

NORTH CAROLINA SLP-ASSISTANT PRACTICE EXAM (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. Can an SLPA conduct treatment for dysphagia?**
 - A. Yes, with supervision
 - B. No, that is not permitted
 - C. Yes, but only for adults
 - D. Only for certain patients

- 2. What type of data is collected before intervention starts?**
 - A. Assessment data
 - B. Baseline data
 - C. Objective data
 - D. Final data

- 3. What is the main function of child-directed speech?**
 - A. To teach adults about child development
 - B. To capture the attention of children
 - C. To encourage children to speak more
 - D. To provide children with academic vocabulary

- 4. Can an SLPA assist in setting up treatment for swallowing?**
 - A. Yes, but they cannot engage in treatment directly
 - B. No, they have no role in swallowing treatment
 - C. Yes, and they can also perform procedures
 - D. Only if they have completed extra training

- 5. Wernicke's area is primarily associated with which of the following functions?**
 - A. Motor control
 - B. Visual processing
 - C. Auditory processing
 - D. Language production

- 6. An SLPA can NOT perform oral motor exercises for a patient with which condition?**
- A. Articulation disorders
 - B. Dysphagia
 - C. Fluency disorders
 - D. Voice disorders
- 7. The symbol " " is associated with which of the following sounds?**
- A. Sh, shoe
 - B. Zh, garage
 - C. Th, three
 - D. Th, feather
- 8. In what scenario should the supervising SLP be contacted immediately?**
- A. When a client has mastered a skill
 - B. When a client is not responding negatively to training
 - C. When a client shows consistent progress
 - D. When a client faces challenges with training materials
- 9. /see/ is an example of which type of syllable?**
- A. Closed syllable
 - B. Open syllable
 - C. Diphthong
 - D. Complex syllable
- 10. What is one task that an SLPA can perform during research activities?**
- A. Administering therapy techniques
 - B. Obtaining parent/patient permission forms
 - C. Diagnosing speech disorders
 - D. Conducting therapy sessions alone

Answers

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

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Explanations

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1. Can an SLPA conduct treatment for dysphagia?

- A. Yes, with supervision
- B. No, that is not permitted**
- C. Yes, but only for adults
- D. Only for certain patients

In the context of speech-language pathology and the role of a Speech-Language Pathology Assistant (SLPA), it's important to understand the regulations and guidelines that govern professional practice. An SLPA is not permitted to independently conduct treatment for dysphagia, which is a swallowing disorder. This restriction exists because dysphagia management requires specialized knowledge and skills that fall under the purview of licensed speech-language pathologists. The practice of treating dysphagia involves assessments, creating treatment plans, and implementing interventions that ensure patient safety during swallowing. Since dysphagia can present significant risks, including aspiration and other health complications, it is critical that such treatment is performed by a qualified professional with the appropriate training and licensure. While SLPAs can support licensed speech-language pathologists in treatment delivery and carry out specific, delegable tasks under supervision, they cannot engage in the independent treatment of dysphagia. This ensures a standard of care that prioritizes patient safety and maintains the integrity of speech-language pathology services.

2. What type of data is collected before intervention starts?

- A. Assessment data
- B. Baseline data**
- C. Objective data
- D. Final data

Baseline data is the type of data collected before any intervention begins. It serves as a point of reference to measure change or progress throughout the course of treatment. By establishing a clear picture of the individual's abilities or challenges prior to intervention, professionals can identify specific goals, tailor treatment plans, and determine the effectiveness of the intervention over time. Baseline data provides critical insights into where an individual currently stands, enabling clinicians to compare future assessments against this initial set of data to evaluate the impact of their strategies. This is essential for both planning interventions and for making data-driven decisions about ongoing therapy.

3. What is the main function of child-directed speech?

- A. To teach adults about child development
- B. To capture the attention of children**
- C. To encourage children to speak more
- D. To provide children with academic vocabulary

The main function of child-directed speech, often referred to as "motherese" or "infant-directed speech," is to capture the attention of children. This type of speech is characterized by a higher pitch, exaggerated intonation, and slower tempo, which makes it more appealing and engaging for young listeners. By using this style of communication, caregivers can effectively draw children's attention and encourage their engagement in social interaction and language learning. The various elements of child-directed speech help to not only attract children's focus but also make it easier for them to process the sounds and words being spoken, facilitating early language acquisition and comprehension.

4. Can an SLPA assist in setting up treatment for swallowing?

- A. Yes, but they cannot engage in treatment directly**
- B. No, they have no role in swallowing treatment
- C. Yes, and they can also perform procedures
- D. Only if they have completed extra training

The choice indicating that an SLPA can assist in setting up treatment for swallowing, but cannot engage in treatment directly, is accurate within the framework of practice regulations. SLPAs are designed to support Speech-Language Pathologists (SLPs) in various tasks, including the preparation and setup for treatment sessions focused on swallowing. They may assist in preparing materials, organizing the environment, and observing procedures to better understand the therapy process. However, they are typically not authorized to carry out direct therapeutic interventions on clients or patients without supervision. This ensures that evaluation and treatment that require specialized knowledge and expertise remain within the purview of licensed SLPs, who are responsible for patient care decisions and clinical judgments. The involvement of SLPAs in non-direct, supportive roles aligns with regulatory practices that emphasize the maintenance of professional standards and client safety in the treatment of swallowing disorders.

5. Wernicke's area is primarily associated with which of the following functions?

- A. Motor control
- B. Visual processing
- C. Auditory processing**
- D. Language production

Wernicke's area is primarily associated with auditory processing, particularly in relation to language comprehension. This part of the brain, located in the left temporal lobe, plays a crucial role in understanding spoken and written language. Individuals with damage to Wernicke's area often have difficulty grasping the meaning of language, leading to the production of nonsensical speech despite having intact auditory processing capabilities. In contrast to this, areas associated with motor control are linked to the planning and execution of voluntary movements. Visual processing relates to interpreting visual stimuli, while language production is typically associated with Broca's area, which is responsible for the formation of coherent speech. Understanding these distinctions underscores why auditory processing is correctly identified in relation to Wernicke's area.

6. An SLPA can NOT perform oral motor exercises for a patient with which condition?

- A. Articulation disorders
- B. Dysphagia**
- C. Fluency disorders
- D. Voice disorders

An SLPA cannot perform oral motor exercises for a patient with dysphagia because this condition involves difficulty in swallowing, which often requires specialized assessment and intervention from licensed speech-language pathologists (SLPs). Dysphagia management typically includes not only exercises but also safety considerations and modifications to diet and communication strategies, all of which need to be overseen by an SLP due to the associated risks of aspiration and other complications. In contrast, articulation disorders, fluency disorders, and voice disorders can be managed with techniques and exercises that an SLPA is trained to administer. SLPAs can support speech production practices, help clients with fluency techniques, and assist in voicing strategies under the supervision of an SLP. Therefore, oral motor exercises in the context of these conditions fall within the scope of practice for an SLPA, while dysphagia necessitates a higher level of expertise to ensure patient safety.

7. The symbol " " is associated with which of the following sounds?

- A. Sh, shoe
- B. Zh, garage**
- C. Th, three
- D. Th, feather

The symbol " " is associated with the sound produced in the middle of the word "garage." This sound is a voiced postalveolar fricative, which means that during its articulation, the vocal cords vibrate while air is expelled through a narrow constriction formed by the tongue and the roof of the mouth, specifically near the area just behind the alveolar ridge. In contrast, other sounds that begin with "sh" or represented in the options relate to different phonetic symbols. For instance, the "sh" sound in "shoe" is represented by the symbol "ʃ," not " " . Similarly, the "th" sounds in "three" and "feather" are denoted by distinct symbols, "θ" for the voiceless "th" as in "three," and "ð" for the voiced "th" as in "feather." Consequently, the distinctive sound represented by " " is clearly identified with the specific phoneme in "garage," reaffirming that this choice is valid.

8. In what scenario should the supervising SLP be contacted immediately?

- A. When a client has mastered a skill
- B. When a client is not responding negatively to training
- C. When a client shows consistent progress
- D. When a client faces challenges with training materials**

The scenario in which the supervising SLP should be contacted immediately is when a client faces challenges with training materials. This is crucial because encountering difficulties can indicate that the intervention strategies may not be appropriate, or that modifications are needed to better support the client's learning needs. Timely communication ensures that the supervising SLP can assess the situation, provide guidance, and make any necessary adjustments to the therapy plan, thereby preventing potential setbacks in the client's progress. In contrast, the mastery of a skill, a client's positive response to training, or consistent progress are generally indicators that the therapy is effective and can proceed without immediate intervention. While these situations warrant regular updates to the supervising SLP, they do not necessitate immediate contact, as they typically show that the client is on the right path in therapy.

9. /see/ is an example of which type of syllable?

- A. Closed syllable
- B. Open syllable**
- C. Diphthong
- D. Complex syllable

The term "open syllable" refers to a syllable that ends in a vowel sound. In the case of the word "see," it consists of a single vowel sound /i/, which is pronounced as a long vowel. This type of syllable does not have a consonant following it, allowing the vowel sound to stand alone and creating an open configuration. The presence of only one vowel without a consonantal closure characterizes it as open. In contrast, a closed syllable would involve a vowel followed by one or more consonants, which is not the case here. A diphthong would involve a combination of two vowel sounds within the same syllable but is not applicable to the singular vowel sound in "see." Lastly, a complex syllable generally refers to syllables with blends or multiple consonants and would not classify "see," which is simply structured.

10. What is one task that an SLPA can perform during research activities?

- A. Administering therapy techniques
- B. Obtaining parent/patient permission forms**
- C. Diagnosing speech disorders
- D. Conducting therapy sessions alone

Obtaining parent/patient permission forms is a task that an SLP assistant can perform during research activities because it is a necessary step in ensuring ethical and legal compliance when involving participants in research. Consent forms are crucial for protecting the rights of participants and ensuring transparency about how their data will be used. This task aligns well with the role of an SLPA, as they can assist with administrative responsibilities related to research. In contrast, administering therapy techniques typically requires the direct involvement of a licensed speech-language pathologist, as it involves clinical decision-making and individualized treatment planning. Diagnosing speech disorders is also a task that falls solely within the scope of practice of licensed professionals, as it requires advanced training and expertise. Conducting therapy sessions alone doesn't fully adhere to practice regulations, as SLPAs are expected to work under the supervision of a licensed SLP to ensure the quality and effectiveness of therapeutic interventions.

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://ncslpassistant.examzify.com>

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

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