

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

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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	16

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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. How can caregivers effectively support children with speech-language disorders at home?**
 - A. By reducing conversation starters
 - B. By providing language-rich interactions
 - C. By avoiding reading activities
 - D. By limiting verbal communication
- 2. Which communication skill is primarily developed through reading?**
 - A. Nonverbal cues
 - B. Storytelling
 - C. Written expression
 - D. Active listening
- 3. What is the primary purpose of using informal assessments for progress monitoring in an IEP?**
 - A. Informing the team of any needed standardized testing
 - B. Evaluating for dismissal from special education services
 - C. Determining the success of an intervention approach
 - D. Drafting new IEP goals for the upcoming school year
- 4. Why are parent questionnaires useful in assessing preschool language skills?**
 - A. They provide detailed insight into the child's behavior
 - B. They replace formal assessments entirely
 - C. They only gauge the child's physical abilities
 - D. They are less reliable than informal observations
- 5. In what situation would an SLP be considered in violation of the ASHA Code of Ethics regarding statements of prognosis?**
 - A. When they guarantee treatment results without basis
 - B. When they provide uncertain treatment outcomes
 - C. When they refuse to give an estimate of progress
 - D. When they disclose client details in public forums

- 6. Which of the following techniques can help maintain client engagement in therapy?**
- A. Disregarding client interests
 - B. Incorporating enjoyable activities
 - C. Limiting interaction
 - D. Using only traditional exercises
- 7. What typically characterizes a speech disorder associated with dyskinetic CP?**
- A. Consistent speech patterns
 - B. Predictable speech errors
 - C. Involuntary movements affecting speech
 - D. Clear articulation of language
- 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. In which setting do speech-language pathologists primarily work?**
- A. Only in hospitals and surgical centers
 - B. Exclusively in academic universities
 - C. In a variety of settings including schools, hospitals, and private practices
 - D. Only in patients' homes
- 10. During which type of activities should an SLP target communication strategies for a student struggling with frustration?**
- A. In contrived situations only
 - B. During classroom activities
 - C. In one-on-one therapy sessions
 - D. During extracurricular activities

Answers

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

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Explanations

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1. How can caregivers effectively support children with speech-language disorders at home?

- A. By reducing conversation starters
- B. By providing language-rich interactions**
- C. By avoiding reading activities
- D. By limiting verbal communication

Providing language-rich interactions is the most effective way for caregivers to support children with speech-language disorders at home. Engaging children in conversations that are enriched with vocabulary and language structures helps them develop their communication skills. This can include discussing daily activities, encouraging expressions of feelings and thoughts, and asking open-ended questions that prompt children to elaborate on their ideas. Language-rich environments promote not only comprehension and articulation but also the overall cognitive development necessary for effective communication. Activities like storytelling, singing songs, and playing educational games can create opportunities for children to hear and use language in various contexts, thereby enhancing their language acquisition. In contrast, options like reducing conversation starters, avoiding reading activities, and limiting verbal communication would hinder a child's linguistic growth and engagement. These approaches do not foster the skills needed for effective communication and can negatively impact a child's confidence and willingness to practice their language skills.

2. Which communication skill is primarily developed through reading?

- A. Nonverbal cues
- B. Storytelling
- C. Written expression**
- D. Active listening

The skill primarily developed through reading is written expression. Engaging with texts allows individuals to understand the structure, vocabulary, and conventions of written language. As readers encounter diverse styles and formats, they can learn how to craft their own messages more effectively, enhancing their ability to express ideas clearly and coherently in writing. Reading also exposes individuals to different genres and narrative techniques, which contributes to their ability to articulate thoughts in writing. This foundational skill is crucial for students and professionals alike, as effective written communication is necessary in many aspects of life, including academic and workplace settings.

3. What is the primary purpose of using informal assessments for progress monitoring in an IEP?

- A. Informing the team of any needed standardized testing
- B. Evaluating for dismissal from special education services
- C. Determining the success of an intervention approach**
- D. Drafting new IEP goals for the upcoming school year

The primary purpose of using informal assessments for progress monitoring in an Individualized Education Plan (IEP) is to determine the success of an intervention approach. Informal assessments, which can include observations, checklists, work samples, and interviews, allow the SLP and the educational team to gather qualitative data about a student's skills and behaviors in real-world contexts. This information is crucial in assessing how effectively specific interventions are aiding the student in meeting their established goals. By regularly monitoring progress through these assessments, the team can make informed decisions about whether adjustments to the intervention are necessary, or if the current strategy is yielding positive results. This ongoing evaluation helps ensure that the interventions remain relevant and effective based on the student's changing needs. Ultimately, the goal is to facilitate student growth and engagement in learning, demonstrating how progress monitoring contributes directly to enhancing student outcomes.

4. Why are parent questionnaires useful in assessing preschool language skills?

- A. They provide detailed insight into the child's behavior**
- B. They replace formal assessments entirely
- C. They only gauge the child's physical abilities
- D. They are less reliable than informal observations

Parent questionnaires are instrumental in assessing preschool language skills because they offer a structured way to gather comprehensive information about a child's language use and development in a natural context—specifically at home. Parents and caregivers have direct insights into their child's communication patterns, strengths, and areas of difficulty in everyday interactions. This perspective is especially valuable since children often exhibit different language skills in various settings. By leveraging these insights, speech-language pathologists can gain a more holistic understanding of the child's language abilities, including vocabulary usage, sentence structure, and social communication skills. This information complements formal assessments, ensuring a well-rounded approach to understanding the child's needs. In contrast, other options may misrepresent the role of parent questionnaires; they serve as a useful adjunct rather than a replacement for formal assessments, do not focus solely on physical abilities, and can provide reliable data when compared thoughtfully with direct observations.

5. In what situation would an SLP be considered in violation of the ASHA Code of Ethics regarding statements of prognosis?

- A. When they guarantee treatment results without basis**
- B. When they provide uncertain treatment outcomes
- C. When they refuse to give an estimate of progress
- D. When they disclose client details in public forums

An SLP would be considered in violation of the ASHA Code of Ethics regarding statements of prognosis when they guarantee treatment results without a basis. The ethical principle here centers around the integrity and accuracy of the information provided to clients and their families. Making guarantees about treatment outcomes implies absolute certainty, which is often not feasible in the field of speech-language pathology due to the individual variability among clients and the complexities of their conditions. As such, this practice can lead to unrealistic expectations and can undermine the professional relationship with clients. In contrast, providing uncertain treatment outcomes or refusing to offer estimates of progress does not violate ethical standards, as these actions acknowledge the complexity and variability inherent in therapeutic processes. Similarly, while disclosing client information in public forums is a clear ethical breach related to confidentiality, it does not pertain specifically to statements of prognosis. Thus, guaranteeing treatment outcomes without a legitimate basis stands out as a significant ethical violation in the practice of SLPs.

6. Which of the following techniques can help maintain client engagement in therapy?

- A. Disregarding client interests
- B. Incorporating enjoyable activities**
- C. Limiting interaction
- D. Using only traditional exercises

Incorporating enjoyable activities into therapy is essential for maintaining client engagement. When clients find the activities interesting and enjoyable, they are more likely to participate actively and remain motivated throughout the session. Engaging in enjoyable tasks can also facilitate a positive emotional experience, which can enhance learning and retention of skills. Utilizing activities that align with a client's interests and preferences can help build rapport between the therapist and client, making the therapeutic process more effective. Clients are generally more responsive and invested in their therapy when they feel that the content is relevant and fun for them. This leads to better outcomes, as increased motivation often translates into a greater effort in completing tasks and achieving goals in therapy. By focusing on client engagement through enjoyable activities, therapists can create a dynamic and responsive treatment environment that fosters progress and encourages clients to take an active role in their therapy journey.

7. What typically characterizes a speech disorder associated with dyskinetic CP?

- A. Consistent speech patterns
- B. Predictable speech errors
- C. Involuntary movements affecting speech**
- D. Clear articulation of language

Dyskinetic cerebral palsy (CP) is characterized by involuntary movements that can significantly affect an individual's ability to produce speech. This type of CP includes abnormal muscle tone and atypical movements, which can lead to challenges in coordinating the muscles necessary for articulated speech. As a result, individuals with dyskinetic CP often struggle with phonation, articulation, and the overall production of speech due to these involuntary movements. This can manifest as irregular speech patterns, poor clarity, and difficulties with both the rhythm and rate of speech. In contrast, the other options suggest characteristics that are not typical of dyskinetic CP. Consistent speech patterns and predictable speech errors imply a level of control and stability in speech production that individuals with dyskinetic CP generally do not have. Clear articulation of language also does not align with the involuntary movement aspect of this condition, as clarity of speech would require control that is compromised in dyskinetic CP.

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. In which setting do speech-language pathologists primarily work?

- A. Only in hospitals and surgical centers
- B. Exclusively in academic universities
- C. In a variety of settings including schools, hospitals, and private practices**
- D. Only in patients' homes

Speech-language pathologists (SLPs) are professionals who work in various settings to provide services aimed at the assessment, diagnosis, and treatment of communication disorders, swallowing difficulties, and related conditions. The correct answer reflects the broad spectrum of environments in which SLPs operate. In schools, SLPs are crucial for helping children with speech or language delays or disorders, often collaborating with teachers and parents to support student communication needs in the educational setting. In hospitals, they may work with patients recovering from strokes, brain injuries, or surgeries that impact communication or swallowing. Additionally, SLPs operate in private practices, offering individualized therapy to clients of all ages. Some may also provide services in rehabilitation centers, nursing homes, and even patients' homes, emphasizing the diverse work environments available for these professionals. This variety in practice settings allows SLPs to address communication disorders across the lifespan and in different contexts, making option C the most accurate representation of where SLPs primarily work.

10. During which type of activities should an SLP target communication strategies for a student struggling with frustration?

- A. In contrived situations only
- B. During classroom activities**
- C. In one-on-one therapy sessions
- D. During extracurricular activities

Targeting communication strategies during classroom activities is particularly beneficial for a student struggling with frustration because the classroom environment is where the student will need to apply these strategies most frequently. In this setting, the student interacts with peers and teachers, faces academic challenges, and navigates social communication that can lead to frustration. Addressing communication strategies in the context of classroom activities allows the SLP to integrate these skills into real-life scenarios. It can involve practicing turn-taking during group discussions, using appropriate language to express needs or emotions, or developing strategies to manage frustrations when encountering difficult tasks. This practical application not only reinforces the skills being taught but also helps the student develop coping mechanisms that can reduce the likelihood of frustration in day-to-day situations. Other settings, like contrived situations or therapy sessions, might not always provide the same level of relevance or immediacy that classroom activities offer. While one-on-one therapy and extracurricular activities certainly have their value, classroom interactions directly reflect and influence the student's everyday experiences, making them the primary focus for targeting functional communication strategies.

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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