

How Should I Prepare for the PRAXIS Exam?



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**NSSLHA Presentation, ASHA Convention,
Philadelphia, November 2004**



Audiology Test Specifications

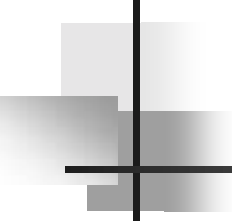
- I. Basic Human Communication Processes**
- II. Prevention/ID**
- III. Behavioral Assessment/ Interpretation**
- IV. Electrophysiological Measurement/
Interpretation**
- V. Rehabilitative Assessment**
- VI. Rehabilitative Technology**
- VII. Rehabilitative Management**
- VIII. Professional Issues, Psychometrics, Research**

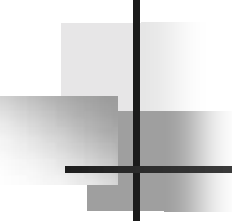
Speech-Language Pathology Test Specifications

- I. **Basic Human Communication Processes**
- II. **Phonological and Language Disorders**
- III. **Speech Disorders**
- IV. **Neurogenic Disorders**
- V. **Audiology/Hearing**
- VI. **Clinical Management**
- VII. **Professional Issues/Psychometrics/Research**

Speech-Language Pathology: Study Guide

- BASIC HUMAN COMMUNICATION PROCESSES
 - Language Acquisition and Learning Theory
 - Speech Science
 - Language Science
 - Learning Theory
 - Multicultural Awareness

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- PHONOLOGICAL AND LANGUAGE DISORDERS: ASSESSMENT AND TREATMENT
 - Phonological Disorders (in Children)
 - Language Disorders (in Children)

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- SPEECH DISORDERS:
IDENTIFICATION, ASSESSMENT,
TREATMENT, AND PREVENTION
 - Fluency Disorders
 - Resonance Disorders
 - Voice Disorders



- **NEUROGENIC DISORDERS**

- **Neurological Disorders**

- Acquired Aphasia
- Progressive degenerative disorders
- Motor Speech Disorders
- Traumatic Brain Injury
- Cognitive Communication Disorders

- **Dysphagia**



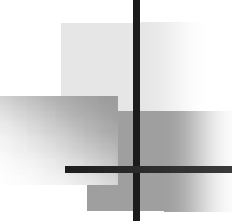
- **AUDIOLOGY**

- Hearing Science
- Audiological Assessment
- Auditory Habilitation and Rehabilitation



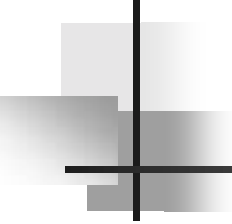
- **CLINICAL MANAGEMENT**

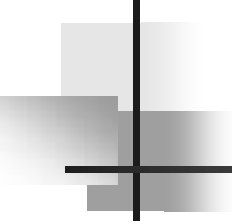
- AAC
- Documentation and Monitoring Client Progress
- Efficacy
- Instrumentation
- Speech-Language Assessment (General)
- Speech-Language Intervention (General)
- Syndromes and Genetics

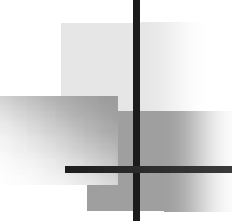
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- PROFESSIONAL ISSUES/PSYCHOMETRICS/RESEARCH
 - Ethical Practices
 - Research Methodology/Psychometrics
 - Standards and Laws

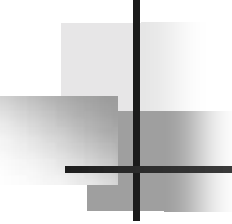
SOME SAMPLE MULTIPLE CHOICE QUESTIONS

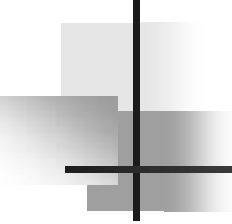
- Cranial nerve V is also known as the
 - A. Vagus nerve.
 - B. Trigeminal nerve.
 - C. Facial nerve.
 - D. Trochlear nerve.
 - E. Optic nerve.

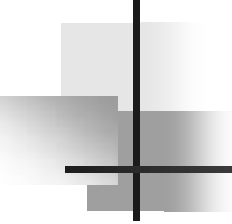
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- Harrison is a 46 year old man who recently suffered a stroke (CVA, brain attack). Upon evaluation, he has no language or swallowing difficulties, but his speech is characterized by inconsistent sound errors, excess and equal stress, and rate fluctuations. Rate fluctuations are apparent on oral diadochokinetic measures. This information would lead you to suspect that he has

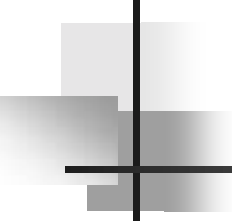
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- A. Flaccid dysarthria.
 - B. Spastic dysarthria.
 - C. Ataxic dysarthria.
 - D. Hypokinetic dysarthria.
 - E. Apraxia of speech.

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- Juanita is a 6 year old bilingual (Spanish-English) child whose family just moved to the United States from Panama. A speech evaluation revealed that Juanita substitutes t/k and f/s in all word positions, and that she is unable to produce the /i/ vowel. Based on these findings, your next step would be to

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- A. Enroll Juanita in a course of speech therapy directed toward improving her articulation of these sounds.
 - B. Talk to Juanita's classroom teacher, and request that she be re-evaluated after six months in the classroom with her age related peers.
 - C. Refer Juanita for psychological testing because these substitutions are inexplicable.
 - D. Contact another speech-language pathologist who speaks both Spanish and English to determine if these errors are typical of Panamanian Spanish.
 - E. Not intervene any further as these are differences that reflect an acceptable dialectal variation of English.

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- Allison & Wonderland (2004) studied the efficacy of word retrieval training in 60 adults with acquired anomic aphasia. Subjects were assigned randomly to one of three groups: word retrieval strategy training of subjects and their family members, behavioral treatment of subjects focusing on picture naming, and no treatment. Post-testing revealed no differences between the latter two groups, but a significant difference ($p < .001$) between the group receiving strategy training and the other two groups. Strategy training subjects were far more efficient at word retrieval than those in the other two groups. Clinical implications will be addressed.

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- The findings of this study lead you to conclude that, for adults with anomia,
 - A. Word retrieval strategy training of aphasic persons and their family members is an efficacious treatment.
 - B. Anomic aphasic persons benefit from word retrieval strategy training that includes their family members.
 - C. Word retrieval strategy training is no different than not providing treatment for persons with anomia.
 - D. Because of the small sample size, there are no generalizable findings of this study.
 - E. There is a 1 in 1000 chance that aphasic persons receiving picture naming treatment will fare as well in word retrieval as those who receive no treatment.

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- Based on the summary of the research findings, you should be most concerned about
 - A. The time post onset of the aphasic subjects.
 - B. The cause of the aphasia.
 - C. The fact that some of the subjects received no treatment.
 - D. The fact that these data should have been placed into a single subject experimental design.
 - E. The likelihood that these data will be misinterpreted because many clinicians like to engage in picture naming.



Other Study Tips

- Review old multiple choice tests and practice taking them in a timed situation.
- Outline course notes to highlight important concepts.
- Form study groups with classmates or other CFs, and quiz each other with multiple-choice type questions.