

PRAXIS SLP LICENSE 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. A child exhibiting vocal play, raspberries, and trills during an evaluation is likely in which stage of linguistic development?**
 - A. Exploration/expansion stage
 - B. Coo and goo stage
 - C. Canonical babbling stage
 - D. Phonation stage
- 2. What best describes the release of neurotransmitters in the brain?**
 - A. Excites neighboring cells
 - B. Excites neighboring cells only if it binds with a receptor
 - C. Excites or inhibits neighboring cells if it binds with a receptor
 - D. Inhibits neighboring cells
- 3. For a child with pragmatic difficulties, which intervention goal would best address her needs regarding presupposition skills?**
 - A. Utilize gestures in conversation
 - B. Understand different perspectives in communication
 - C. Modify communicative attempts based on partner needs
 - D. Understand expectations of conversational partners
- 4. What technique is likely used in fluency-shaping activities for stuttering therapy?**
 - A. Cancellation
 - B. Avoidance treatment
 - C. Counseling
 - D. Operant conditioning to reinforce moments of fluency
- 5. When an SLP observes that only a few members will not benefit maximally from a selected intervention in a group, what principle are they demonstrating?**
 - A. Utilitarian ethics
 - B. Justice ethics
 - C. Deontological ethics
 - D. Virtue ethics

6. What is the most likely cause of a patient's persistent bad breath and globus sensation after a month of worsening symptoms?
- A. Vocal fold cyst
 - B. laryngeal papilloma
 - C. Vocal fold atrophy
 - D. Laryngeal cancer
7. Which muscle is most likely to contract when producing the vowel /u/ as in "boot"?
- A. orbicularis oris
 - B. levator labii superioris
 - C. zygomatic major
 - D. risorius
8. During communication therapy, which technique is most likely to enhance speech production in a child with severe articulation errors?
- A. Modeling and imitation
 - B. Visual phonics
 - C. Phoneme segmentation
 - D. Prosody training
9. What is the objective of early intervention services for children with communication delays?
- A. To focus on academic skills only
 - B. To assist caregivers in managing behavioral issues
 - C. To improve social communication skills
 - D. To provide physical therapy only
10. How many free morphemes are present in the child's utterance, "The boy pushed the cars?"
- A. 2
 - B. 3
 - C. 4
 - D. 5

Answers

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

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Explanations

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1. A child exhibiting vocal play, raspberries, and trills during an evaluation is likely in which stage of linguistic development?

A. Exploration/expansion stage

B. Coo and goo stage

C. Canonical babbling stage

D. Phonation stage

In the context of linguistic development, the exploration/expansion stage is characterized by a variety of vocalizations, including vocal play, raspberries, and trills. During this phase, children experiment with their vocal apparatus as they begin to produce sounds with greater control and complexity. This stage typically occurs around 4 to 6 months of age and involves a range of playful sounds that help children explore their ability to manipulate pitch, volume, and tongue movements. While the coo and goo stage does involve cooing sounds and some rudimentary vocal play, it is primarily characterized by prolonged vowel sounds rather than the more varied and complex vocalizations seen in the exploration/expansion stage. Canonical babbling, occurring slightly later, involves the repetitive consonant-vowel combinations (like "baba" or "dada") and is a critical milestone in speech development, but it does not encompass the full range of vocal play being referenced here. The phonation stage, which typically occurs earlier, consists of reflexive cries and vegetative sounds, lacking the playful exploration evident in the exploration/expansion stage. Overall, the presence of vocal play, raspberries, and trills strongly aligns with the characteristics of the exploration/expansion stage, making

2. What best describes the release of neurotransmitters in the brain?

A. Excites neighboring cells

B. Excites neighboring cells only if it binds with a receptor

C. Excites or inhibits neighboring cells if it binds with a receptor

D. Inhibits neighboring cells

The release of neurotransmitters in the brain is best described by the idea that they can either excite or inhibit neighboring cells, depending on the type of receptor they bind to. Neurotransmitters are chemical messengers that are released from the presynaptic neuron into the synaptic cleft, where they can then attach to specific receptors on the postsynaptic neuron. When a neurotransmitter binds to receptors that are typically associated with excitatory actions, it may cause depolarization of the postsynaptic cell, leading to an excitatory postsynaptic potential (EPSP). Conversely, if the neurotransmitter binds to receptors that facilitate inhibitory effects, it can result in hyperpolarization of the postsynaptic neuron, producing an inhibitory postsynaptic potential (IPSP). This dual capability of neurotransmitters to either promote or inhibit action potentials in neighboring neuron is fundamental to the modulation of neural circuitry. The choice that states that neurotransmitters excite neighboring cells only if they bind with a receptor does not encompass the complete range of actions these neurotransmitters can have, as it overlooks their potential inhibitory effects. Likewise, focusing solely on excitation or inhibition without addressing the receptor's role would fail to convey the complexity of neurotransmitter interactions.

3. For a child with pragmatic difficulties, which intervention goal would best address her needs regarding presupposition skills?

- A. Utilize gestures in conversation
- B. Understand different perspectives in communication
- C. Modify communicative attempts based on partner needs**
- D. Understand expectations of conversational partners

The focus on modifying communicative attempts based on partner needs is crucial for addressing presupposition skills in a child with pragmatic difficulties. Presupposition refers to the assumptions that speakers and listeners make about what is known or shared knowledge in a conversation. By emphasizing the need to adapt communication based on what a conversation partner does or does not know, the child learns to communicate more effectively and appropriately in social interactions. This goal supports the development of more nuanced communication strategies, fostering an awareness of the listener's perspective. It helps the child recognize that different partners may require different levels of information or context to understand the conversation fully. This is foundational for improving their pragmatic language skills, as effective communication is contingent upon considering and responding to the knowledge and needs of others during interactions. In contrast, while understanding different perspectives (the second choice) is also beneficial, modifying communicative attempts directly allows for practical application of this understanding, resulting in more immediate improvements in conversational interactions.

4. What technique is likely used in fluency-shaping activities for stuttering therapy?

- A. Cancellation
- B. Avoidance treatment
- C. Counseling
- D. Operant conditioning to reinforce moments of fluency**

In fluency-shaping activities for stuttering therapy, operant conditioning to reinforce moments of fluency is a fundamental technique. This approach involves reinforcing fluent speech with positive feedback or rewards when a client successfully speaks without stuttering. The goal is to gradually increase the frequency of fluent speech through positive reinforcement, helping the individual to develop and maintain smooth, fluent communication patterns over time. By creating a supportive environment where moments of fluency are acknowledged and rewarded, clients can build confidence in their ability to speak fluently. This technique emphasizes the importance of establishing a new, fluent speech pattern rather than solely focusing on managing stuttering behaviors. In contrast, cancellation, avoidance treatment, and counseling serve different purposes in stuttering therapy. Cancellation involves pausing and restarting after a disfluent moment, avoidance treatment focuses on teaching clients to avoid certain speaking situations to reduce anxiety, and counseling aims to address the emotional and psychological aspects of stuttering. However, operant conditioning specifically aims to shape and encourage fluent speech, making it a key technique in fluency-shaping activities.

5. When an SLP observes that only a few members will not benefit maximally from a selected intervention in a group, what principle are they demonstrating?

- A. Utilitarian ethics**
- B. Justice ethics
- C. Deontological ethics
- D. Virtue ethics

The principle being demonstrated in this scenario is utilitarian ethics. This ethical approach focuses on maximizing overall good or benefit for the greatest number of people involved. When an SLP identifies that most members of a group will benefit significantly from a specific intervention, while only a few may not benefit maximally, they are applying a utilitarian perspective by prioritizing the greatest overall benefit for the majority. Utilitarian ethics operates on the premise that the rightness or wrongness of actions is determined by their consequences. In this case, the SLP's decision-making aligns with promoting the welfare of the majority, which is a core concept of utilitarianism. This rationale supports the choice of an intervention that provides the most positive outcome for the group, even if it means that a small number may not experience the same level of benefit. Other ethical principles, such as justice ethics, deontological ethics, and virtue ethics, focus on different aspects of ethical decision-making. Justice ethics would emphasize fairness and equality among all individuals, potentially leading to a different approach that does not allow for the imbalance in benefit observed here. Deontological ethics centers on adherence to rules and duties, while virtue ethics focuses on the character and moral virtues of the individual practitioner. However, none of

6. What is the most likely cause of a patient's persistent bad breath and globus sensation after a month of worsening symptoms?

- A. Vocal fold cyst
- B. laryngeal papilloma
- C. Vocal fold atrophy
- D. Laryngeal cancer**

The most likely cause of a patient's persistent bad breath and globus sensation after a month of worsening symptoms is laryngeal cancer. This condition can produce significant symptoms, including persistent bad breath (halitosis) due to tissue necrosis or infection associated with tumors, as well as globus sensation, which is the feeling of a lump or something being stuck in the throat. The chronic duration of the symptoms—escalating over a month—further raises concern for malignancy, as cancers often lead to progressive or worsening clinical signs. In contrast, the other conditions—such as vocal fold cysts, laryngeal papilloma, and vocal fold atrophy—typically present with different symptom profiles and may not lead to the same level of persistent, debilitating symptoms seen with laryngeal cancer. For example, a vocal fold cyst may cause hoarseness or discomfort, but it is less likely to manifest as ongoing severe bad breath or the sensation of a lump in the throat. Similarly, laryngeal papillomas are more common in younger patients, often associated with the human papillomavirus, and typically produce more intermittent symptoms rather than a continuous state of decline. Vocal fold atrophy generally leads to voice changes without the associated

7. Which muscle is most likely to contract when producing the vowel /u/ as in "boot"?

- A. orbicularis oris**
- B. levator labii superioris
- C. zygomatic major
- D. risorius

The orbicularis oris muscle is primarily responsible for the movement of the lips, which is crucial when producing the vowel /u/ as in "boot." This vowel sound requires the lips to be rounded and protruded, a specific action that the orbicularis oris facilitates. This muscle encircles the mouth and allows for the closing and tightening of the lips during speech. The levator labii superioris, while involved in elevating the upper lip, is not the primary muscle used for lip rounding or protrusion during the production of /u/. The zygomatic major is more associated with smiling and elevating the corners of the mouth, which does not play a significant role in producing rounded vowel sounds. The risorius is involved in pulling the lips laterally, again not suitable for the production of a rounded vowel like /u/. Thus, the orbicularis oris is the muscle that effectively supports the articulation of this vowel by enabling the necessary lip configuration.

8. During communication therapy, which technique is most likely to enhance speech production in a child with severe articulation errors?

- A. Modeling and imitation**
- B. Visual phonics
- C. Phoneme segmentation
- D. Prosody training

The technique that is most likely to enhance speech production in a child with severe articulation errors is modeling and imitation. This approach directly engages the child in learning correct speech sounds through listening and replicating what they hear. Modeling provides an auditory and visual example of correct speech production, allowing the child to observe and then imitate the sounds, which is especially crucial for those with significant articulation challenges. The act of imitation reinforces the learning process, as children learn by copying the speech patterns and sounds of a model, typically the therapist. This technique is particularly effective because it addresses both the cognitive and motor components of speech production, making it a fundamental strategy in speech therapy for children facing severe articulation difficulties. In the context of the other options: visual phonics focuses on linking speech sounds with visual cues, which can be helpful but may not provide the immediate corrective feedback needed for severe articulation errors. Phoneme segmentation involves breaking down words into their individual sounds, which can assist with phonological awareness rather than directly improving articulation. Prosody training emphasizes the rhythm and intonation of speech, which, while important for overall speech clarity and naturalness, does not specifically target the articulation of individual sounds. Thus, while all techniques have their merit, modeling and imitation stands out

9. What is the objective of early intervention services for children with communication delays?

- A. To focus on academic skills only
- B. To assist caregivers in managing behavioral issues
- C. To improve social communication skills**
- D. To provide physical therapy only

The objective of early intervention services for children with communication delays is primarily to enhance their social communication skills. Early intervention is crucial as it addresses developmental concerns during a critical period of brain development. By focusing on social communication, practitioners aim to help children develop the ability to interact effectively with others, understand social cues, and improve language skills in various settings. This foundation is essential not only for their immediate communication needs but also for their overall social and emotional development. While other aspects, such as behavioral issues or academic skills, may be factors addressed in a comprehensive intervention program, the primary aim of early intervention is to support meaningful communication and social interactions. It is also important to note that early intervention may encompass a wide range of therapies and services beyond just physical therapy, highlighting the multifaceted approach needed to support children with communication delays effectively.

10. How many free morphemes are present in the child's utterance, "The boy pushed the cars?"

- A. 2
- B. 3
- C. 4
- D. 5**

In the utterance "The boy pushed the cars," it's important to identify the free morphemes, which are meaningful units of language that can stand alone as words. The phrase can be broken down as follows: - "The" is a determiner that serves as a free morpheme. - "boy" is a noun and also a free morpheme. - "pushed" is the past tense form of the verb "push," and the base form "push" is a free morpheme. Although "pushed" contains an inflection, it is derived from "push," which is recognized as a stand-alone unit. - "the" appears again as part of the noun phrase. - "cars" is the plural form of "car," and while it contains the plural morpheme '-s,' the base word "car" is a free morpheme. When counting the free morphemes in the utterance: 1. "the" (first appearance) 2. "boy" 3. "push" (in its past tense form "pushed") 4. "the" (second appearance) 5. "car" (from "cars") Thus, there are five identifiable free mor

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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