



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

31 Special Education:
Speech and Language Impaired

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PART 1: GENERAL INFORMATION ABOUT THE AEPA™ AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



PART 2: FIELD-SPECIFIC INFORMATION

Field 31: Special Education: Speech and Language Impaired

INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

Test objectives. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

Practice questions. The practice selected-response questions and practice performance assignments included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of 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 to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

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

TEST OBJECTIVES

Field 31: Special Education: Speech and Language Impaired

SUBAREAS:

1. Understanding Students with Communication Disorders
2. Assessing Students and Developing Individualized Education Programs (IEPs)
3. Promoting Student Development and Learning
4. Working in a Collaborative Learning Community

UNDERSTANDING STUDENTS WITH COMMUNICATION DISORDERS

0001 Demonstrate knowledge of learning processes and the significance of various disabilities for learning.

For example: processes by which learning typically occurs; applications of learning theories; factors that may affect learning, including cultural and language differences; effects of various disabilities, especially communication disorders, on learning; factors that may impede learning (e.g., abuse/neglect, substance abuse, medications); factors that may facilitate learning in students with special needs; and strategies for promoting learning that are responsive to students' needs and take advantage of their strengths.

0002 Demonstrate knowledge of communication disorders involving speech.

For example: types and characteristics of communication disorders involving speech; factors affecting these disorders; relationships between these disorders and other aspects of development; and typical needs of students with disorders involving speech.

0003 Demonstrate knowledge of communication disorders involving language.

For example: types and characteristics of communication disorders involving receptive language (i.e., listening and reading) and expressive language (i.e., speaking and writing); factors affecting these disorders; relationships between these disorders and other aspects of development; and typical needs of students with disorders involving language.

0004 Demonstrate knowledge of communication disorders involving voice.

For example: types and characteristics of communication disorders involving voice; factors affecting these disorders; relationships between these disorders and other aspects of development; and typical needs of students with disorders involving voice.

0005 Demonstrate knowledge of communication disorders involving fluency.

For example: types and characteristics of communication disorders involving fluency; factors affecting these disorders; relationships between these disorders and other aspects of development; and typical needs of students with disorders involving fluency.

ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

0006 Demonstrate knowledge of assessment procedures for evaluating individual differences, including learning strategies, and making placement and programming decisions for students with disabilities.

For example: types and characteristics of informal and formal assessments used for identification purposes and to make placement and programming decisions; types and characteristics of formal and informal assessments of a student's learning styles, repertoire of learning strategies, and ability to use alternative strategies; procedures for identifying students who are at-risk for communication disorders; procedures used by other professionals to assess various aspects of students' functioning (e.g., social/emotional, cognitive, motor); interpretation and use of assessment information to identify and understand students with special needs and to monitor progress; issues related to cultural and linguistic differences; issues related to behavioral factors; and assessment-related issues in special education (e.g., early identification and intervention, nondiscriminatory assessment).

0007 Apply procedures for assessing students' speech.

For example: types and characteristics of formal and informal assessments of speech; assessments associated with prereferral, screening, and referral processes; procedures for conducting different types of assessments, including ongoing assessment and assessment of assistive technology needs, in various settings; and interpretation of assessment results.

0008 Apply procedures for assessing students' language.

For example: types and characteristics of formal and informal assessments of receptive language (i.e., listening and reading) and expressive language (i.e., speaking and writing); assessments associated with prereferral, screening, and referral processes; procedures for conducting different types of assessments, including ongoing assessment and assessment of assistive technology needs, in various settings; and interpretation of assessment results.

0009 Apply procedures for assessing students' voice production.

For example: types and characteristics of formal and informal assessments of voice production; assessments associated with prereferral, screening, and referral processes; procedures for conducting different types of assessments, including ongoing assessment and assessment of assistive technology needs, in various settings; and interpretation of assessment results.

0010 Apply procedures for assessing students' fluency.

For example: types and characteristics of formal and informal assessments of fluency; assessments associated with prereferral, screening, and referral processes; procedures for conducting different types of assessments, including ongoing assessment and assessment of assistive technology needs, in various settings; and interpretation of assessment results.

0011 Apply procedures for developing and implementing Individualized Education Programs (IEPs) for students with communication disorders.

For example: roles and functions of team members; factors and procedures in gathering information, creating and maintaining records, determining appropriate placements, and developing IEPs for students with speech and language impairments; components of an IEP; and evaluation of student progress with respect to IEP goals and objectives.

PROMOTING STUDENT DEVELOPMENT AND LEARNING

0012 Demonstrate knowledge of ways to promote students' speech.

For example: strategies for providing students with learning experiences to address needs and meet specified goals relating to disorders involving speech; and evaluation, selection, and adaptation of instructional methods, resources, and technologies to individualize instruction and to promote students' speech production.

0013 Demonstrate knowledge of ways to promote students' language comprehension and expression.

For example: strategies for providing students with learning experiences to address needs and meet specified goals relating to disorders involving receptive language (i.e., listening and reading) and expressive language (i.e., speaking and writing); and evaluation, selection, and adaptation of instructional methods, resources, and technologies to individualize instruction and to promote students' language comprehension and expression.

0014 Demonstrate knowledge of ways to promote students' voice production.

For example: strategies for providing students with learning experiences to address needs and meet specified goals relating to disorders involving voice production; and evaluation, selection, and adaptation of instructional methods, resources, and technologies to individualize instruction and to promote students' voice production.

0015 Demonstrate knowledge of ways to promote students' fluency.

For example: strategies for providing students with learning experiences to address needs and meet specified goals relating to disorders involving fluency; and evaluation, selection, and adaptation of instructional methods, resources, and technologies to individualize instruction and to promote students' fluency.

0016 Demonstrate knowledge of ways to promote the academic achievement and overall development of students with communication disorders.

For example: procedures for adapting, modifying, and developing curricula and instructional methods to meet the academic needs of students with communication disorders; strategies for promoting students' prevocational, vocational, and career awareness, exploration, and preparation; procedures for promoting students' development, use, and transfer of learning and problem-solving strategies; strategies for using instructional resources and technologies (including augmentative communication systems) to individualize instruction and promote learning; and strategies for enhancing the social/emotional and motor functioning of students with communication needs.

0017 Demonstrate knowledge of ways to promote independence and self-advocacy in students with communication disorders.

For example: strategies that promote students' self-advocacy, self-determination, responsibility, flexibility, tolerance, independence, and ability to make successful transitions; skills and behaviors that enhance self-advocacy; ways to encourage students to seek assistance and resources, including advocacy agencies, in different situations; and strategies for promoting students' understanding of their legal rights and their willingness to advocate for those rights.

WORKING IN A COLLABORATIVE LEARNING COMMUNITY

0018 Demonstrate knowledge of ways to establish partnerships with other members of the school community to prevent communication disorders and to enhance learning opportunities for students with communication disorders.

For example: consultation, collaboration, and communication skills and strategies for working with other school staff (e.g., school psychologists) and support service providers (e.g., general education teachers, school-based audiologists) to solve problems, prevent communication disorders, promote student achievement, and promote transition readiness; strategies for effectively providing services in a variety of educational contexts (e.g., collaborating with teachers in general education classrooms, modeling teaching techniques, providing in-service programs, coordinating instruction with other teaching professionals); and strategies for educating members of the school community about communication issues (e.g., cultural and linguistic variations in language) and communication-related disorders.

0019 Demonstrate knowledge of ways to promote strong school-home relationships.

For example: strategies for establishing and maintaining communication with families, including families with diverse backgrounds; how to recognize and overcome barriers to communication with families; how to work collaboratively with families to promote their participation in preventing communication disorders and in planning and implementing their children's education; and how to provide information, training, support, counseling, and referrals to families whose children have communication disorders.

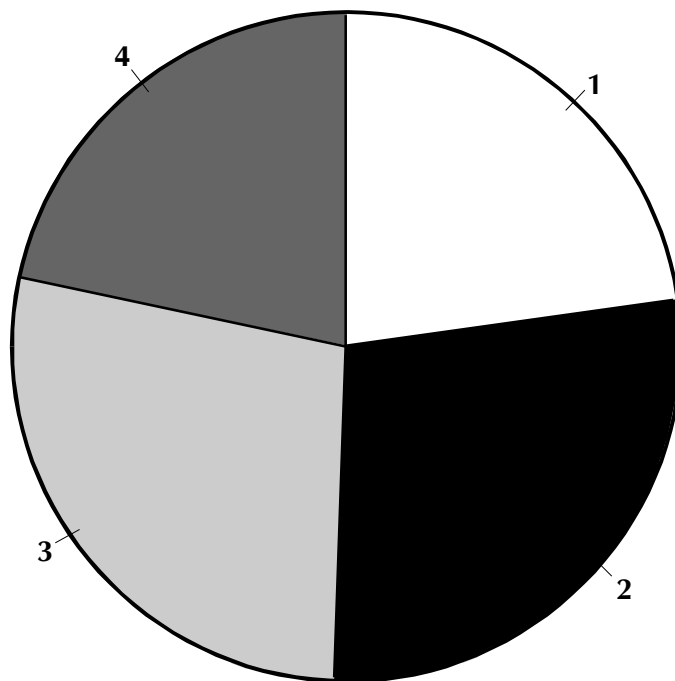
0020 Demonstrate knowledge of the history and philosophy of special education, key issues, and trends.





For example: the historical and philosophical foundations of special education and education for students with communication disorders; and issues and trends in special education (e.g., relating to alternative delivery systems).

0021 Demonstrate knowledge of legal and ethical issues relevant to special education.

For example: legal and ethical issues in special education (e.g., confidentiality, personal involvement with students and families, student discipline); roles and responsibilities of speech and language pathologists, including professional development and supervision of paraprofessionals; mediation techniques; and application of special education related laws (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], the Individuals with Disabilities Education Act [IDEA]), regulations, and guidelines (e.g., regarding referral, evaluation, eligibility, equity, program development, due process).

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



| Subarea | Approximate Percentage of Selected-Response Items on Test Form |
|---|--|
|  1. Understanding Students with Communication Disorders | 24% |
|  2. Assessing Students and Developing Individualized Education Programs (IEPs) | 29% |
|  3. Promoting Student Development and Learning | 28% |
|  4. Working in a Collaborative Learning Community | 19% |

PRACTICE QUESTIONS

Field 31: Special Education: Speech and Language Impaired

1. Which of the following language characteristics typically emerges over time when preoperational children begin to engage in social play?
 - A. imitating words spoken by others
 - B. egocentric speech
 - C. taking turns in conversation
 - D. metaphorical speech

2. Which of the following is most characteristic of dysarthria?
 - A. distortion of sounds
 - B. frequent syntactical errors
 - C. phoneme substitution
 - D. difficulty in initiating speech production

3. Among young children, research has most clearly indicated a strong link between early language impairments and:
 - A. limited decision-making skills.
 - B. reading disabilities.
 - C. social deficits.
 - D. poor mathematical reasoning.

4. Inappropriate levels and variation in loudness are symptoms most frequently associated with:
 - A. velopharyngeal incompetence.
 - B. fluency disorders.
 - C. phonological delays.
 - D. hearing impairment.

5. Which of the following behaviors exhibited by a preschool child would most likely indicate a fluency disorder rather than a normal nonfluency?
- A. The child makes occasional phrase revisions.
 - B. The child has periods of complete fluency alternating with periods of nonfluency.
 - C. The child begins making easy, effortless sound repetitions.
 - D. The child tends not to use sounds and words that would result in pauses and hesitation.
6. In language assessment, a major advantage of using observations in a variety of settings rather than standardized testing is that 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 it is used for communication.
 - D. the severity of the student's language disorder in comparison to those of other students.

7. Use the articulation analysis table below to answer the question that follows.

| Target Sound | Phonemic Position | | |
|--------------|-------------------|--------|-------|
| | Initial | Medial | Final |
| /s/ | t/s | -/s | t/s |
| /z/ | d/z | -/z | d/z |
| /ʃ/ | tʃ/ʃ | -/ʃ | t/ʃ |
| /f/ | p/f | t/f | p/f |
| /v/ | b/v | -/v | b/v |

| Key |
|------------------|
| / = substitution |
| - = omission |

Based on the information presented in the table, which of the following phonological processes is most likely responsible for this child's articulation errors?

- A. stopping
 - B. deletion of final consonants
 - C. nasalization
 - D. devoicing
8. Which of the following characteristics would indicate a receptive rather than an expressive language disorder?
- A. difficulties with word retrieval
 - B. frequent aphonic breaks
 - C. auditory memory deficit
 - D. delayed use of proper syntax

9. A stroboscope is used for an instrumental evaluation of a student's voice primarily to check the:
- A. stability of pitch over time.
 - B. movements of the vocal folds.
 - C. intensity of the voice in decibels.
 - D. degree of diaphragmatic support.
10. One of the primary advantages of using a formal testing instrument to assess a student's fluency impairment is that the test is designed to:
- A. yield a number that equates to a severity level which can be used to determine eligibility for treatment.
 - B. enable a student to recreate the specific nonfluencies that need to be addressed in treatment.
 - C. limit the risk of cultural bias being interjected in the evaluation process.
 - D. allow a speech-language pathologist to determine the impairment criteria.
11. A five-year-old child produced the following utterances while a language sample was taken.
- They gone to the store.
We running.
He picking the flowers.
- Based on this information, which of the following would be the most appropriate IEP goal for improving this child's expressive language skills?
- A. Use personal pronouns correctly.
 - B. Use noun determiners correctly.
 - C. Use the plural /s/ marker correctly.
 - D. Use auxiliary verbs correctly.
12. Which of the following would be the most appropriate intervention strategy for a seven-year-old student exhibiting multiple misarticulations and speech that is intelligible only when the topic is known to the listener?
- A. drills to increase auditory discrimination of phonemes
 - B. a phonological approach
 - C. myofunctional therapy
 - D. exercises to improve breath control

13. Which of the following would be the most appropriate method for adapting regular classroom instruction for a student who demonstrates a short-term auditory memory deficit?
- A. Write all orally presented classroom instructions on the board.
 - B. Assign the student to a seat in the front of the classroom.
 - C. Present classroom lectures using a louder-than-normal voice.
 - D. Structure all oral directions similarly.
14. A speech-language pathologist helps a student practice speaking words such as *all, art, each, egg, is, ill, ocean, our, and out*. This sort of activity is most typically associated with therapy to address a vocal impairment related to:
- A. psychodynamics.
 - B. resonance.
 - C. phonation.
 - D. respiration.
15. To use systematic desensitization effectively in therapy with a student who has a fluency impairment, which of the following steps must the speech-language pathologist take *first*?
- A. Ask family, classmates, and teachers to assess the student's level of interest in speech therapy.
 - B. Develop a treatment plan for improving the student's sense of self-esteem.
 - C. Determine which forms of positive feedback would be most meaningful for the student.
 - D. Identify the phonemes, words, and situations that cause the student to feel anxious or inadequate.
16. It would be most appropriate to use a key guard on a communication board that is used by a student who has which of the following disorders?
- A. hemiparesis
 - B. selective aphonia
 - C. aphasia
 - D. cerebral palsy

17. A speech-language pathologist wants to help general education teachers identify students in their classrooms who may have communication impairments. Which of the following would be the most effective technique the speech-language pathologist could use to achieve this goal?
- A. Provide the teachers with a checklist of behaviors that may indicate speech or language impairments and have the teachers fill it out as needed.
 - B. Periodically ask teachers if they are concerned about the progress any of their students are making in reading or writing.
 - C. Show the teachers a video about teaching strategies to use with individuals with speech or language impairments and ask them to discuss their reactions.
 - D. Periodically visit each teacher's classroom and observe the verbal interactions between different individuals.
18. A speech-language pathologist is meeting with the parents of a student with a speech impairment to plan home activities and assignments. Which of the following methods would be most effective and appropriate to use for coordinating speech and language techniques used in the school with those used at home?
- A. Conduct occasional therapy sessions in the child's home.
 - B. Confer with and provide guidance to parents on a regular basis.
 - C. Train parents to conduct formal speech therapy sessions at home.
 - D. Have parents submit weekly reports on their child's progress at home.

19. As the general population becomes more culturally and linguistically diverse, it is most important that speech-language pathologists develop an understanding of:
- A. ways to integrate speech and language activities into the general curriculum.
 - B. the language characteristics of diverse learners.
 - C. ways to incorporate technology into speech and language instruction.
 - D. culturally diverse literature for children and youth.
20. 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.

Below are the directions for the Special Education: Speech and Language Impaired performance assignment.

DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT

This section of the test consists of a performance assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 2–3 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in Written Response Booklet B.**

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess subject knowledge content and skills, not writing ability. However, your response must be communicated clearly enough to permit scorers to make a valid evaluation of your response according to the criteria listed above. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Below is the scoring scale for the Special Education: Speech and Language Impaired performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

| Score Point | Score Point Description |
|--------------------|---|
| 4 | <p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic. |
| 3 | <p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic. |
| 2 | <p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic. |
| 1 | <p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic. |
| U | <p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p> |
| B | <p>There is no response to the assignment.</p> |

Practice Performance Assignment

21. **Read the information below; then complete the exercise that follows.**

A high school student with a fluency disorder will soon be turning 16, and the student's multidisciplinary team plans to begin developing post-school transition services for her.

Using your knowledge of post-school transition plans for students with special needs, write an essay in which you:

- describe two reasons why it is important for a transition plan to be developed for students with special needs;
- identify and discuss two specific domains that the transition plan should address;
- choose one of the domains you have identified and describe two strategies for identifying a student's needs in that domain; and
- explain why the strategies you have suggested would be effective.

Sample Performance Assignment Response: Score Point 4

Most high school students feel some anxiety about the idea of graduating from high school and entering the world of work or of higher education, but for a student with a fluency disorder, this prospect can be even more intimidating. Being able to communicate freely with other people is something that most of us take for granted, but this is not true of students with fluency disorders. Post-high-school activities that may be stressful for a person without a fluency disorder (e.g., job interviews, participating in a class discussion in college, meeting new people) can be even more stressful to someone who stutters. Transition planning for a student with a fluency disorder can help him recognize and prepare for specific situations where he is likely to encounter stress in communicating. It can also help him understand ways to maintain and continue to improve his fluency with greater independence.

Two domains that the transition plan should address are post-high-school education and social life. Let's imagine that the student wants to go on to college. He will need to be able to cope effectively in a number of different types of situations in the academic domain, e.g., talking to the registrar about course registration and to his professors about assignments. He will also have to be able to ask questions in class and to share his ideas in class discussions. In the social domain, he will need to be able to introduce himself to other people and to socialize with them. He may also face some social situations he didn't anticipate, such as having to resolve problems with a roommate. For a person who stutters, introducing himself and working out problems can be stressful and increase his dysfluency. If he avoids doing such things because he knows his stuttering will increase, he can become personally isolated. A transition plan can be designed to help prepare the student to face these kinds of situations with greater confidence and increased fluency.

One way to identify the student's needs in the academic domain would be to help him think of situations he is likely to encounter and to ask him which of those situations are likely to be difficult for him. For example, in the academic domain, the student will have to ask questions. Maybe the student feels that asking his professor when an assignment is due would be easy, but that asking the professor to clarify an assignment would be harder to do, and that asking the professor to give him an extension on a paper would be very difficult. The speech teacher could then provide role-playing activities in which the student asked the harder questions, first just with the teacher in a familiar environment and then in situations that are increasingly stressful (e.g., having an unfamiliar person take the role of the professor and performing the role-play in a more public setting). Another way to identify the student's needs in the academic domain would be for the speech teacher to observe the student's current behaviors, or to ask for feedback from adults who work regularly with the student, and identify instructional situations that he has trouble with. The student may need help identifying areas that are problematic for him, and the teacher can help him with this by pointing out things that she or other teachers have noticed. Then the two of them can work together to improve the student's fluency in these kinds of situations.

(continued on next page)

Sample Performance Assignment Response: Score Point 4 (continued)

These strategies for identifying the student's needs would be effective because they rely on direct input, from the student himself and from the teacher's observations of the student's actual behavior in real situations. They also emphasize the student's functional communication strengths and weaknesses, ensuring that the team can develop a plan that addresses needs that are of great significance to this particular student.

ANSWER KEY

Field 31: Special Education: Speech and Language Impaired

| Question Number | Correct Response | Objective |
|-----------------|------------------|--|
| 1. | C | Demonstrate knowledge of learning processes and the significance of various disabilities for learning. |
| 2. | A | Demonstrate knowledge of communication disorders involving speech. |
| 3. | B | Demonstrate knowledge of communication disorders involving language. |
| 4. | D | Demonstrate knowledge of communication disorders involving voice. |
| 5. | D | Demonstrate knowledge of communication disorders involving fluency. |
| 6. | C | Demonstrate knowledge of assessment procedures for evaluating individual differences, including learning strategies, and making placement and programming decisions for students with disabilities. |
| 7. | A | Apply procedures for assessing students' speech. |
| 8. | C | Apply procedures for assessing students' language. |
| 9. | B | Apply procedures for assessing students' voice production. |
| 10. | A | Apply procedures for assessing students' fluency. |
| 11. | D | Apply procedures for developing and implementing Individualized Education Programs (IEPs) for students with communication disorders. |
| 12. | B | Demonstrate knowledge of ways to promote students' speech. |
| 13. | A | Demonstrate knowledge of ways to promote students' language comprehension and expression. |
| 14. | C | Demonstrate knowledge of ways to promote students' voice production. |
| 15. | D | Demonstrate knowledge of ways to promote students' fluency. |
| 16. | D | Demonstrate knowledge of ways to promote the academic achievement and overall development of students with communication disorders. |
| 17. | A | Demonstrate knowledge of ways to establish partnerships with other members of the school community to prevent communication disorders and to enhance learning opportunities for students with communication disorders. |
| 18. | B | Demonstrate knowledge of ways to promote strong school-home relationships. |
| 19. | B | Demonstrate knowledge of the history and philosophy of special education, key issues, and trends. |
| 20. | B | Demonstrate knowledge of legal and ethical issues relevant to special education. |