

Speech-Language Pathology - National (SLP-N) Practice Test (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

- 1. What intervention strategy aligns with the complexity approach for selecting targets for a child with limited sounds?**
 - A. A. Selecting phonemes with high frequency in the English language**
 - B. B. Targeting phonemes based on personal relevance**
 - C. C. Focusing on late-acquired sounds for generalization**
 - D. D. Prioritizing sounds that the child hears frequently**
- 2. What is the significance of cultural and linguistic diversity in speech-language assessment?**
 - A. It ensures individual assessments align with international standards**
 - B. It helps to evaluate communication abilities in a person's native context**
 - C. It minimizes the need for professional interpreters during evaluations**
 - D. It focuses solely on spoken language proficiency**
- 3. What is a language disorder?**
 - A. A problem only in reading ability**
 - B. A difficulty in understanding or using language correctly**
 - C. A condition where speech is overly rapid**
 - D. A lack of interest in communication**
- 4. According to Brown's Morphemes Stage 3, which morpheme is learned between 36-42 months?**
 - A. Regular plural -s**
 - B. Irregular past tense**
 - C. Present progressive -ing**
 - D. Articles**
- 5. How does a voice disorder differ from a speech disorder?**
 - A. A voice disorder affects vocal quality, while a speech disorder involves articulation difficulties**
 - B. A voice disorder is temporary, while a speech disorder is permanent**
 - C. Speech disorders are related to hearing loss**
 - D. A voice disorder only affects volume**

- 6. What is one of the key principles of evidence-based practice in speech-language pathology?**
- A. Utilizing only clinical judgment in decision-making**
 - B. Integrating the best available research with clinical expertise and patient values**
 - C. Following traditional practices without considering new research**
 - D. Using anecdotal evidence as the primary basis for treatment**
- 7. What is the primary characteristic of dysarthria?**
- A. Hyperactivity of speech**
 - B. Neurogenic speech execution disorder**
 - C. Impaired auditory processing**
 - D. Difficulty with reading comprehension**
- 8. What is the function of a speech-language pathologist during an IEP meeting?**
- A. To act solely as an advisor**
 - B. To provide an assessment of the child's speech and language needs**
 - C. To dictate the decision-making process for placement**
 - D. To solely focus on speech sound production**
- 9. What aspect does the objective "Student will indicate 'I need help' using a single icon in 8/10 trials" address in a nonverbal preschool student?**
- A. A. Provide comments relevant to the context**
 - B. B. Respond appropriately to questions from others**
 - C. C. Use language for a variety of purposes**
 - D. D. Engage in agreed-upon rules for discussion**
- 10. What is the primary goal of an SLP in a school environment?**
- A. To conduct standardized tests for all students**
 - B. To support students' academic achievement related to communication needs**
 - C. To provide emotional support for students**
 - D. To teach social skills to all students**

Answers

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

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Explanations

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1. What intervention strategy aligns with the complexity approach for selecting targets for a child with limited sounds?

- A. A. Selecting phonemes with high frequency in the English language**
- B. B. Targeting phonemes based on personal relevance**
- C. C. Focusing on late-acquired sounds for generalization**
- D. D. Prioritizing sounds that the child hears frequently**

The complexity approach in speech-language intervention emphasizes selecting targets that are more complex than the child's current levels of production, which in turn encourages broader generalization across other sounds and language aspects. Targeting late-acquired sounds is a key element of this approach because these sounds are typically more phonetically complex and can promote change in the overall phonological system of the child. By focusing on these sounds, the child is not just learning to produce a specific phoneme, but they are also likely to improve their production of other sounds, facilitating a more comprehensive development in their speech abilities. This strategy contrasts with selecting phonemes based on frequency or relevance to the child's life, as these could be easier sounds that might not stimulate the same level of generalization or progress in overall speech skills. Prioritizing frequently heard sounds, while helpful in some contexts, does not take full advantage of the potential benefits of targeting complexity to foster greater growth.

2. What is the significance of cultural and linguistic diversity in speech-language assessment?

- A. It ensures individual assessments align with international standards**
- B. It helps to evaluate communication abilities in a person's native context**
- C. It minimizes the need for professional interpreters during evaluations**
- D. It focuses solely on spoken language proficiency**

The significance of cultural and linguistic diversity in speech-language assessment is best exemplified by its ability to evaluate communication abilities in a person's native context. Recognizing a client's cultural and linguistic background allows the speech-language pathologist to assess communication skills more accurately and meaningfully. This approach acknowledges that communication is not just about language proficiency but also includes various cultural contexts, non-verbal cues, and social norms. When assessments are conducted within the familiarity of a person's native language and cultural context, it provides a clearer understanding of their communication strengths and challenges. This holistic perspective can lead to more appropriate interventions tailored to the individual's cultural and linguistic needs, ultimately enhancing the effectiveness of therapeutic outcomes. Other options do not capture the primary importance of cultural and linguistic diversity in assessments. Aligning with international standards may overlook individual nuances, minimizing the role of interpreters could lead to misinterpretations, and focusing solely on spoken language proficiency ignores non-verbal communication and the full spectrum of a person's communicative competence.

3. What is a language disorder?

- A. A problem only in reading ability
- B. A difficulty in understanding or using language correctly**
- C. A condition where speech is overly rapid
- D. A lack of interest in communication

A language disorder is characterized by difficulties in understanding or using language effectively. This can manifest in various ways, including challenges in expressive language (how one conveys thoughts and ideas) and receptive language (how one comprehends spoken or written language). Individuals with language disorders may struggle to formulate grammatically correct sentences, use appropriate vocabulary, or understand abstract concepts, leading to communication difficulties in both social and academic contexts. The other choices define aspects that do not encompass the full scope of a language disorder. For instance, limiting the definition to reading ability overlooks the broader components of language that include speaking, listening, and written communication. Similarly, describing the condition as having overly rapid speech pertains specifically to speech fluency rather than the full spectrum of language capabilities. A lack of interest in communication may point to behavioral or social factors but does not address underlying language processing issues. Thus, the definition of a language disorder must focus on the comprehensive challenges individuals face in understanding and using language correctly.

4. According to Brown's Morphemes Stage 3, which morpheme is learned between 36-42 months?

- A. Regular plural -s
- B. Irregular past tense**
- C. Present progressive -ing
- D. Articles

Brown's Morphemes Stage 3 focuses on the language development milestones for children typically between the ages of 36 and 42 months. During this stage, children begin to acquire more complex grammatical structures. The correct morpheme that is learned during this period is the irregular past tense. Children in this age range start to understand that verbs can change form depending on the tense, and they begin to utilize some irregular verbs as they refer to past events. This development is crucial because it marks a shift from using simpler sentence structures to more varied and complex forms of communication, which are essential for conveying a wide range of ideas and timelines. In contrast, the other options reflect morphemes learned at different stages. The regular plural -s is generally acquired earlier, around 24 to 30 months, while the present progressive -ing is typically learned around 19 to 28 months. Articles are usually introduced a bit later in development. Each morpheme has a specific timeline for acquisition, highlighting the progressive nature of language development in young children.

5. How does a voice disorder differ from a speech disorder?

- A. A voice disorder affects vocal quality, while a speech disorder involves articulation difficulties**
- B. A voice disorder is temporary, while a speech disorder is permanent**
- C. Speech disorders are related to hearing loss**
- D. A voice disorder only affects volume**

A voice disorder is characterized by issues with vocal quality, which can manifest as hoarseness, breathiness, or changes in pitch and volume. These disorders arise from problems affecting the vocal cords or the way sound is produced in the larynx. In contrast, a speech disorder specifically pertains to difficulties with the articulation of sounds, fluency, or the clarity of spoken language. This can include problems with the way words are formed or difficulties in the rhythm and rate of speech. Understanding this distinction is crucial, as it helps practitioners identify the appropriate treatment strategies for clients. For instance, interventions for voice disorders might focus on vocal hygiene and techniques to improve voice quality, whereas treatments for speech disorders may involve exercises for articulation or fluency. The other options provide misconceptions. While some voice disorders can be temporary, they are not exclusively so; many speech disorders can also be temporary or permanent. Furthermore, speech disorders are not inherently linked to hearing loss, although hearing impairment can influence speech development. Lastly, voice disorders affect more than just volume; they significantly encompass quality and pitch as well.

6. What is one of the key principles of evidence-based practice in speech-language pathology?

- A. Utilizing only clinical judgment in decision-making**
- B. Integrating the best available research with clinical expertise and patient values**
- C. Following traditional practices without considering new research**
- D. Using anecdotal evidence as the primary basis for treatment**

One of the key principles of evidence-based practice in speech-language pathology is the integration of the best available research with clinical expertise and patient values. This principle emphasizes the importance of utilizing empirical evidence to guide treatment decisions while also considering the clinician's professional knowledge and the individual preferences and values of the patient. In practice, this means that speech-language pathologists should stay informed about the latest research findings, apply those findings to their clinical work, and adapt their approaches based on what is most effective for each unique patient. This holistic approach ensures that interventions are not only scientifically sound but also relevant and tailored to the needs of the person receiving therapy, leading to more effective and personalized care. In contrast to this principle, relying solely on clinical judgment, traditional practices, or anecdotal evidence would limit the effectiveness of the treatment provided, as these options do not incorporate the breadth of current research or patient-specific considerations that are essential for optimal outcomes.

7. What is the primary characteristic of dysarthria?

- A. Hyperactivity of speech
- B. Neurogenic speech execution disorder**
- C. Impaired auditory processing
- D. Difficulty with reading comprehension

The primary characteristic of dysarthria is that it is a neurogenic speech execution disorder. Dysarthria results from neurological conditions that affect the muscles involved in speech production, leading to difficulties in coordinating the movements necessary for clear and articulate speech. This disorder can manifest in slurred or slow speech, changes in pitch and volume, and difficulty in controlling the breath support needed for speaking. The neurogenic aspect indicates that the underlying cause originates from issues in the nervous system, including conditions such as stroke, brain injury, or degenerative diseases. The other choices do not accurately capture the essence of dysarthria. Hyperactivity of speech is not a characteristic of this disorder, as dysarthria often involves reduced speech clarity rather than increased speech output. Impaired auditory processing involves difficulties in understanding spoken language rather than speech production itself. Difficulty with reading comprehension relates to cognitive and language processing challenges, which are not directly associated with the motor speech issues seen in dysarthria. Thus, recognizing that dysarthria is fundamentally rooted in speech execution as influenced by neurological function is crucial to understanding this disorder.

8. What is the function of a speech-language pathologist during an IEP meeting?

- A. To act solely as an advisor
- B. To provide an assessment of the child's speech and language needs**
- C. To dictate the decision-making process for placement
- D. To solely focus on speech sound production

The function of a speech-language pathologist (SLP) during an Individualized Education Program (IEP) meeting is primarily to provide an assessment of the child's speech and language needs. This role is crucial because the SLP brings specialized knowledge about communication disorders, which helps to inform the team about the child's current level of speech and language functioning. By sharing assessment results, the SLP contributes valuable insights into how the child's communication skills impact their learning and social interactions. During the meeting, the SLP also participates in discussions regarding specific goals and interventions that should be included in the IEP to support the child's communication needs. This comprehensive assessment is foundational in ensuring that the educational strategies are tailored to the child's unique abilities and challenges. Thus, the SLP plays an essential role in shaping the IEP based on evidence of the child's strengths and areas needing support in communication. The other options do not encapsulate the full responsibility of the SLP during an IEP meeting. Acting solely as an advisor would limit the SLP's active role; dictating the decision-making process for placement would go beyond their purview, as the IEP team makes collaborative decisions; and focusing solely on speech sound production neglects the broader aspects of language and communication.

9. What aspect does the objective "Student will indicate 'I need help' using a single icon in 8/10 trials" address in a nonverbal preschool student?

- A. A. Provide comments relevant to the context**
- B. B. Respond appropriately to questions from others**
- C. C. Use language for a variety of purposes**
- D. D. Engage in agreed-upon rules for discussion**

The objective "Student will indicate 'I need help' using a single icon in 8/10 trials" specifically focuses on teaching the preschool student to use a form of communication—specifically, augmentative or alternative communication—to express a need. This falls under the category of using language for a variety of purposes, which includes requesting assistance. In this context, the student learns to convey an essential message that serves a practical purpose: asking for help. By using a single icon, the expectation is that the student not only understands when they need help but also can effectively communicate this need. This objective ties into the broader goal of enhancing communicative competence in a nonverbal student, providing them with a way to express their needs more directly and effectively. By engaging in this practice, the student is not just learning to use a method of communication but is also being empowered in their social interactions and participation in activities, reinforcing the principle of using language in functional ways.

10. What is the primary goal of an SLP in a school environment?

- A. To conduct standardized tests for all students**
- B. To support students' academic achievement related to communication needs**
- C. To provide emotional support for students**
- D. To teach social skills to all students**

The primary goal of a speech-language pathologist (SLP) in a school environment is to support students' academic achievement related to communication needs. This involves addressing various communication disorders that may impede a student's ability to successfully participate in classroom activities. By providing targeted interventions that enhance speech, language, and communication skills, SLPs facilitate better engagement with academic content, which is essential for learning and overall success in the school setting. Supporting communication aligns with educational goals, as effective communication is vital for students to understand instructions, express their thoughts and ideas, and interact socially with peers and teachers. When SLPs assist students in improving their communication skills, they contribute directly to the students' ability to achieve academically and thrive within the educational environment. While conducting standardized tests is part of an SLP's role in assessing communication abilities, it does not encompass the primary goal of supporting academic achievement. Providing emotional support and teaching social skills are important aspects of student well-being and development, but they are not the SLP's main focus within the school context. The central emphasis remains on enhancing communication to facilitate learning and academic progress.

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://slpnational.examzify.com>

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