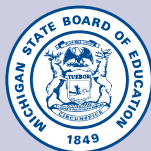




*Michigan*

TEST FOR TEACHER CERTIFICATION  
**STUDY GUIDE**

**57 Speech and Language  
Impaired**



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## **PART 1: General Information About the MTTC Program and Test Preparation**

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 MTTC Program and Test Preparation](#)

## PART 2: Test Objectives and Sample Test Questions

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### INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

#### Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

#### Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample 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 that follows the sample 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 sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

## TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Human Development and Students with Special Educational Needs	16%
Speech, Language, and Hearing Impairments	28%
Assessment	20%
Program Development and Intervention	20%
Professional Knowledge and Legal Issues	16%

### HUMAN DEVELOPMENT AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

#### **Understand normal human development during infancy and early childhood.**

Includes the characteristics and sequence of physical, sensory, motor, cognitive, and communication development in infancy and early childhood.

#### **Understand normal human development during childhood and adolescence.**

Includes the characteristics and sequence of physical, motor, cognitive, and language development; social and emotional characteristics; and other developmental issues of particular importance during childhood and adolescence.

#### **Understand normal communication development.**

Includes the relationships between normal communication development and motor and cognitive development, auditory perception, environmental factors, and social development.

#### **Understand the prenatal development of the child.**

Includes key factors that affect the prenatal development of the child, including the impact of substance abuse and the health of the mother.

#### **Apply theories of communication development.**

Includes theories of communication development and the ways they characterize communication development.

#### **Understand the specific characteristics of students with special educational needs.**

Includes characteristics of students with learning disabilities; and mental, physical, visual, hearing, emotional, and/or neurological impairments.

#### **Analyze the effects of handicapping conditions on communication development.**

Includes the effects of learning disabilities; and mental, physical, visual, hearing, emotional, and/or neurological impairments on communication development.

### SPEECH, LANGUAGE, AND HEARING IMPAIRMENTS

#### **Identify linguistic features of English.**

Includes phonemic, morphemic, semantic, pragmatic, and syntactic features of English.

**Apply principles of phonetics.**

Includes the classification of consonants according to place, manner, and voicing characteristics; of vowels according to their physical characteristics; and of phonemes in terms of their acoustic characteristics.

**Understand the speech mechanism.**

Includes anatomical structures involved in speech production and their functions; and processes involved in speech production.

**Understand the hearing mechanism.**

Includes anatomical structures involved in hearing and their functions; and processes involved in auditory perception.

**Understand fluency impairments.**

Includes characteristics of fluency impairments; the differences between normal nonfluency and fluency impairments; and factors that may cause and maintain fluency impairments.

**Understand articulation impairments.**

Includes characteristics of articulation impairments; types of articulation impairments; and factors that may cause and maintain articulation impairments.

**Understand voice impairments.**

Includes characteristics of voice impairments; and factors that may cause and maintain voice impairments.

**Understand speech and language impairments associated with structural, neuromuscular, and neurological disabilities.**

Includes characteristics of speech and language impairments exhibited by students with cerebral palsy; factors that may cause structural, neuromuscular, and/or neurological disabilities; and the effects of structural disabilities on speech and language.

**Understand disorders of receptive language.**

Includes characteristics of disorders of receptive language; distinctions between receptive and expressive language disorders; and factors that may cause and maintain disorders of receptive language.

**Understand disorders of expressive language.**

Includes characteristics of disorders of expressive language; and factors that may cause and maintain disorders of expressive language.

**Understand the characteristics of language differences and language impairments.**

Includes the characteristics of language differences and language impairments, and the distinctions between them.

**Understand hearing impairments.**

Includes types of hearing impairments and their characteristics; and factors that may cause and maintain hearing impairments.

**Analyze the relationship between speech, language, and hearing impairments and child development.**

Includes the relationship between speech, language, and hearing impairments and cognitive development; social and emotional development; and educational performance.

**ASSESSMENT****Identify legal requirements relating to assessment.**

Includes state and federal requirements related to screening, referral, and assessment; and the rights of students and parents in relation to assessment procedures.

**Understand speech and language assessment instruments and methods.**

Includes types, characteristics, uses, advantages, and disadvantages of speech and language assessment instruments; and evaluation criteria, principles, and procedures for selecting speech and language assessment instruments.

**Understand methods used to assess articulation.**

Includes types, uses, and characteristics of formal and informal methods of assessing articulation; procedures for assessing articulation; and the interpretation and use of articulation assessment data in the development of IEPs.

**Understand methods used to assess fluency.**

Includes types, uses, and characteristics of formal and informal methods of assessing fluency; procedures for assessing fluency; and the interpretation and use of fluency assessment data in the development of IEPs.

**Understand methods used to assess voice.**

Includes types, uses, and characteristics of formal and informal methods of assessing voice; procedures for assessing voice; and the interpretation and use of voice assessment data in the development of IEPs.

**Understand methods used to assess receptive language.**

Includes types, uses, and characteristics of formal and informal methods of assessing receptive language; procedures for administering receptive language assessment methods; and the interpretation and use of receptive language assessment data in the development of IEPs.

**Understand methods used to assess expressive language.**

Includes types, uses, and characteristics of formal and informal methods of assessing expressive language; procedures for administering expressive language assessment methods; and the interpretation and use of expressive language assessment data in the development of IEPs.

**Understand basic methods used to assess hearing.**

Includes types, uses, and characteristics of formal and informal methods of assessing hearing; procedures for administering basic audiometric tests; and the interpretation and use of hearing assessment data in the development of IEPs.



**Identify procedures for conducting a comprehensive speech and language evaluation.**

Includes components, requirements, and procedures for conducting a comprehensive speech and language evaluation; and eligibility criteria for speech and language services.

**PROGRAM DEVELOPMENT AND INTERVENTION**

**Understand the development of Individualized Education Programs (IEPs) for students with speech and language impairments.**

Includes appropriate short-term instructional objectives and annual goals for an IEP; legal requirements for reviewing and revising an IEP; and the rights of students and parents in the development of an IEP.

**Understand the procedures for implementing Individualized Education Programs (IEPs) for students with speech and language impairments.**

Includes appropriate activities and curriculum components to meet IEP objectives; procedures for evaluating progress toward IEP objectives and goals; appropriate ways of communicating with persons involved in the implementation of an IEP; and procedures for modifying and updating an IEP.

**Apply intervention strategies for students with fluency impairments.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with fluency impairments.

**Apply intervention strategies for students with articulation impairments.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with articulation impairments.

**Apply intervention strategies for students with voice impairments.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with voice impairments.

**Apply intervention strategies for students with disorders of receptive language.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with disorders of receptive language.

**Apply intervention strategies for students with disorders of expressive language.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with disorders of expressive language.

**Apply intervention strategies for students with hearing impairments.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with hearing impairments.

**Understand intervention and instructional techniques used with speech and language impaired students who have additional handicapping conditions.**

Includes appropriate intervention and instructional techniques; and ways to adapt the special education classroom environment to meet the needs of speech and language impaired students with additional handicapping conditions.

**PROFESSIONAL KNOWLEDGE AND LEGAL ISSUES**

**Identify technological advances relating to communication disorders.**

Includes equipment and materials for students needing augmentative/alternative communication; and appropriate uses of new technology related to materials and equipment in the field of communication disorders.

**Understand the rights of students with special educational needs and the rights of their parents.**

Includes the rights of students with special educational needs and the rights of their parents.

**Identify procedures and processes for consulting with school personnel and other professionals.**

Includes common procedures for consulting with regular education personnel and reporting information to teachers and other professionals.

**Identify professional organizations involved in communication disorders.**

Includes national and state organizations that support the speech and language profession.

**Understand methods of communicating with and counseling the families of students with speech and language impairments.**

Includes appropriate ways of discussing assessment results with family members; helping parents understand communication development and the special needs of their child; conveying information about a student's speech and language program and progress to family members; and coordinating techniques used in the school with those used at home.

**Demonstrate sensitivity to cultural differences among students and their families.**

Includes cultural similarities and differences that exist among various racial, ethnic, religious, and socioeconomic groups; and the impact of cultural group differences on student learning, behavior, and placement decisions in special education.

**Understand current research on communication disorders.**

Includes criteria for evaluating research; sources of current research on communication disorders; recent research findings; and appropriate ways to apply research findings in the school.

**Apply federal and state laws and regulations concerning the delivery of special education and related services.**

Includes federal and state laws and regulations governing special education and related services, and their application in various situations.

## SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following language behaviors typically emerges when children in the preoperational stage begin to engage in social play?
  - A. echolalic speech
  - B. mimicking intonation patterns demonstrated by others
  - C. metaphorical speech
  - D. taking turns in conversation
2. In the hearing process, the nerve endings of the auditory nerve are directly stimulated by:
  - A. waves in the fluid of the cochlea.
  - B. the movements of the stapes.
  - C. waves in the fluid of the semicircular canals.
  - D. the movements of the malleus.
3. A five-year-old student has had a cleft of the hard and soft palate with a unilateral cleft extending into the alveolar ridge and lip surgically repaired. Which of the following voice impairments is this student most likely to experience?
  - A. dysphonia
  - B. hyponasality
  - C. diplophonia
  - D. hypernasality
4. An elementary student who has limited English proficiency or who speaks nonstandard English should most likely be evaluated for a true language impairment if the:
  - A. student exhibits reticence and anxiety during read-alouds and class discussions.
  - B. student's family members and friends report difficulty in understanding the student.
  - C. student performs one to two grade levels below English-proficient peers in several academic areas.
  - D. student's teacher reports that the student is having difficulty learning strategies for effective nonverbal communication.
5. In language assessment, a major advantage of using naturalistic observation rather than standardized testing is that naturalistic observation provides greater information about:
  - A. the types of interventions that are likely to be effective for the student's particular disorder.
  - B. particular speech and hearing disorders that may be contributing to the student's language disorder.
  - C. the student's understanding of language as a system of communication.
  - D. the severity of the student's language disorder in comparison to those of other students.

6. Before conducting an initial comprehensive speech and language evaluation of a child, a public school is required to:
  - A. allow the parents to obtain a second opinion at the school's expense.
  - B. receive written consent to evaluate the child from the child's parent or guardian.
  - C. hold an IEP conference that includes the multidisciplinary evaluation team and the child's parent or guardian.
  - D. implement a remedial program prior to seeking clinical input.
  
7. An appropriate educational goal for a student with vocal nodules and laryngeal tension would be to:
  - A. increase velopharyngeal function through the use of nonspeech activities.
  - B. use glottal attack and Froeschal's pushing exercises at will in structured settings.
  - C. increase speech volume during oral tasks in classroom activities.
  - D. use easy onset and relaxed speech production in a structured therapeutic setting.
  
8. For a kindergarten or first grade student who has difficulty in expression as a result of a severe language impairment, the most appropriate early intervention strategy would focus on efforts to increase the student's:
  - A. production of target language structures through repetition and drill.
  - B. naming skills through picture labeling and vocabulary building exercises.
  - C. use of functional communication skills during typical daily interactions and experiences.
  - D. retention of social phrases using daily memory and recall exercises.

9. Which of the following methods would generally be most effective and appropriate for a teacher to use in coordinating speech and language techniques used in the school with those used at home?
- A. sending suggestions for home activities and strategies that reinforce classroom instruction to parents or guardians on a regular basis
  - B. providing a workshop on parents' night to review a variety of therapeutic techniques
  - C. requesting that the students be evaluated regularly by a speech pathologist to determine if carryover is successful
  - D. offering to provide parents and guardians with professional journals and inviting them to workshops and conferences pertaining to speech and language services
10. A student whose cultural background differs from the school's majority culture is being evaluated to determine whether there is a need for special education services. The evaluation is most likely to yield accurate results if members of the evaluation team:
- A. use only informal observation assessment results.
  - B. exclude the student's culture as a relevant factor in assessment.
  - C. are familiar with the student's home culture.
  - D. use only standardized assessment results.

**ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS**

<b>Item Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>D</b>	Understand normal communication development.
2.	<b>A</b>	Understand the hearing mechanism.
3.	<b>D</b>	Understand speech and language impairments associated with structural, neuromuscular, and neurological disabilities.
4.	<b>B</b>	Understand the characteristics of language differences and language impairments.
5.	<b>C</b>	Understand speech and language assessment instruments and methods.
6.	<b>B</b>	Identify procedures for conducting a comprehensive speech and language evaluation.
7.	<b>D</b>	Apply intervention strategies for students with voice impairments.
8.	<b>C</b>	Apply intervention strategies for students with disorders of expressive language.
9.	<b>A</b>	Understand methods of communicating with and counseling the families of students with speech and language impairments.
10.	<b>C</b>	Demonstrate sensitivity to cultural differences among students and their families.