**Name:\_\_\_\_\_\_\_\_\_\_\_\_ Chapter Nine Test Items Date:\_\_\_\_\_\_\_\_**

1. Which of the following is considered a “high incidence” disability category?

a. Deaf-blindness

b. Hearing impairments

c. Communication disorders

d. Visual impairments

2. \_\_\_\_\_\_\_\_\_\_ includes problems in formulating and comprehending spoken

messages

a. Communication disorders

b. Speech disorders

c. Language disorders

d. Sensory impairments

3. \_\_\_\_\_\_\_\_\_\_ consists of problems related to the verbal transmission of messages.

a. Communication disorders

b. Speech disorders

c. Language disorders

d. Sensory impairments

4. \_\_\_\_\_\_\_\_\_\_are characterized by individuals who do not use language that is

appropriate for their current social context.

a. Use disorders

b. Content disorders

c. Form disorders

d. Pragmatic disorders

5. Inconsistent skills across language domains; a history of slow vocabulary

development; word-finding problems; difficulty with grammatical production and

comprehension; and problems with social skills, behavior, and attention are

indications of which of the following?

a. Hearing impairment

b. Learning disabilities

c. Intellectual disabilities

d. Language impairment

6. Sometimes a speech/language professional will use \_\_\_\_\_\_\_\_\_\_to learn more

about the student’s speech and language characteristics.

a. Oral reading tests

b. Formal tests

c. Parent interviews

d. Teacher suggestions

7. Students with \_\_\_\_\_\_\_\_\_\_ are more likely to be educated in the general education

classroom

a. Hearing impairments

b. Visual impairments

c. Communication disorders

d. Deaf-blindness

8. When language disorders continue beyond the preschool years, students who

exhibit them are likely to be classified as having any of the following disabilities

**EXCEPT**

a. Learning disabilities

b. Intellectual disabilities

c. Emotional or behavioral disorders

d. Autism spectrum disorders

9. Researchers have documented a correlation between communication disorders

and \_\_\_\_\_\_\_\_\_\_.

a. Learning disabilities

b. Intellectual disabilities

c. Emotional or behavioral disorders

d. Autism spectrum disorders

10. All of the following are suggestions for effective collaboration with

speech/language professionals **EXCEPT**

a. Discuss students who appear to have trouble communicating

b. Ask the SLP to suggest ways to build speech and language exercises into

classroom routine.

c. Let the SLP know how students with communication disorders are

progressing

d. Allow only the SLP to focus on targeted communication skills.

11. Ms. Jones, the SLP, sees Becky for a specified amount of time per grading period.

Ms. Jones monitors and checks on Becky’s speech and language skills. What

type of contact does the SLP have with Becky

a. Pullout

b. Collaborative consultation

c. Monitor

d. Classroom based

12. Ms. Jones, the SLP, works with Tom’s general education teacher and his family

to facilitate communication and learning in the classroom. What type of contact

does Ms. Jones have with Tom?

a. Pullout

b. Collaborative consultation

c. Monitor

d. Classroom based

13. Create positive social communication opportunities with peers, reinforce

appropriate use of speech and language skills, promote appropriate social

interactions in different situations are examples of strategies to

achieve\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. academic success

b. social success

c. behavioral success

d. language success