CONTINUING EDUCATION QUESTIONS

Prologue and Five Views of the Elephant…

1. What question were the authors who were invited to submit papers for this forum asked to address?
   A. What assessment methodology do you espouse for phonological evaluation?
   B. In a typical 60–90 minute evaluation session with a child, what do you assess?
   C. How do you address theory-practice coherence and assessment-intervention congruence in relation to phonological assessment?
   D. What is the relation of theory to practice in phonological assessment?

2. Contributors to this forum were asked to:
   A. Provide a description of their typical assessment approach, regardless of client characteristics.
   B. Provide assessment in ideal conditions with no time constraints.
   C. Describe how they would conduct the assessment of the same hypothetical case within a 60–90 minute timeframe.
   D. Hold a debate on theoretical approaches.

Article 1 Evaluating Articulation and Phonological Disorders When the Clock Is Running

3. According to the author, what is the purpose of obtaining a communication history?
   A. To provide needed information to third-party payers.
   B. To determine if a child is delayed in the attainment of major communication milestones.
   C. As a check on what a caregiver wrote in a standardized communication history form.
   D. The author does not recommend obtaining a communication history.

4. How does the author compare a child’s major speech errors to the speech of other children?
   A. Uses pictures from a standardized test and compares the results to normative data.
   B. Uses a standardized assessment instrument.
   C. Does not compare a child to other children.
   D. Uses clinical experience and intuition.

5. Why does the author recommend selecting treatment targets for which a child shows some production capacity?
   A. The author does not make this recommendation.
   B. Linguistic theory recommends this approach.
   C. It is appropriate to group therapy.
   D. Preschoolers have a low frustration point in the face of failure.

Article 2 Speech-Language Assessment in the Clinical Setting

6. Which of the following procedures is used to establish the nature of a child’s speech or language difficulties?
   A. Standardized measures.
   B. Parent report.
   C. Normative data.
   D. Nonstandardized tasks.

7. Although the caregiver in this article does not report that his or her child has difficulties with comprehension, assessment in this area is included because:
   A. Caregivers are typically uninformed.
   B. It is usually required by school districts and third-party payers.
   C. Comprehension can easily be assessed with a standardized test.
   D. Children with expressive language problems will have receptive problems.

8. In order to assess the nature of a child’s speech sound errors and prognosis for change:
   A. The Bankson-Bernthal Test of Phonology is administered.
   B. Stimulability tasks are performed.
   C. Error patterns are detected.
   D. Comparisons are made to normative data.

Article 3 Clinical Problem Solving: Assessment of Phonological Disorders

9. Miccio recommends that clinicians should:
   A. Follow a set pattern in assessment with the same information gathered in the same order for each child.
   B. Be flexible in the order of assessment items but stick to a preplanned set of assessment items.
   C. Be flexible in both the order of presentation and the specific items presented.
   D. Always present assessment items in the same order, but be flexible in the choice of assessment items.
10. How does Miccio recommend that clinicians respond to the opinion of the referral source on the child’s problem?
A. In order to get an unbiased view, the clinician should not follow the lead of the referral source in assessing the child.
B. The clinician should focus on the suspected problem as presented by the caregiver, because if those familiar with him are concerned enough to seek professional help, there is strong evidence that a problem exists.
C. The clinician should not follow the lead of the referral source in assessing the child because referral sources are often wrong in their opinion of the problem.
D. The clinician should note this information, but it should not affect the way in which the assessment is conducted.

11. In testing for stimulability of sounds not in the child’s current inventory, Miccio judges a sound to be stimulable if the child produces it in at least:
A. 20% of opportunities.
B. 30% of opportunities.
C. 40% of opportunities.
D. 50% of opportunities.

12. In initial treatment recommendations, Miccio suggests targeting:
A. Any randomly selected set of sounds that is not currently in the child’s inventory.
B. Stimulable sounds only.
C. Nonstimulable sounds only.
D. Nonstimulable sounds but move to stimulable sounds if the child becomes frustrated or if caregivers are not willing to work on stimulable sounds in the home.

13. For Bobby, Miccio would target a nonstimulable fricative before a nonstimulable stop because:
A. According to principles of markedness, later developing sounds should be targeted first.
B. Bobby already uses some stops, while he has no fricative in his current inventory.
C. According to principles of markedness, the presence of fricatives enhances the learnability of stops.
D. Stops are easier for parents to target at home.

**Article 4 Phonological Assessment as an Integral Part of Language Assessment**

14. According to Hoffman and Norris, how does their approach differ from Bleile’s approach to the problem?
A. Hoffman and Norris do not agree with Bleile that phonological delay is often a manifestation of a broader communication problem.
B. Hoffman and Norris do not include a hearing assessment.
C. Hoffman and Norris emphasize language assessment over phonetic assessment and spend more time on informal assessments in naturalistic contexts.
D. Hoffman and Norris rely entirely on naturalistic communication interactions in play and storybook reading.

15. Hoffman and Norris recommend phonological assessment in natural contexts because:
A. Informal assessment is more efficient.
B. It will provide a better analysis of a child’s speech sound abilities because speech production tends to be better in single word assessment tasks.
C. Bobby will be more comfortable with this type of assessment.

16. Looking at the information in Table 2 (p. CE-30), if Bobby’s overall speech and language development is appropriate, the authors would expect him to:
A. Use decontextualized-relational situational context, abbreviated plans, and inferences, and produce /p b t d k g m n h w j f v δ s f t j d s/ /tw kw/.
B. Use decontextualized-egocentric situational context, abbreviated plans, and interpretations, and produce /p b t d k g m n h w j f s/ /tw kw/.
C. Use contextualized-logical situational context, sequential organization, and attributes, and produce /p b t d k g m n h w j f s/ /tw kw/.
D. All of the above.
**Article 5** Evaluating Communicative Abilities of a Highly Unintelligible Preschooler

17. Speech sound production errors that have the most negative impact on intelligibility are:
   A. Substitutions.
   B. Omissions.
   C. Distortions.
   D. Additions.

18. To provide a direction for treatment and to document progress over time, the Hodson Assessment of Phonological Patterns-3 provides which of the following?
   A. Percentage of consonants correct.
   B. Least phonological knowledge data.
   C. Number of error phonemes.
   D. Phonological deviation percentages.

19. Metaphonological assessment tasks are incorporated in evaluation sessions because research results indicate that children with highly unintelligible speech commonly experience difficulties later in acquiring which of the following?
   A. Language.
   B. Vocabulary.
   C. Reading.
   D. Pragmatics.

20. Primary potential target patterns for the Cycles Phonological Remediation Approach include:
   A. Liquids and /s/ clusters.
   B. Vowel and voicing contrasts.
   C. Assimilations.
   D. Singleton /f/ and /s/.

21. Conversational speech samples are analyzed to provide information about the child’s:
   A. Level of play.
   B. Phonological knowledge.
   C. Overall intelligibility.
   D. Literacy skills.

**Article 6** The Sixth View: Assessing Preschoolers’ Articulation and Phonology From the Trenches

22. Linda Kahn’s role in this clinical forum was:
   A. To discuss the theoretical differences among the five approaches of the other authors.
   B. The same as the other authors’.
   C. To consider the five approaches to the hypothetical case study given by the other authors and evaluate them from the perspective of a speech-language pathologist working in a school setting.
   D. To provide a summary of the five approaches to the hypothetical case study presented by the other authors.

23. Kahn cites two constraints not imposed on clinicians in university settings that necessitate a different approach in the school setting. These are:
   A. Lack of appropriate materials and space for naturalistic language assessment.
   B. Limited time due to a large caseload and restriction to a mandated set of assessment tools.
   C. Impossibility of meeting with parents before or during the assessment and restriction to assessing only those areas of speech and language targeted in the referral.
   D. Limited time due to a large caseload and the need to document eligibility for speech services.