

- A. It only involves working with children.**
- B. It focuses exclusively on speech production.
- C. It does not involve any specialized training.
- D. It is only relevant for individuals with hearing impairments.

The belief that speech-language pathology only involves working with children is a common misconception. In reality, speech-language pathologists (SLPs) work with individuals of all ages, from infants to the elderly. They address a wide range of speech and language disorders, including those associated with developmental delays, neurological conditions, and age-related issues. By working with adults, SLPs can help in areas such as communication difficulties following a stroke or brain injury, speech clarity, and swallowing disorders. This understanding of the diverse populations that SLPs serve highlights the breadth of the profession and the variety of conditions addressed across the lifespan.

5. In which scenario would a student most likely experience difficulties with swallowing?

- A. Absent lingual motion during eating**
- B. Stable muscle tone with coordinated movements
- C. Consistent swallowing reflexes
- D. Normal range of motion in oromotor skills

A student would most likely experience difficulties with swallowing in a scenario where there is absent lingual motion during eating. Lingual motion is crucial for the oral phase of swallowing, as the tongue plays an essential role in manipulating food, forming a bolus, and propelling it towards the pharynx for swallowing. Without proper tongue movement, the student may struggle to effectively chew and swallow food, leading to risks of aspiration, choking, or inadequate nutrition. In contrast, stable muscle tone with coordinated movements, consistent swallowing reflexes, and normal range of motion in oromotor skills are all indicative of healthy swallowing function. These conditions suggest that the individual has the necessary muscular control and reflexes to manage the swallowing process effectively, thereby minimizing the likelihood of difficulties in that area.

6. For a student learning basic ASL, what is an essential strategy to improve communication?

- A. Encouraging more vocalizations
- B. Practicing with peers
- C. Developing the ability to tap before signing**
- D. Increasing vocabulary through reading

The essential strategy to improve communication for a student learning basic American Sign Language (ASL) is to develop the ability to tap before signing. This strategy is important because it emphasizes the physical aspect of signing, which involves not only the use of hands but also the body and facial expressions. Tapping, or using gentle physical cues, can help the signer gain the attention of their communication partner, ensuring that they are ready to engage in the conversation. This is particularly vital in ASL, where visual attention is crucial for effective communication. By focusing on this approach, learners can enhance their ability to initiate interactions and make their messages clear. Encouraging more vocalizations might not align with ASL's principles, while practicing with peers, although beneficial, does not specifically address the foundational skills required for effective signing. Increasing vocabulary through reading is valuable for language development but does not target the unique communicative strategies needed in ASL, such as non-verbal cues and tapping for attention.

7. What treatment goal would best assist a preschool student with ASD in gaining attention effectively?

- A. The student will use PECS cards
- B. The student will shout out for help
- C. The student will tap a communication partner before signing**
- D. The student will learn more signs

The goal of having the student tap a communication partner before signing is effective because it encourages the student to engage in appropriate social interaction, promoting attention-seeking behavior in a respectful and constructive manner. This method not only teaches the student to gain attention in a non-intrusive way but also supports the development of turn-taking skills, social awareness, and the initiation of communication. By tapping a communication partner, the student learns to connect with others, which is particularly crucial for children with Autism Spectrum Disorder (ASD) who may struggle with social interactions. This approach provides a clear and direct strategy for the student to gain attention, reinforcing positive social behaviors and fostering effective communication. Using PECS cards, shouting out for help, or learning more signs may not effectively address the social nuances of communication or could lead to less appropriate methods of seeking attention, limiting the child's opportunities for meaningful interaction. In contrast, the goal of tapping reinforces a valuable social skill vital for successful communication.

8. What factor should be considered first when assessing the speech sound production of students with congenital disorders?

- A. Stimulability for speech sounds
- B. Results of hearing exam**
- C. Impact of physiological difference
- D. Spontaneous speech sound inventory

When assessing the speech sound production of students with congenital disorders, the results of a hearing exam should be considered first because hearing plays a crucial role in the development of speech and language skills. Individuals with hearing impairments may have difficulty perceiving sounds accurately, which can directly affect their ability to produce speech sounds correctly. Before evaluating other aspects such as stimulability, physiological differences, or spontaneous speech sound inventory, understanding the student's hearing ability provides foundational information that influences the assessment and intervention process. If a hearing impairment exists, it may necessitate specific strategies or considerations for effective speech sound production support. Thus, prioritizing the results of the hearing exam ensures that any interventions are appropriately tailored to the child's needs based on their auditory capabilities.

9. How do environmental factors contribute to speech and language disorders?

- A. They have minimal impact on communication development.
- B. Stressful environments can negatively impact communication.**
- C. Positive environments improve speech abilities only.
- D. Environmental factors are irrelevant to speech therapy.

The correct answer highlights the significant role that stressful environments can play in negatively affecting communication. Environmental factors encompass a vast array of influences, including social, emotional, and contextual aspects that can either hinder or facilitate speech and language development. When an individual is exposed to a stressful environment, such as one characterized by high levels of anxiety, conflict, or instability, it can lead to difficulties in concentration, expression, and social interaction. This stress can result in a lack of motivation to communicate, hinder language acquisition, and exacerbate existing communication disorders. Additionally, a negative environment may limit opportunities for effective communication practice, which is crucial for language development. For example, if a child grows up in a household with limited verbal interaction or in a community that does not promote literacy and language-rich exchanges, their development can be adversely affected. Therefore, recognizing that the environment plays a critical role in facilitating or obstructing communication is essential for understanding speech and language disorders.

10. What is the significance of structured play activities in therapy for children with ASD?

- A. They are not relevant in speech therapy.
- B. They foster communication and social skills.**
- C. They overshadow traditional assessment methods.
- D. They should be avoided in therapy sessions.

Structured play activities hold significant value in therapy for children with Autism Spectrum Disorder (ASD) as they create a controlled environment that promotes interaction and engagement. These activities are designed to be intentional and goal-oriented, allowing children to practice and develop their communication and social skills in a naturalistic setting. Through structured play, children are provided opportunities to use language functionally, express their thoughts, and make requests, which are critical components of effective communication. Additionally, these activities encourage turn-taking, sharing, and understanding social cues, which are essential for building social relationships. Structured play also reduces stress and anxiety associated with typical conversational scenarios, making it easier for children to participate and respond. Furthermore, these activities can be tailored to meet the individual needs of each child, making therapy more effective and enjoyable. By incorporating elements that interest the child, therapists can facilitate better engagement and motivation, ultimately leading to improved outcomes in speech and language development. Overall, the integration of structured play into therapy not only makes learning enjoyable but significantly enhances the effectiveness of therapeutic interventions for children with ASD.

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://iltsslpnonteaching232.examzify.com>

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

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