| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Foundations of Speech and Language Development (25%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. The definitions and basic elements of speech (e.g., articulation, voice, fluency) and language (e.g., semantics, phonology, pragmatics)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Categorize the place, manner, and voicing of all English phonemes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Discriminate between expressive and receptive language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Distinguish among form, content, and use of language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Given an example, identify semantics, syntax, morphology, and pragmatics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. The specific characteristics of articulation, fluency, voice disorders, and language impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describe the characteristics of special populations (autism spectrum disorders, speech language disorders, Down syndrome, hearing impairment, intellectual disability) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Discriminate between a language disorder and language difference (ESL, any United States dialect) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Analyze a child’s speech for error patterns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify stimulibility |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Identify voice disorders related to quality, pitch, and loudness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Fundamental aspects of speech and hearing sciences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Define terms associated with speech and hearing sciences (duration, frequency, decibel) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Oral and written language modalities** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify language deficits (expressive or receptive) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describe the reciprocal nature between oral |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify how expressive and receptive languagedeficits can have a negative impact on thechild’s ability to meet the linguistic demands ofthe classroom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Typical and atypical disfluencies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognize types of disfluencies in speech(blocks, part-word repetitions, whole-word repetitions, phrase repetitions, prolongations, revisions) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Distinguish between disfluencies associated with language development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize secondary characteristics of disfluencies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Anatomical and physiological foundations associated with the acquisition of speech and language** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify the articulators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify areas of the brain responsible for speech, language, and hearing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Interpret the impact of physiological deviation on speech acquisition (cleft palate, chronic otitis media) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Relationships among speech, language, and hearing and the implications for teaching communication skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognize the influence of hearing loss on sound production and language development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Predict the possible consequences of articulation errors on language development(e.g., deletion of the final consonants can affect past tense verb forms, plurals, possessives, spelling) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify typical speech errors associated with hearing impairment (final consonant deletion, omission/stopping of fricatives, devoicing of some phonemes) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Predict the possible consequences of articulation errors on language development(e.g., deletion of the final consonants can affect past tense verb forms, plurals, possessives, spelling) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Implications of cultural and linguistic diversity as they relate to the acquisition of speech and language** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify the role of SES (socioeconomic status), education, regional variation on the development of language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Distinguish language disorders from language differences (dialects) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Coexisting conditions and effects of communication impairments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Distinguish among developmental, congenital, and acquired conditions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Associate typical speech, language, and behavioral characteristics with low and high incidence disabilities (ADHD, ASD, Down syndrome, TBI) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Recognize how degree of severity (mild, moderate, severe) affects development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Differentiate between deficits associated with prelinguistic and postlinguistic impairments (hearing impairments co-occurring at birth, brain injuries, cerebral palsy) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Reciprocal relationship between oral and written language** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify how oral language deficits manifest difficulties in written language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize how decoding difficulties are caused by phonological deficits |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize how reading comprehension difficulties may be caused by semantic, syntactic, and discourse problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Identification and Assessment of Communication Impairments (25%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Basic terminology associated with assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Distinguish between validity and reliability of assessment instruments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize terms such as standard deviation, percentile, standard error of measurement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Screening methods** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify how to take a language sample |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize the difference between screening and diagnostic methods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Gather and synthesize information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Purposes, strengths, and limitations of assessments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Gathering background information** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Use school records, patient input, and service provider input |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize how to use assessment data, observations, social history, and checklists |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Administering speech and language assessments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify age-appropriate tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize how to collect and analyze language samples |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize how to use basals and ceilings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Adapting and modifying assessments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify multicultural issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize how to accommodate for language differences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize effects of adapting norm-referenced measures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Synthesizing assessment information and decision making** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Collaborating and communicating on assessments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Record creating and keeping** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify developmental milestones |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize how to document goals and objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize how to monitor progress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Planning and Managing the Learning Environment (30%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Identification, selection, and implementation of speech and language interventions** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Service delivery models and collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify individual and group models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify benefits of push-in and pull-out models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Supporting students’ curricular needs** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Using preteaching strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Using scaffolding strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Theoretical and philosophical models of language acquisition** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Instructional materials and assistive technology** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify basic characteristics of assistive technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describe low and high tech devices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Maintaining an effective learning environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Motivation and reinforcement** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify and use multisensory approaches |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize advantages of pre-teaching and other strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Functional communication skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describe functional communication skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Develop a student’s functional-skills vocabulary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Collaborating with stakeholders** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify how and when to use communication journals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize how and when to co-teach and collaborate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Legal, Ethical, and Professional Aspects of the Job (20%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Federal and state requirements and major legislation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify steps in the referral process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify eligibility requirements |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Federal safeguards and legal implications of laws, rulings, regulations** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Define due process, FAPE, LRE |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Determine when a situation satisfies LRE requirements |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Apply record release procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify rights of students and parents(including refusal) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Know when to offer procedural safeguards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Determine if a student’s rights have been violated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Recognize how a situation might not be in compliance with the law |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Components of IFSPs and IEPs including transition planning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Know the members of an IEP team |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Analyze proposed IEP goals for appropriateness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Compose appropriate IEP goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Determine when to use IEP or IFSP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Identify components of an IEP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Discriminatory practices** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Determine if and why an assessment is discriminatory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Analyze a situation to determine whether a treatment is discriminatory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Accommodate cultural and linguistic differences in treatment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify limitations of norm-referenced tools in regard to minority populations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Current research and best practices** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify ways to find current information on topics that inform the teaching of students with speech and language impairments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify organizations and publications relevant to the needs of students with communication impairments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Collaborating and communicating with stakeholders** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Define collaboration as communication between two or more individuals for sharing of responsibilities for service delivery |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize the benefits of collaboratively working on IEPs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Incorporate information from stakeholders regarding development, implementation, and monitoring of IEPs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Educate diverse audiences using nontechnical language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Explain transition planning and why it is needed to parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Explain the impact of a speech and language impairment on a student’s educational and social performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Work effectively with others to support students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Distinguish between the roles of the teacher and the paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Know how to counsel families and provide support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Identify strategies to keep parents informed about children’s progress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Identify community resources that will support families in need |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Recognize potential stressors on a family when a child has a disability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |