

LANGUAGE DISORDERS EXAM 1 PRACTICE (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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 activities are included in obtaining language samples?**
 - A. Play, picture description, storytelling, open-ended questions and/or conversation
 - B. 50-100 utterances
 - C. Video or audio recorded
 - D. Transcribed sample segmented into utterances
- 2. According to constructivist theory, which statement about language is correct?**
 - A. Language and cognitive processes are both innate
 - B. Cognitive processes underlying language are innate, but language itself is not innate
 - C. Language development is solely through imitation
 - D. Language is entirely learned through reinforcement
- 3. FAPE stands for?**
 - A. Free Appropriate Public Education
 - B. Federal Aid for Public Education
 - C. Free Accessible Public Evaluation
 - D. Functional Academic Performance Education
- 4. Which statement reflects caregivers' role in language development according to SI?**
 - A. Caregivers play a critical role
 - B. Caregivers have no influence
 - C. Only peers influence language
 - D. Technology drives development
- 5. What data sources are typically included in the PLAAFP?**
 - A. State test scores, recent curriculum assessments, progress on current goals, and how deficits impact progress
 - B. Parental income and family history
 - C. Sports participation and awards
 - D. Teacher tenure and credentials

- 6. A developmentally organized sequence is a hallmark of which assessment type?**
- A. Norm-referenced
 - B. Criterion-referenced
 - C. Dynamic
 - D. Informal assessments
- 7. Which description captures the idea of a normal distribution of scores?**
- A. Describes any behavior that clusters around a mean.
 - B. Describes scores that are evenly distributed across all values.
 - C. Describes a distribution with extreme skew.
 - D. Describes a distribution with multiple distinct peaks.
- 8. Which term describes the total score across multiple subtests?**
- A. Composite Score.
 - B. Raw Score.
 - C. Basal.
 - D. Ceiling.
- 9. Which is the first step in the five-step assessment process?**
- A. Screen
 - B. Obtain background information
 - C. Evaluate
 - D. Counsel family, staff, etc.
- 10. Norm-referenced testing relies on comparison to what kind of sample?**
- A. A normative sample representing a population.
 - B. An expert-judged standard set.
 - C. The individual's own past performance.
 - D. A fixed criterion that does not change.

Answers

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

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Explanations

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1. Which activities are included in obtaining language samples?

- A. Play, picture description, storytelling, open-ended questions and/or conversation**
- B. 50-100 utterances
- C. Video or audio recorded
- D. Transcribed sample segmented into utterances

Obtaining language samples relies on engaging the speaker in a variety of naturalistic tasks that prompt spontaneous speech across different contexts. The best approach includes play, picture description, storytelling, open-ended questions, and conversation because these activities encourage real-time language use in multiple forms—vocabulary, sentence structure, narration, and pragmatic skills. Play taps symbolic use and social interaction; describing pictures prompts detailed expressive language and sequencing; storytelling elicits organized narrative structure with grammar and cohesion; open-ended questions invite longer, more complex responses and flexible syntax; and conversation provides interactive turn-taking, topic maintenance, and varied discourse. Together these activities produce a representative sample of how the speaker communicates in everyday settings. The other options describe ways of handling or measuring the sample rather than the elicitation activities themselves. A target number of utterances is a guideline for how much to collect, not what you have the person do to produce language. Video or audio recording is a method for capturing the speech, not an activity that generates it. Transcribing the sample and breaking it into utterances is part of analysis and processing after collection, not part of the elicitation process.

2. According to constructivist theory, which statement about language is correct?

- A. Language and cognitive processes are both innate
- B. Cognitive processes underlying language are innate, but language itself is not innate**
- C. Language development is solely through imitation
- D. Language is entirely learned through reinforcement

Language develops as something you build through experience and social interaction, using cognitive processes that are available to you from the start. In constructivist thinking, the general mental tools that support learning are present (innate in the sense of being built-in capacities), but the specific language you know—its words, rules, and usage—is learned from the environment, not pre-wired. So the best statement is that the cognitive processes underlying language are innate, but language itself is not innate. This fits with seeing language as something children construct through experience, testing ideas, and communicating with others, rather than something fixed that's present at birth. Language learning through imitation or reinforcement alone doesn't capture the constructive, meaning-making aspect of how children actually acquire language in rich social contexts, which is why those options don't fit constructivist views.

3. FAPE stands for?

- A. Free Appropriate Public Education
- B. Federal Aid for Public Education
- C. Free Accessible Public Evaluation
- D. Functional Academic Performance Education

FAPE stands for Free Appropriate Public Education. This concept under IDEA guarantees that students with disabilities receive special education and related services at public expense, designed to meet their unique needs, and provided in the least restrictive environment. An IEP outlines the specific services and how progress will be measured. The other options don't match the established term: federal aid for public education, free accessible public evaluation, or functional academic performance education.

4. Which statement reflects caregivers' role in language development according to SI?

- A. Caregivers play a critical role
- B. Caregivers have no influence
- C. Only peers influence language
- D. Technology drives development

In the social interactionist view of language development, caregivers are central because language grows out of meaningful social exchanges. Caregivers provide abundant language input, respond contingently to a child's attempts, and support learning through joint attention, open-ended questions, and elaborations. They label objects, expand a child's utterances, and recast sentences, which helps the child acquire vocabulary, syntax, and pragmatic skills. This responsive, interactive environment creates the opportunities the child needs to develop language, so stating that caregivers play a critical role is the best match to this perspective. Options that say caregivers have no influence, that only peers influence, or that technology drives development conflict with the idea that social context and caregiver input are foundational to language learning.

5. What data sources are typically included in the PLAAFP?

- A. State test scores, recent curriculum assessments, progress on current goals, and how deficits impact progress
- B. Parental income and family history
- C. Sports participation and awards
- D. Teacher tenure and credentials

The PLAAFP presents where a student currently stands in both academics and functional skills, using multiple data sources to show how the disability affects involvement and progress in the general education setting. State or district standardized test scores provide a broad view of achievement, while recent curriculum-based assessments and progress-monitoring data reveal day-to-day performance and growth toward current goals. Observations, work samples, and input from teachers and families help capture how deficits impact participation and what supports are needed. Altogether, this mix of data supports clear, measurable goals and appropriate services. Data like parental income, sports participation, or teacher tenure and credentials aren't used to describe the student's current performance or functional needs for the PLAAFP.

6. 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.

7. Which description captures the idea of a normal distribution of scores?

- A. Describes any behavior that clusters around a mean.**
- B. Describes scores that are evenly distributed across all values.
- C. Describes a distribution with extreme skew.
- D. Describes a distribution with multiple distinct peaks.

Normal distribution is characterized by most scores clustering around the mean, forming a symmetric bell-shaped curve. This pattern means that values near the center are the most frequent, and frequencies decline smoothly as you move away from the mean in either direction. Because of this, the mean, median, and mode are all in the same place, and the spread is determined by the standard deviation. The description that emphasizes clustering around a central value best captures this idea. The other descriptions point to different patterns: a uniform distribution would have equal frequency across values, a distribution with extreme skew would lean heavily to one side, and a distribution with multiple peaks would be multimodal rather than bell-shaped.

8. Which term describes the total score across multiple subtests?

- A. Composite Score.**
- B. Raw Score.
- C. Basal.
- D. Ceiling.

When you want a single number that captures performance across several subtests, you're looking at a composite score. This score combines the results from multiple subtests (often by converting each subtest to a common metric like a standardized or scaled score and then forming an overall total). It provides a global snapshot of ability or achievement across the battery, rather than the strength or weakness shown in any one domain. By contrast, a raw score is just the count of correct answers on one subtest (not across multiple subtests), and basal/ceiling refer to administration rules about where to start and when to stop testing. So the term that describes the total score across multiple subtests is composite score.

9. Which is the first step in the five-step assessment process?

- A. Screen**
- B. Obtain background information
- C. Evaluate
- D. Counsel family, staff, etc.

Screening is the first step because it serves as a quick, efficient check to flag potential language concerns and determine whether a full evaluation is warranted. It's designed to be brief and non-diagnostic, allowing you to cast a wide net and identify individuals who may need more in-depth testing. Background information is important, but it helps interpret findings and guide the evaluation rather than deciding if further assessment is needed, which is why it follows screening. A comprehensive evaluation then provides detailed measures of language skills, and counseling with family and staff typically occurs after results are known to plan next steps.

10. Norm-referenced testing relies on comparison to what kind of sample?

- A. A normative sample representing a population.**
- B. An expert-judged standard set.
- C. The individual's own past performance.
- D. A fixed criterion that does not change.

Norm-referenced testing interprets an individual's performance by comparing it to a normative sample that represents the population. This reference group provides the distribution (average performance and variation) so you can determine where someone stands relative to peers—often expressed as percentiles or standard scores. The aim is to show how a person compares to others of the same age or group, not whether they have achieved a fixed level of mastery. Why this fits better here: the whole point of a norm-referenced approach is relative ranking within a representative group. In contrast, using a fixed criterion or an expert-set standard would judge against an absolute threshold, not relative to peers, and comparing to one's own past performance would measure growth over time rather than where the person sits in the population.

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://langdisorders1.examzify.com>

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

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