Article 1. Stimulability and Treatment Outcomes

1. Early studies defined stimulability as a:
   A. generalized measure of correction
   B. motor encoding deficit
   C. phonemic awareness index
   D. sound-specific metric

2. Preschool children who are not stimulable for one or more sounds are likely to:
   A. profit from treatment to foster stimulability of those sounds
   B. outgrow the problem without treatment
   C. have significant oral-motor programming deficiencies
   D. exhibit auditory perceptual dysfunction

3. Treatment directed toward stimulable sounds is likely to:
   A. result in limited gains
   B. transfer to sounds that are not stimulable
   C. result in widespread gains
   D. have an unpredictable impact

Article 2. Oral Motor Exercises and Treatment Outcomes

4. Research regarding task specificity states that:
   A. therapy focusing on oral movement will most likely transfer to speech tasks
   B. although the same structures may be used for speech and nonspeech activities, their function is different
   C. there is an established neural network between speaking and nonspeaking tasks

5. Research on the efficacy of oral motor exercises to change speech sound productions:
   A. demonstrated that oral motor exercises are not the most therapeutically effective approach to help children produce more intelligible speech
   B. found that oral motor strengthening exercises were beneficial for children with DAS
   C. indicated that oral motor exercises should be performed only in conjunction with a phonological therapy approach
   D. is so limited that no conclusions can be made
**Article 3. Target Selection and Treatment Outcomes**

6. Which of the following are considered phonologically complex targets?
   - A. stimulable sounds
   - B. later developing sounds
   - C. most phonological knowledge
   - D. inconsistent errored sounds

7. Using the principle of markedness, which of the following targets should be selected to remediate final consonant deletion?
   - A. fricatives
   - B. stops
   - C. affricates
   - D. glides

8. The systemic approach to target selection is based on which of the following factors?
   - A. implicational relationships
   - B. phonological complexity
   - C. non-proportional contrasts
   - D. distance metric

9. What lexical properties of treatment words have been shown to facilitate generalization?
   - A. low frequency
   - B. high density
   - C. high frequency
   - D. low neighborhood frequency

10. Which of the following sound pairs represents a non-proportional contrast?
    - A. r ~ l
    - B. k ~ z
    - C. w ~ s
    - D. t ~ tZ

**Article 4. Computer Applications and Treatment Outcomes**

11. Which of the following tools can be used to identify “undifferentiated lingual gestures”?
    - A. CAPES
    - B. SAILS
    - C. PROTRAIN
    - D. EPG
12. The primary benefit of using spectral analysis to provide feedback about a child’s speech production is that this type of visual feedback:

A. rewards the child for making subperceptual improvements toward correct articulation of the target sound
B. shows the child how the tongue is misplaced during misarticulation of the target sound
C. provides information about the accuracy of target sound production
D. improves the child’s motivation to persist with repeated practice of target sound production

13. Which of the following assessment tools provides information about the child’s use of phonological processes?

A. CAPES
B. PROTRAIN
C. SAILS
D. Speech Viewer

14. Which of the following tools has been the subject of randomized control trials that show that it is effective in the treatment of speech sound disorders?

A. EPG
B. Speech Viewer
C. SAILS
D. PROTRAIN

Article 5. Phonological Awareness and Treatment Outcomes

15. Which of the following statements best describes research findings regarding the phonological awareness skills of children with phonological impairments?

A. There is no difference in the phonological awareness skills between children with and without phonological impairments.
B. Children with phonological impairments perform significantly better in phonological awareness than in vocabulary skills.
C. Children with phonological impairments perform significantly poorer in phonological awareness skills when compared to children with intact sound systems.
D. Children with phonological impairments have difficulties in spelling that are not related to phonological awareness skills.

16. Awareness feedback refers to:

A. activities that assist children in matching onsets with rimes to form words
B. statements that focus the child’s attention on the specific features of a target sound or syllable shape
C. information obtained from a phonological awareness assessment
D. comments children make about sounds during intervention
17. Which of the following statements best describes the author’s recommendation regarding assessment of phonological awareness skills in children with phonological impairments?

A. No assessment of phonological awareness skills is warranted for these children.
B. Assess these skills only if time permits.
C. Assess phonological awareness skills when considering the initial diagnosis of phonological impairment.
D. Assess before, during, and after intervention.

18. Which level of phonological awareness is the most abstract?

A. sentence
B. rime
C. phoneme
D. syllable

19. Research findings appear to indicate that:

A. traditional production methods facilitate phonological awareness skills
B. spelling is not affected by phonological impairment
C. methods that explicitly focus children’s attention on phonological units may assist in production gains
D. all children with phonological impairment will have difficulty with literacy

**Article 6. Nonlinear Phonology: Application and Outcomes Evaluation**

20. Nonlinear phonology emphasizes:

A. sequences of sounds
B. hierarchical phonological form
C. phonological features
D. word length

21. Feet in nonlinear phonology are:

A. lower than syllables
B. directly related to features
C. segmental in nature
D. composed of syllables

22. Studies of nonlinear phonological intervention in British Columbia showed:

A. no effects of hierarchical organization
B. no effects of sequential organization
C. a difference between word structure and segmental development
D. faster development of features than word structures
23. Default features:
   A. are the least frequent features in languages
   B. are less complex than nondefault features
   C. are only found for place of articulation
   D. appear latest in development

24. The /v/ is more complex than /t/ (in English) because it:
   A. has a coronal feature
   B. is voiceless
   C. has more nondefault features
   D. is considered [-continuant]