

# Language Disorders Exam 1 Practice (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. Which scenario indicates high interrater reliability?**
  - A. Different assessors produce similar scores.**
  - B. Scores vary widely across raters.**
  - C. Raters disagree about every item.**
  - D. Only one rater is used for all assessments.**
  
- 2. Which background area focuses on a client's living situation and family history?**
  - A. Developmental history**
  - B. Social history**
  - C. Academic performance**
  - D. Goals and concerns**
  
- 3. In screening, what does specificity measure?**
  - A. Correct identification as impaired.**
  - B. Correct identification as typical.**
  - C. The rate of false negatives.**
  - D. Overall test score.**
  
- 4. Coordinating attention involves:**
  - A. Adults ignore the infant's gaze**
  - B. Adults follow the infant's focus of attention and match communication to the infant's eye gaze**
  - C. Infants ignore caregiver cues**
  - D. It is unrelated to attention**
  
- 5. What is a clinical implication of Emergentist theory?**
  - A. The practitioner identifies inconsistencies in the child's language pattern and structures interventions to target features in order to create systemic change**
  - B. Caregiver involvement should be minimized**
  - C. Assessment steps remain unchanged**
  - D. Screening alone is sufficient**

- 6. Language sample characteristics are what type of assessment?**
- A. Criterion-referenced.**
  - B. Norm-referenced.**
  - C. Diagnostic.**
  - D. None of the above.**
- 7. Which of the following is NOT listed as a MET member?**
- A. Speech-Language Pathologist**
  - B. Parent**
  - C. General Education teacher**
  - D. Psychologist**
- 8. Which statement defines positive reinforcement?**
- A. Something is added to increase the likelihood of a behavior.**
  - B. Something is removed to increase the likelihood of a behavior.**
  - C. Something is added to decrease the likelihood of a behavior.**
  - D. Something is removed to decrease the likelihood of a behavior.**
- 9. A developmentally organized sequence is a hallmark of which assessment type?**
- A. Norm-referenced**
  - B. Criterion-referenced**
  - C. Dynamic**
  - D. Informal assessments**
- 10. Which scenario is an example of negative punishment?**
- A. A child loses iPad privileges after refusing to eat vegetables.**
  - B. A child is scolded for fighting with a sibling.**
  - C. A child receives praise for good grades.**
  - D. A child receives extra playtime for completing homework.**

## Answers

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

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## **Explanations**

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### 1. Which scenario indicates high interrater reliability?

- A. Different assessors produce similar scores.**
- B. Scores vary widely across raters.**
- C. Raters disagree about every item.**
- D. Only one rater is used for all assessments.**

Interrater reliability is about how consistently different evaluators rate the same performance. When independent assessors produce similar scores for the same sample, it shows that the scoring is applied in a stable, replicable way and that the ratings reflect the performance rather than individual bias or interpretation. If scores vary widely across raters, it suggests the criteria aren't being applied consistently, which undermines reliability. If raters disagree about every item, that indicates a lack of agreement and poor reliability as well. If only one rater is used for all assessments, you can't assess agreement between raters at all, so you don't demonstrate high interrater reliability. So, the scenario where different assessors produce similar scores best demonstrates high interrater reliability.

### 2. Which background area focuses on a client's living situation and family history?

- A. Developmental history**
- B. Social history**
- C. Academic performance**
- D. Goals and concerns**

Understanding a client's social context is essential because living situations and family history shape how communication unfolds in daily life and how therapy should be planned. The social history gathers details about where the person lives, who they live with, daily routines, and the presence of supportive networks or environmental stressors, as well as family history related to language, literacy, or hearing concerns and any genetic factors that might influence communication. This context helps explain variability in performance across settings and guides decisions about which supports, resources, or culturally appropriate approaches are most available and effective. By contrast, development history focuses on early life events and milestones, academic performance relates to school-related skills, and goals and concerns capture what the client and family want to achieve in treatment.

### 3. In screening, what does specificity measure?

- A. Correct identification as impaired.**
- B. Correct identification as typical.**
- C. The rate of false negatives.**
- D. Overall test score.**

Specificity in screening is about correctly labeling people who do not have the condition as not impaired. It reflects the proportion of true negatives among those without impairment. A high specificity means few false positives—typical individuals aren't misclassified as impaired. This is different from sensitivity, which measures how well the test identifies those who do have impairment (true positives). The rate of false negatives relates to sensitivity, and the overall test score isn't a measure of specificity. So the best description is correct identification as typical.

#### 4. Coordinating attention involves:

- A. Adults ignore the infant's gaze
- B. Adults follow the infant's focus of attention and match communication to the infant's eye gaze**
- C. Infants ignore caregiver cues
- D. It is unrelated to attention

Coordinating attention means sharing a moment of focus with another person so both are looking at the same thing and the communication is tied to that focus. In this context, adults actively follow where the infant is looking and adjust what they say and how they say it to match that eye gaze. This shared focus helps the infant map words to objects or events and supports early language learning and social interaction. For example, if the infant looks at a ball, the caregiver looks at the ball, labels it, and perhaps points to it, reinforcing that word with the referent. This bidirectional, alignment process is essential for building understanding and vocabulary. The other options describe ignoring gaze, ignoring cues, or having nothing to do with attention, which contradicts how joint attention operates and why it matters for development.

#### 5. What is a clinical implication of Emergentist theory?

- A. The practitioner identifies inconsistencies in the child's language pattern and structures interventions to target features in order to create systemic change**
- B. Caregiver involvement should be minimized
- C. Assessment steps remain unchanged
- D. Screening alone is sufficient

Emergentist theory treats language as something that develops from dynamic interactions among cognitive systems through real-world use and pattern-learning from language input. Because learning is pattern-based and fluid across contexts, the clinical implication is to look for inconsistencies in a child's language and design interventions that target the underlying features driving those patterns so changes propagate across the language system. This means aiming for functional, generalized gains rather than fixing one isolated form, by reinforcing patterns the child naturally uses in a variety of contexts. It also implies valuing rich, meaningful input from everyday interactions, so caregiver involvement is important rather than minimized. Assessments should capture how language emerges across different contexts and over time, not rely on a single snapshot or screening alone.

**6. Language sample characteristics are what type of assessment?**

- A. Criterion-referenced.**
- B. Norm-referenced.**
- C. Diagnostic.**
- D. None of the above.**

Language sample analysis is used to assess language against fixed developmental criteria rather than how a child compares to peers. When you examine a language sample, you look at whether the child meets specific benchmarks and features at their age—things like mean length of utterance, use of grammatical morphemes, variety of sentence types, and presence of certain syntactic forms. This focuses on describing what the child can produce according to predefined standards, which is the hallmark of criterion-referenced assessment. Norm-referenced approaches, by contrast, would rank a child relative to a normative group and yield standard scores or percentiles. Diagnostic judgments can be informed by language samples, but the sample's role here is to describe performance against criteria, not to diagnose based on a normed comparison.

**7. Which of the following is NOT listed as a MET member?**

- A. Speech-Language Pathologist**
- B. Parent**
- C. General Education teacher**
- D. Psychologist**

In a Multidisciplinary Evaluation Team, the participants are chosen to gather a broad view of a student's needs. The team typically includes the parent, a general education teacher, and someone who can interpret evaluation results—often a school psychologist. A speech-language pathologist, while important for assessing and providing services related to communication, is not universally a required MET member. They are usually brought in for input or to provide services, but they aren't always part of the core MET roster. That's why the Speech-Language Pathologist is the option that isn't listed as a standard MET member in many guidelines.

**8. Which statement defines positive reinforcement?**

- A. Something is added to increase the likelihood of a behavior.**
- B. Something is removed to increase the likelihood of a behavior.**
- C. Something is added to decrease the likelihood of a behavior.**
- D. Something is removed to decrease the likelihood of a behavior.**

Positive reinforcement strengthens a behavior by presenting something desirable after the behavior occurs. The added stimulus serves as a reward, making it more likely that the behavior will happen again because the individual learns the behavior leads to a pleasant outcome. For example, giving praise, a sticker, or a treat after a correct response increases the chance the person will respond similarly in the future. This contrasts with removing something to increase a behavior (negative reinforcement) or adding/removing stimuli to decrease behavior (punishment or extinction), which do not fit the idea of reinforcement.

**9. A developmentally organized sequence is a hallmark of which assessment type?**

- A. Norm-referenced
- B. Criterion-referenced**
- C. Dynamic
- D. Informal assessments

Criterion-referenced assessments are designed to measure mastery of specific skills that appear along a defined developmental sequence. Items are arranged from simpler to more complex ways a child would typically develop the skill, so the clinician can see exactly which milestones have been reached. Scoring focuses on whether the child can perform each skill at the required level, not on how the child compares to peers. This developmental ordering is what makes them well suited to track progress along a growth continuum. Norm-referenced tests compare a child's performance to a normative sample and yield percentile ranks or standard scores, which centers on peer comparison rather than whether individual skills are mastered. Dynamic assessment emphasizes learning potential and how performance improves with guided support, rather than a fixed sequence of skills. Informal assessments are flexible and context-driven but don't inherently rely on a standardized developmental progression.

**10. Which scenario is an example of negative punishment?**

- A. A child loses iPad privileges after refusing to eat vegetables.**
- B. A child is scolded for fighting with a sibling.
- C. A child receives praise for good grades.
- D. A child receives extra playtime for completing homework.

Negative punishment involves taking away something a person likes to reduce a behavior. Here, removing iPad privileges after the child refuses to eat vegetables fits this idea because the desirable privilege is taken away in response to the undesired behavior, with the aim of making refusal less likely in the future. The other scenarios don't fit negative punishment: scolding adds an aversive event to discourage fighting (positive punishment), while praise for good grades and extra playtime for completing homework are both adding rewards to increase those desirable behaviors (positive reinforcement).

## 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](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://langdisorders1.examzify.com>**

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

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