

**Florida Teacher Certification Examination
Test Preparation Guide
for
Speech-Language Impaired K-12**



FLORIDA DEPARTMENT OF EDUCATION

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College of Education
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Test and Test Preparation Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Speech-Language Impaired K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Preparation Guide

The purpose of this test preparation guide is to help candidates taking the Initial Teacher Subject Area Test in Speech-Language Impaired K-12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test preparation guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test preparation guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test preparation guide.**

Section 1 discusses the development of the test and test preparation guide.

Section 2 (this section) outlines test preparation steps.

Section 3 presents information about the content of the test.

Section 4 lists question formats and includes sample test items.

Section 5 offers strategies for taking the test.

Section 6 identifies sources of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 4 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

- **Review test-taking advice.**

Section 5 includes suggestions for improving your performance on the examination.



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Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Speech-Language Impaired K-12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

Competency/Skill	%
1 Knowledge of basic communication processes	20%
1 Identify the anatomy of speech and hearing mechanisms, including neurological components. 2 Distinguish physiological components of the anatomical speech and hearing mechanisms, including the neurological aspects. 3 Identify terms related to articulation; fluency; voice; and oral and written language, including pragmatics, phonology, and auditory perception. 4 Identify the normal development and parameters of articulation; fluency; voice; and oral and written language, including pragmatics, phonology, and auditory perception. 5 Distinguish between communication disorders and communication differences.	

Competencies are areas of content knowledge.

Skills identify behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test items that represent the competencies on the test.

Table of Competencies, Skills, and Percentages

Competency/Skill	%
1 Knowledge of basic communication processes	20%
<ol style="list-style-type: none"> 1 Identify the anatomy of speech and hearing mechanisms, including neurological components. 2 Distinguish physiological components of the anatomical speech and hearing mechanisms, including the neurological aspects. 3 Identify terms related to articulation; fluency; voice; and oral and written language, including pragmatics, phonology, and auditory perception. 4 Identify the normal development and parameters of articulation; fluency; voice; and oral and written language, including pragmatics, phonology, and auditory perception. 5 Distinguish between communication disorders and communication differences. 	
2 Knowledge of the assessment process for students served in the school population	30%
<ol style="list-style-type: none"> 1 Identify general terminology and principles of assessment. 2 Interpret data to determine strengths and weaknesses. 3 Select appropriate procedures to assess articulation; fluency; voice; and oral and written language, including pragmatics, phonology, auditory perception, and alternative and augmentative communication. 4 Select appropriate assessment procedures for culturally and linguistically diverse populations. 5 Select appropriate methods for communicating assessment information to families, professionals, related service personnel, and community agencies. 	
3 Knowledge of intervention techniques for students served in the school population	30%
<ol style="list-style-type: none"> 1 Identify appropriate methodologies and strategies for use in the remediation of communication disorders in the following areas: oral and written language, pragmatics, articulation, phonology, fluency, voice, and auditory perception. 2 Identify appropriate accommodations and strategies that support students' communication in the educational environment. 	

Competency/Skill	%
<ul style="list-style-type: none"> 3 Identify appropriate service delivery models for a variety of student needs and classroom settings. 4 Identify appropriate and effective collaboration strategies with families, professionals, related service personnel, and community agencies. 5 Select appropriate assistive technology and materials to support communication. 6 Identify methodologies and strategies that are appropriate for culturally and linguistically diverse populations. 	
4 Knowledge of professional and legal issues	15%
<ul style="list-style-type: none"> 1 Identify the major components of federal regulations related to students with disabilities. 2 Select educationally relevant individual educational plan (IEP) goals, objectives, and benchmarks for specific communication disorders. 3 Identify procedures for effective records management and data collection. 4 Identify strategies to ensure involvement of families, professionals, related service personnel, and community agencies in the management of students' communication and educational plans. 5 Identify ethical behaviors and practices for speech-language pathologists in the public school setting. 6 Identify the roles and responsibilities of speech-language pathologists in the public school setting. 	
5 Knowledge of research and theory	5%
<ul style="list-style-type: none"> 1 Identify criteria for evaluating sources of information for assessment and intervention strategies. 2 Identify leading theorists and researchers and their contributions to the field of speech-language pathology. 	





4 Test Format and Sample Questions

The Speech-Language Impaired K-12 subject area test consists of approximately 120 multiple-choice questions. You will have two-and-one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A, B, C, or D**.

The table below presents types of questions on the examination and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

Type of question	Sample item
Sentence completion Select the response option that best completes the sentence.	Item 1, page 11
Direct question Choose the response option that best answers the question.	Item 3, page 11
Command Select the best response option.	Item 4, page 11
Data Analysis Examine and analyze data from an experiment or study. Then answer a question by selecting the best response option.	Item 9, page 13
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Item 11, page 13

Sample Items

The following items represent both the form and content of questions you will encounter on the examination. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual examination questions. However, these items will acquaint you with the general format of the examination.

An answer key follows on page 20.

DIRECTIONS: Read each item and select the best response.

- 1. The space between the vocal folds is called the**
 - A. fauces.
 - B. glottis.
 - C. hyoid.
 - D. larynx.

- 2. What cranial nerve is responsible for adduction of the vocal cords?**
 - A. hyoglossus
 - B. vagus
 - C. glossopharyngeal
 - D. auditory

- 3. Which muscle is responsible for lip rounding?**
 - A. platysma
 - B. masseter
 - C. frontalis
 - D. orbicularis oris

- 4. Given the following sounds, /f/, /s/, /l/, /r/, select the appropriate articulatory term.**
 - A. liquid
 - B. glide
 - C. continuant
 - D. nasal

5. The following data have been collected for a 7-year-old child:

part-word repetitions

two to three dysfluencies per minute

lack of struggle behavior

The data are indicative of

- A. moderate stuttering.
- B. mild stuttering.
- C. normal fluency development.
- D. severe stuttering

6. Echolalia is appropriate during the developmental ages of

- A. birth to three months.
- B. three to six months.
- C. six to nine months.
- D. nine to twelve months.

7. Which error reflects a dialectical difference rather than a communication disorder in a child from a Spanish-speaking home?

- A. substitution of w/r
- B. use of adjectives before nouns
- C. omission of /s/ in plurals and possessives
- D. use of *think* instead of *thought*

8. Which assessment measure allows for comparison of an individual's performance to the performance of others with similar demographic characteristics?

- A. norm-referenced tests
- B. criterion-referenced evaluations
- C. developmental scales
- D. behavioral observations

9. A 5-year-old student has the following test scores:

Preschool Language Scale 4

Auditory Comprehension Standard Score: 102

Expressive Communication Standard Score: 61

Expressive One-Word Picture Vocabulary Test-2000 Ed

Standard Score: 65

Receptive One-Word Picture Vocabulary Test-2000 Ed

Standard Score: 100

Which disorder is indicated by the test data?

- A. receptive language
 - B. expressive language
 - C. auditory processing
 - D. mixed receptive-expressive language
10. John is a 17-year-old high school senior who can be classified as a severe stutterer. He is above average academically for his chronological age. John is proficient in using controls for dysfluencies for a limited amount of time, both within and outside the therapy setting. However, he prefers not to use the controls in most daily speaking situations. What assessment strategy should be used to help determine why John is having difficulty transferring the control techniques?
- A. Conduct a complete language battery involving higher level language processing and written language skills.
 - B. Conduct a complete examination of the speech mechanism and a comprehensive phonological process evaluation.
 - C. Conduct an evaluation of his self-concept by using attitude scales, measures of stuttering severity, and self-ratings of reactions to speech situations.
 - D. Conduct an evaluation of pitch, loudness, and respiration, including diadochokinetic rate.
11. A 4-year-old boy is being seen for a speech evaluation. The diagnostic information indicates a severe articulation disorder involving multiple phoneme errors at the single-word level and a significant breakdown of articulation at the conversational level of speech. Overall intelligibility is judged to be 10-15%. An appropriate diagnostic procedure for obtaining more information is
- A. assessment of motor speech skills for determination of apraxia of speech.
 - B. articulation test for determination of sound errors.
 - C. appraisal of rate and fluency for determination of phonological processes.
 - D. assessment of diadochokinetic rate for whole-word accuracy.

-
- 12. Juan is a 16-year-old Hispanic student who has been referred for formal evaluation for a possible speech disorder. Juan speaks Spanish in most instances and is having difficulty being understood at school. An important consideration when testing Juan is**
- A. speech assessment in native language.
 - B. syntactic differences.
 - C. performance in ESOL classes.
 - D. phonological awareness.
- 13. Mr. Warren, a school speech-language pathologist, has received a call from a speech-language pathologist in private practice who wants to discuss a student's therapy plan. Mr. Warren should first**
- A. talk with the private speech-language pathologist about the student's IEP goals.
 - B. obtain approval from the principal to talk with the private speech-language pathologist.
 - C. discuss student progress with the private speech-language pathologist.
 - D. request that the private speech-language pathologist provide a release of information form signed by the parent(s).
- 14. Which therapy procedure is appropriate for treating a student experiencing dysfluencies and a marked inability to control his breath stream?**
- A. systematic desensitization techniques
 - B. cancellation techniques
 - C. air flow techniques
 - D. pull-out techniques
- 15. A 2nd-grade student has been evaluated and found to be eligible for articulation therapy. However, the student's parents have not responded to the request for permission to assign the student to the speech-language program. The most appropriate course of action for the speech-language pathologist would be to**
- A. enlist the teacher's help in reaching the parents.
 - B. initiate due process proceedings.
 - C. drop the student from consideration for placement.
 - D. refer the student to the school guidance counselor.

-
- 16. A teacher has requested assistance from the speech-language pathologist to increase the communication skills of a nonverbal student. What is an appropriate strategy to recommend in this situation?**
- A. using augmentative communication
 - B. implementing a visual schedule
 - C. allowing more time for the student to respond
 - D. using preferential seating
- 17. A 7-year-old student has multiple nondevelopmental articulation errors. Which of the following is the most appropriate service delivery model for remediation?**
- A. a separate class designed for speech-impaired students
 - B. monthly consultation between the speech-language pathologist and the parent
 - C. a class co-taught by a speech-language pathologist and a general education teacher
 - D. direct therapy by the speech-language pathologist
- 18. In an initial eligibility meeting for hearing-impaired services, which of the following is a collaborative strategy that would most benefit the family of a 3-year-old child with a newly diagnosed hearing loss?**
- A. providing a list of community resources
 - B. discussing the benefits of oral versus total communication
 - C. providing counseling regarding the effects of hearing loss
 - D. discussing in detail the anatomy and physiology of hearing
- 19. A nonverbal quadriplegic student requires an augmentative communication device. Which of the following devices is appropriate?**
- A. foot switch-activated voice output device
 - B. eye gaze board
 - C. communication picture exchange system
 - D. keyboard-activated voice output device

-
- 20. A 3rd-grade student has been identified as language impaired both in his native language (Spanish) and in English. Which strategy would be appropriate to use in therapy with this student?**
- A. increasing visual supports
 - B. increasing speaking rate
 - C. requiring rapid responses
 - D. increasing oral directions
- 21. A 6-year-old child failed a speech screening. Before proceeding with the referral for evaluation, the speech-language pathologist must first ensure that**
- A. an initial eligibility meeting has been scheduled.
 - B. auditory discrimination has been assessed.
 - C. parental consent for evaluation has been obtained.
 - D. psychological testing has been requested.
- 22. A 5-year-old kindergarten student was referred by the classroom teacher for difficulty in listening and following directions. The student's performance on standardized measures indicated deficits in receptive language skills. If this student were eligible for a speech-language program, what would be an appropriate annual goal?**
- A. By the IEP review date, the student will correctly produce /k/ and /g/ in sentences with 80% accuracy over 3 consecutive sessions.
 - B. By the IEP review date, the student will correctly follow multiple step directions during classroom activities with 80% accuracy over 3 consecutive sessions.
 - C. By the IEP review date, the student will improve auditory discrimination skills with 80% accuracy over 3 consecutive sessions.
 - D. By the IEP review date, the student will improve expressive morphology with 80% accuracy over 3 consecutive sessions.
- 23. An IEP goal states that a student will produce a target phoneme with 80% accuracy. Which data collection procedure would best document attainment of the goal?**
- A. anecdotal records
 - B. baseline assessment
 - C. work sample
 - D. a tally sheet

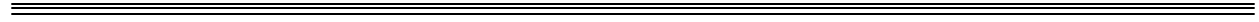
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- 24. A 6-year-old child has been referred to the speech-language pathologist by her classroom teacher for evaluation of her articulation skills. The pathologist's initial action should be to**
- A. assess the student's articulation skills.
 - B. assess the student's auditory discrimination.
 - C. obtain consent for evaluation from the student's parents.
 - D. refer the student for psychological testing.
- 25. A 2nd-grade student has been evaluated and found eligible for articulation therapy. The student's parents did not attend the eligibility meeting. The speech-language pathologist should**
- A. confer with appropriate school personnel about the next step.
 - B. begin due process proceedings.
 - C. drop the student from consideration for placement.
 - D. place the student on consultative status.
- 26. A teacher refers a 3rd-grade student to the clinician for an evaluation, stating that the student stutters. Evaluation results indicate a moderate to severe stuttering problem. The clinician, who has a heavy workload, wants to enroll the student but cannot find any available time. Which action would be considered appropriate?**
- A. referring the student to a private practitioner for therapy without holding an eligibility meeting
 - B. following an eligibility meeting, scheduling the student for therapy with the most appropriate group
 - C. following an eligibility meeting, enrolling the student in therapy after regular school hours
 - D. informing the teacher that the student does have a problem, but there is no room for the student in the therapy schedule at this time
- 27. Select the item that best reflects a role or responsibility of the speech-language pathologist in a public school setting.**
- A. providing prevention and intervention strategies to the general education teacher
 - B. providing initial content area instruction to students receiving services
 - C. providing the general education teacher with grades for students receiving services
 - D. recommending diploma options to students receiving speech-language services

28. A 2nd-grade student who is 7 years, 2 months old has failed a language screening. Which criterion is most important to consider in choosing a global assessment instrument to administer to the student?

- A. availability of test
- B. cost of test
- C. time it takes to administer the test
- D. age appropriateness of test

29. The principle of phonological process analysis has been extensively researched by

- A. Noam Chomsky.
- B. Lois Bloom and Margaret Lahey.
- C. Barbara Hodson.
- D. Ron Goldman and Maralyne Fristoe.



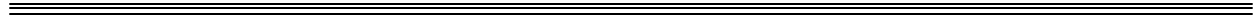
Answer Key

1. B	11. A	21. C
2. B	12. A	22. B
3. D	13. D	23. D
4. C	14. C	24. C
5. B	15. A	25. A
6. C	16. A	26. B
7. C	17. D	27. A
8. A	18. C	28. D
9. B	19. B	29. C
10. C	20. A	



Test-taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in “Identification Policy”
 - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.





Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>

