

Illinois Licensure Testing System

STUDY GUIDE

Speech-Language
Pathologist:
Nonteaching (154)

**This test is now delivered
as a computer-based test.**

**See www.il.nesinc.com for
current program information.**

Illinois State Board of Education

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois

TABLE OF CONTENTS

GENERAL INFORMATION ABOUT THE ILLINOIS LICENSURE TESTING SYSTEM

PROGRAM OVERVIEW1-1

- For Further Information1-2
- Description of the Tests1-3
- Test Administration1-4
- Score Reports1-4

HOW TO PREPARE FOR THE TEST1-5

- Assess Your Knowledge and Test Skills1-5
- Practice Your Test-Taking Skills1-5

THE DAY OF THE TEST: HELPFUL HINTS1-5

- Preparation1-5
- Test-Taking Tips1-5

TEST DIRECTIONS1-7

FIELD-SPECIFIC INFORMATION

INTRODUCTION2-1

- Test Subareas and Objectives2-1
- Practice Test Questions2-2

TEST OBJECTIVES2-3

PRACTICE TEST QUESTIONS2-9

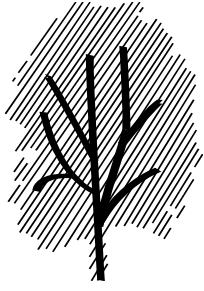
ANSWER KEY 2-15

EXPLANATION OF THE TEST SCORE REPORT 2-16

- Overview 2-16
- Reading Your Report: A Sample 2-17

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

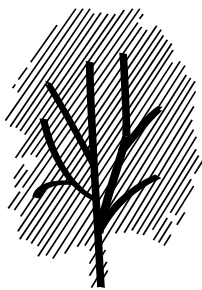
Copyright © 2012 by the Illinois State Board of Education
Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).



General Information About the Illinois Licensure Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Licensure Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ILTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

SPEECH-LANGUAGE PATHOLOGIST: NONTEACHING TEST OBJECTIVES

- I. Foundations and Characteristics
- II. Understanding the Assessment of Students with Communication Disorders
- III. Maintaining Effective Communication, Collaboration, and Professionalism

SUBAREA I—FOUNDATIONS AND CHARACTERISTICS

0001 Understand the nature of speech, language, hearing, and oropharyngeal function.

For example:

- Apply knowledge of various types of communication disorders, their classifications, and their manifestations.
- Apply knowledge of anatomic and physiologic bases of speech, language, hearing, and oropharyngeal function.
- Apply knowledge of linguistic and psycholinguistic variables related to the normal development of speech, language, and hearing.
- Apply knowledge of physical and psychophysical bases and processes of the production and perception of speech, language, and hearing.
- Demonstrate knowledge of the nature, prevention, evaluation, and treatment of speech, language, and hearing disorders.
- Demonstrate understanding of the relationship of knowledge within the discipline to education and life/career applications.

0002 Understand the cognitive, physical, emotional, social, and communication development of an individual.

For example:

- Demonstrate knowledge of child and adolescent growth and development and the ranges of individual variation.
- Demonstrate understanding of the influences of students' physical, social, emotional, ethical, and cognitive development on their learning.
- Apply guidelines for considering student development factors when interpreting evaluative data and designing interventions.
- Apply guidelines for introducing concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs and styles.

0003 Understand individual differences among students with communication disorders.

For example:

- Demonstrate understanding of differences in race, culture, religion, national origin, gender, sexual orientation, and disabling condition and strategies for the provision of services that demonstrate multicultural sensitivity to students and families.
- Demonstrate knowledge of areas of exceptionality in learning as defined in the federal and state statutes and regulations (i.e., Section 504 of the Rehabilitation Act, Individuals with Disabilities Education Act [IDEA], Americans with Disabilities Act [ADA], and the Illinois Administrative Code) and the impact these exceptionalities have on students, families, and school programs.
- Demonstrate knowledge of strategies for designing assessments and intervention strategies appropriate to students' gender, culture, stages of development, learning styles, exceptionalities, strengths, and needs.
- Demonstrate knowledge of how individuals differ in their approaches to learning; how to create opportunities adapted to diverse learners; and methods for selecting and using instructional content, materials, resources, and strategies based upon students' differences.
- Apply knowledge of issues and considerations related to students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning intervention strategies to support student learning.

0004 Understand learning approaches and service delivery for students with communication disorders.

For example:

- Demonstrate knowledge of how school systems are organized, how they operate in relation to general and special education, and the continuum of services and service delivery options available.
- Apply strategies for maximizing the use of therapeutic intervention time by creating an environment that is conducive to learning and achieving individual communication goals.
- Demonstrate knowledge of strategies that encourage students to assume responsibility, participate in decision making, work independently, and collaborate in learning activities.
- Demonstrate knowledge of strategies for assisting in determining the least restrictive environment to provide services based upon the needs of individual students.
- Apply strategies for monitoring and adjusting strategies in response to student feedback and ongoing performance data.
- Demonstrate knowledge of strategies for teaching students with special learning needs to use thinking, problem-solving, and other cognitive strategies to meet individual goals.

SUBAREA II—UNDERSTANDING THE ASSESSMENT OF STUDENTS WITH COMMUNICATION DISORDERS

0005 Understand educational assessment processes.

For example:

- Apply knowledge of procedures, techniques, and instrumentation used to evaluate communication disorders and familiarity with various formal and informal assessment and evaluation theories, techniques, and strategies.
- Demonstrate knowledge of a variety of appropriate formal and informal assessment tools and procedures and the use of nondiscriminatory evaluation procedures in order to obtain a valid understanding of the student's current levels of performance.
- Demonstrate understanding of methods for maintaining useful and accurate records and communicating information such as legal rights and evaluation results knowledgeably and responsibly to parents/guardians and others involved in meeting the needs of the student.

0006 Understand the nature of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders.

For example:

- Demonstrate knowledge of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of speech, including articulation, fluency, and voice.
- Demonstrate knowledge of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of receptive and expressive oral and written language, including phonology, morphology, syntax, semantics, and pragmatics.
- Demonstrate knowledge of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of oral and pharyngeal functions, including disorders of swallowing and feeding.
- Demonstrate knowledge of the procedures of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of cognitive and social aspects of communication.

0007 Understand the appropriate uses of assessment results.

For example:

- Apply strategies for using research results to determine effective diagnostic and treatment procedures.
- Demonstrate knowledge of strategies designed to prevent communication disorders and methods for planning activities to support those efforts.
- Demonstrate knowledge of principles and techniques of various interventions utilized in the management and treatment of communication disorders.
- Apply strategies for using and interpreting assessment data to make appropriate intervention decisions.
- Apply strategies for measuring outcomes of treatment and conducting continuing evaluation of the efficacy of practices and programs to maintain and improve the quality of services.
- Apply knowledge of evaluation and management procedures that do not pertain specifically to speech disorders or language disorders and are within the "Scope of Practice for Speech-Language Pathology" (e.g., feeding, swallowing).

0008 Understand methods for identifying appropriate interventions based on the assessment of students with communication disorders.

For example:

- Apply knowledge of strategies for interpreting and using assessment data for the purpose of making appropriate modifications in the learning environment and planning effective interventions.
- Apply knowledge of strategies for making contributions to the development of a comprehensive individualized program for each student.
- Apply knowledge of strategies for creating goals and benchmarks or short-term objectives to enable students to meet expectations for learning.
- Apply knowledge of strategies for creating and adapting effective learning materials and learning experiences based on curriculum, students' prior knowledge, and students' needs.
- Apply knowledge of strategies for accessing and employing a range of information and technology to enhance student learning.

SUBAREA III—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND PROFESSIONALISM

0009 Understand effective written, verbal, nonverbal, and visual communication techniques and collaborative relationships among professionals, parents/guardians, paraprofessionals, and students.

For example:

- Demonstrate familiarity with the components and terminology of professional report writing.
- Demonstrate understanding of the importance of audience and purpose when selecting ways to communicate.
- Demonstrate knowledge of effective listening skills and strategies for providing students with constructive feedback.
- Demonstrate knowledge of the collaborative process and the benefits, barriers, and techniques involved in collaboration.
- Demonstrate knowledge of strategies for working with colleagues and parents/guardians to develop and maintain a positive learning environment.
- Demonstrate knowledge of skills for facilitating collaborative relationships between general and special education.

0010 Understand applicable laws, regulations, policies, procedures, codes of conduct, and practice guidelines.

For example:

- Apply knowledge of professional associations' codes of conduct and ethical practice guidelines.
- Apply knowledge of federal and state laws and regulations as they pertain to professional practice.
- Demonstrate knowledge of the parameters of the profession's scope of practice and strategies for following them.
- Demonstrate knowledge of school policies and procedures and strategies for following them.
- Demonstrate knowledge of codes of professional conduct and ethical practice guidelines of the profession.
- Identify strategies for promoting and maintaining a high level of competence in the practice of the profession.

0011 Understand how choices and actions of the special educator affect students, parents/guardians, and other professionals.

For example:

- Demonstrate understanding of self-evaluation as an integral part of professional growth and improvement and the need to make ongoing adjustments to assessment and intervention techniques to improve services to students.
- Demonstrate understanding of the necessity of continuing education for professional development and familiarity with resources available for professional development.
- Demonstrate knowledge of strategies for identifying and engaging in appropriate continuing education opportunities to support personal development as a learner and educator.
- Recognize methods for actively seeking out, making use of, and sharing relevant instructional materials and ideas with colleagues.

0012 Understand the advocacy role of special educators and methods for helping individuals access educational resources and services.

For example:

- Demonstrate knowledge of the educator's advocacy role and the programs and services available in the school environment.
- Apply knowledge of strategies for accessing and making appropriate referrals for services provided by district, community, and state resources.
- Apply knowledge of strategies for identifying areas of need and advocating for appropriate student services and supports.
- Apply knowledge of strategies for assisting parents/guardians and students in accessing community and school resources and services.
- Apply knowledge of strategies for providing consultation to parents/guardians, school staff, community agencies, and relevant others in understanding the scope of speech-language services in the school setting.

SPEECH-LANGUAGE PATHOLOGIST: NONTEACHING PRACTICE TEST QUESTIONS

1. A student with a communication disorder related to syntax would have the most difficulty with which of the following?
 - A. understanding idioms
 - B. constructing complete sentences
 - C. following complex directions
 - D. maintaining appropriate proximity

2. Which of the following students is most likely to benefit from direct teaching about the structure of basic paragraphs?
 - A. a first grader who can write simple sentences and uses a fairly rich vocabulary, but has a pragmatic delay that is most noticeable during discourse
 - B. a second grader whose written answers to reading comprehension questions are often incorrect and off point
 - C. a fifth grader who writes strong simple sentences that include prepositional phrases, but answers most essay test questions by writing a list of facts and ideas
 - D. a seventh grader who writes a strong expanded paragraph, but frequently neglects to include an introductory paragraph and a closing paragraph in her papers

3. Use the information from an analysis of a language sample below to answer the question that follows.

- MLU=3.9
- uses *wh-* questions, what? and where?
- uses basic prepositions correctly
- uses conjunctions
- uses objective pronouns in all sentence positions
- exhibits repetition of whole words

A speech-language pathologist obtains a language sample from Margaret, a five-year-old in kindergarten. Based on the information shown above, which of the following statements would be most accurate?

- A. Margaret's overall communication skills reflect a need for pragmatic language therapy services.
- B. Margaret's expressive language development is similar to that of a younger child.
- C. Margaret's speech and language development is within normal limits for a child her age.
- D. Margaret's dysfluency requires speech therapy services.

4. Victor is a sixth grade student who is an English language learner. His social studies teacher reports to the speech-language pathologist (SLP) that he has poor recall and appears confused. When deciding how to respond to the teacher's report, the SLP should *first* determine:
- A. whether these problems also occur when Victor is communicating in his primary language.
 - B. which type of a language disorder Victor appears to have.
 - C. how many times per week Victor receives English as a Second Language instruction.
 - D. whether or not English is spoken in Victor's home.
5. Under the Individuals with Disabilities Education Act (IDEA), which of the following children would be eligible for special education and/or related services?
- A. a fourth grader with limited English proficiency
 - B. a first grader who has experienced emotional difficulties
 - C. a third grader who has received poor reading instruction
 - D. a second grader with a hearing impairment
6. Which of the following environments would be the most conducive and efficient setting for a first grader with a mild articulation delay to receive speech therapy?
- A. group sessions in the general education classroom
 - B. individual sessions within the therapy room
 - C. individual sessions at the student's home
 - D. small group sessions within the therapy room
7. Which of the following service delivery options is most appropriate for a student whose learning goals and objectives primarily focus on functional communication skills?
- A. community-based
 - B. self-contained program
 - C. classroom-based
 - D. collaborative consultation

8. When conveying information about evaluation results to the parents/guardians of students with communication disorders, it is most important that special education teachers:

- A. use a problem-solving format to organize the information.
- B. relate the results to teaching strategies used with the student.
- C. use non-technical language that is accessible to parents.
- D. provide a detailed description of assessment tools and procedures.

9. When assessing kindergarten students for receptive language disorders, a speech-language pathologist would most typically ask students to:

- A. repeat sentences or retell a story.
- B. follow two- or three-step directions.
- C. combine two sentences into one.
- D. pronounce words with certain sounds.

10. Use the excerpt below from a language sample of a four-year, three-month-old child to answer the question that follows.

Utterances:
You take this out?
I help you.
I got it.
I not want crackers.

Based on this information, which of the following would be the most appropriate Individualized Education Program (IEP) goal for improving this child's expressive language skills?

- A. Use the plural /s/ marker correctly.
- B. Use conjunctions correctly.
- C. Use auxiliary verbs correctly.
- D. Use personal pronouns correctly.

11. A student with disabilities needs total assistance in learning to feed himself. Which of the following techniques should be used initially when teaching the student this skill?

- A. using mechanical feeders
- B. applying the utility hand hold
- C. giving sensory input to the tongue
- D. using a sideways spoon presentation

12. For which of the following students would it be most appropriate for a speech-language pathologist to introduce strategies for reducing fear of stuttering and eliminating avoidance behaviors?
- A. a preschool-age boy whose speech is characterized by dysfluencies that are typical for his age and who shows no awareness of his dysfluencies
 - B. a first grade girl who has a moderate fluency disorder and has not been as talkative in class and on the playground for the past month
 - C. a third grade girl who has a mild fluency disorder and is just starting to talk with her parents about her difficulty
 - D. a seventh grade boy who has an advanced fluency disorder and has become acutely aware of his difficulty
13. A speech-language pathologist has recommended a computer with speech synthesis software as an augmentative communication device for a student with a severe speech disorder. Prior to selecting a specific system, it would be most important to take which of the following additional steps?
- A. Evaluate the "short cut" features of each software package which can reduce the input/output ratio.
 - B. Assess the ability of each software package to correctly interpret misspelled words.
 - C. Determine which of the available software packages can most easily be used by the student.
 - D. Evaluate the intelligibility of the speech output of each software package.

14. Which of the following is a major reason that a school's speech-language pathologist (SLP) should maintain ongoing communication with classroom teachers?
- A. Both parties can communicate more effectively with administrators and review committees if they understand the student's entire instructional program.
 - B. Both parties are required to work together to develop instructional strategies for students with language disorders.
 - C. SLPs are expected to provide instructional strategies to classroom teachers who have students with language disorders.
 - D. Classroom teachers can provide assistance in monitoring a student's progress in developing speech and language skills.
15. A student's initial comprehensive evaluation report should include which of the following?
- A. therapeutic preferences
 - B. descriptive results
 - C. individualized therapy goals
 - D. educational transcript
16. A speech-language pathologist (SLP) wishes to take two students on a 45-minute field trip to a store where they can practice using appropriate social communication skills in an authentic setting. When making arrangements for the field trip, which of the following steps is most important for the SLP to take *first*?
- A. Speak to a supervisor to determine whether a field trip may be taken.
 - B. Set up appropriate transportation to and from the field trip.
 - C. Discuss the rationale for a field trip with the students' parents/guardians.
 - D. Fill out necessary paperwork to obtain funds for the field trip.
17. The most valuable use of the Internet for a special educator would be as a means of:
- A. communicating with the parents/guardians of a special education student.
 - B. staying informed about national conferences related to the educator's field.
 - C. sharing information and suggestions on instructional methods with other professionals.
 - D. obtaining student information from other professionals in the educator's school.

18. A speech-language pathologist (SLP) works with several students with motor impairments who require assistive computer technology to facilitate communication. The students often encounter technical problems with these assistive devices, and because the school does not have a full-time assistive technology specialist, these problems go unresolved despite requests for technical support. The most effective long-term course of action for the SLP to pursue would be to:
- A. seek out continuing education related to the use of assistive computer technology.
 - B. look for a parent volunteer who has the needed skills in the use of assistive computer technology.
 - C. lobby the school board and administration to hire a full-time assistive technology specialist.
 - D. ask the administration to hire an assistant who has training in the use of assistive computer technology.
19. The speech-language pathologist can most easily determine what services are provided by the state of Illinois for students with disabilities by:
- A. contacting the Illinois State Advisory Council on the Education of Children with Disabilities.
 - B. speaking to a faculty member of the Department of Special Education at a state university.
 - C. contacting the Arc of Illinois.
 - D. accessing the Illinois State Board of Education/Special Education Web site.
20. When the speech-language pathologist needs help in accessing a variety of support services within the community for a student, which of the following professionals would be best able to provide this assistance?
- A. social worker
 - B. guidance counselor
 - C. vocational counselor
 - D. school psychologist

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	B	Understand the nature of speech, language, hearing, and oropharyngeal function.
2.	C	Understand the cognitive, physical, emotional, social, and communication development of an individual.
3.	B	Understand the cognitive, physical, emotional, social, and communication development of an individual.
4.	A	Understand individual differences among students with communication disorders.
5.	D	Understand individual differences among students with communication disorders.
6.	D	Understand learning approaches and service delivery for students with communication disorders.
7.	A	Understand learning approaches and service delivery for students with communication disorders.
8.	C	Understand educational assessment processes.
9.	B	Understand educational assessment processes.
10.	C	Understand the nature of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders.
11.	B	Understand the nature of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders.
12.	D	Understand the appropriate uses of assessment results.
13.	D	Understand methods for identifying appropriate interventions based on the assessment of students with communication disorders.
14.	B	Understand effective written, verbal, nonverbal, and visual communication techniques and collaborative relationships among professionals, parents/guardians, paraprofessionals, and students.
15.	B	Understand effective written, verbal, nonverbal, and visual communication techniques and collaborative relationships among professionals, parents/guardians, paraprofessionals, and students.
16.	A	Understand applicable laws, regulations, policies, procedures, codes of conduct, and practice guidelines.
17.	C	Understand how choices and actions of the special educator affect students, parents/guardians, and other professionals.
18.	A	Understand how choices and actions of the special educator affect students, parents/guardians, and other professionals.
19.	D	Understand the advocacy role of special educators and methods for helping individuals access educational resources and services.
20.	A	Understand the advocacy role of special educators and methods for helping individuals access educational resources and services.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

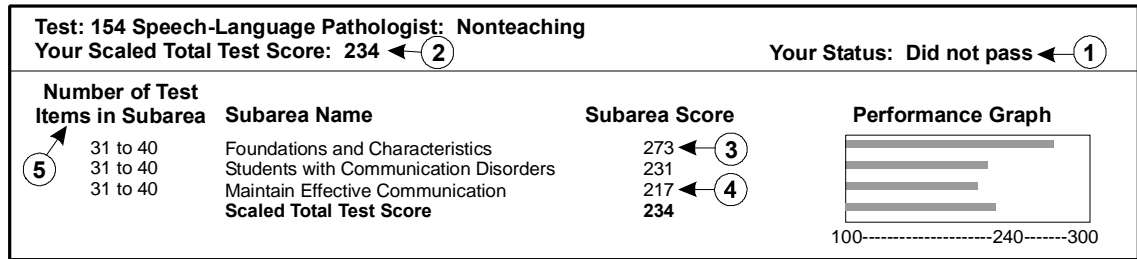
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a Speech-Language Pathologist: Nonteaching test score report is provided below.



According to the above sample, the examinee did not pass the Speech-Language Pathologist: Nonteaching test ①, because the examinee's total test score of 234 ② is below the passing score of 240.

The examinee did better on the Foundations and Characteristics section ③ of the test than on the Maintain Effective Communication section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.