

**Link download full: Test Bank for Language Disorders in Children  
Fundamental Concepts of Assessment and Intervention 2nd  
Edition by Joan N. Kaderavek**

**<https://getbooksolutions.com/download/test-bank-for-language-disorders-in-children-fundamental-concepts-of-assessment-and-intervention-2nd-edition-by-kaderavek>**

**TEST BANK Chapter 1: The Foundations of Language and Clinical Practice**

**Chapter 1 Multiple Choice Questions**

1. A child who does not comprehend the spoken word or is unable to communicate verbally with others has a
  - a. language difference.
  - b. language delay.
  - c. language disorder.
  - d. all of the above.
2. Clinical practitioners who work with children who have language impairments need
  - a. the ability to synthesize information.
  - b. the ability to weigh scientific evidence.
  - c. the ability to see connections between basic principles.
  - d. all of the above.
3. The Speech Chain Model includes all of the following, except
  - a. the speaker's production of words.
  - b. the transmission of sound.
  - c. the cause and effect relationship.
  - d. the listener's perception of what has been said.
4. The domains of language include form, content, and use. The components of language include
  - a. Morphology.
  - b. Syntax.
  - c. Semantics.
  - d. Phonology.
  - e. Pragmatics.
  - f. All of the above.
5. When a child begins to add "s" to nouns to indicate more than one, he/she is demonstrating the use of
  - a. Morphology.
  - b. Syntax.
  - c. Semantics.
  - d. Phonology.
  - e. Pragmatics.

- f. All of the above.
6. When a child stops calling all males “da-da” and identifies only his/her father as “daddy,” he/she is demonstrating the use of
- a. Morphology.
  - b. Syntax.
  - c. Semantics.
  - d. Phonology.
  - e. Pragmatics.
  - f. All of the above.
7. A hierarchy of research quality is used to rank the scientific merit of a particular intervention with respect to evidence-based practice (EBP). The highest quality evidence resulting from randomized experimental research is
- a. Level I.
  - b. Level II.
  - c. Level III.
  - d. Level IV.
  - e. Level III and Level IV.
8. Level IV research reflects:
- a. High-quality, non-randomized experimental research
  - b. Well-designed non-experimental research
  - c. Case studies
  - d. None of the above
9. If I ask a subject (who has agreed to participate in my study) which experimental group he/she would like to be in--the one that will require 3 days a week participation or the intervention that meets 1 day a week--I have evidence that my study will meet the requirements for:
- a. Randomization
  - b. Fidelity
  - c. Blinding
  - d. Subject equivalency across control and experimental groups
  - e. Effect-size estimates
  - f. None of the above
10. In an experimental study, if I videotape the intervention and carefully document the interventionist’s behaviors it is likely that I am trying to control which feature of experimental design quality?
- a. Randomization
  - b. Fidelity
  - c. Blinding
  - d. Subject equivalency across control and experimental groups
  - e. Effect-size estimates
  - f. None of the above

11. In an experimental study, if I conduct the experimental intervention and also administer and score students' pre- and post-intervention assessments, I may have violated which aspect of high-quality experimental design?
- Randomization
  - Fidelity
  - Blinding
  - Subject equivalency across control and experimental groups
  - Effect-size estimates
  - None of the above
12. In a study, if I report my statistically significant results, but do not indicate the magnitude of the statistical effect, I have violated which aspect of high-quality research?
- Randomization
  - Fidelity
  - Blinding
  - Subject equivalency across control and experimental groups
  - Effect-size estimates
  - None of the above
13. I frown at you because I do not agree with what you are saying. I am using
- Speech
  - Language
  - Communication
  - All of the above
14. I am your instructor for a course in which we will learn about how sound waves travel and learn how sound is measured (in dB). We are focusing on the level of the speech chain at the
- Acoustic level
  - Physical/Motor level
  - Linguistic level
  - All of the above
15. You are an SLP and you worry that without a specific diagnosis you will be unable to develop an effective language intervention approach. To avoid this problem you should
- Refer the student to a physician for a specific diagnosis
  - Consider the situation from a descriptive-developmental approach
  - Continue to administer assessments until a diagnosis is made
  - Refuse to provide intervention until the student receives a diagnosis

## Chapter 1 Matching Questions

Evidence-Based Practice	Key Insight
1. Fidelity	A. The experimental goal of documenting the intervention was administered as intended
2. Internal evidence	B. A series of different researchers have found similar results, but the studies were not randomized
3. External evidence	C. After the subjects agree to the study, the experimenter pulls numbers “out of a hat” to assign subjects to the intervention group or the control group
4. Blinding	D. The researcher reports, “the language ability of the subjects in group A was not statistically different from the language ability of the subjects in group.
5. Randomization	E. The experimenter has graduate students (who do not know if subjects were in the control or experimental intervention group) administer and score the assessments used during an experiment
6. Subject equivalency	F.
7. Meta-analysis	G. Practitioner expertise
8. Level II evidence	H. The results of several studies investigating a specific experimental question are statistically summarized
	I. Case studies and expert opinion

## Chapter 1 True/False Questions

1. A language disorder is impaired comprehension or use of spoken, written, or other symbol systems.
2. Language difference is a result a variation of a symbol system used by a group of individuals that reflects and is determined by shared regional, social, or cultural/ethnic factors.
3. A young child (2 to 3 years old) who exhibits a developmental lag in language is called autistic.
4. The terminology *late language emergence* or *late talker* is used because language impairment cannot be reliably diagnosed in young children in the absence of a primary disorder.

5. Language disorders are caused when there is a disruption in language form, content, and/or use.
6. The speech chain includes three levels; the motor/physical, the acoustic, and the linguistic.
7. Receptive and expressive language occurs at the acoustic level of the communication system.
8. Receptive language refers to an individual's ability to understand and process language.
9. Expressive language refers to an individual's ability to express and communicate meaning with language. If a researcher implements an experimental intervention, randomization has occurred. An SLP doesn't consider expert opinion since it is Level I EBP evidence. There are many clinical approaches that lack Level IV EBP evidence.

### **Chapter 1 Short Answer Questions**

1. Diagram and explain the Speech Chain Model.
2. The Speech Chain Model demonstrates significant challenges confronting the language learner. Identify and explain these challenges.
3. How can a researcher assure that an experimental study design is implemented as intended? Use EBP terminology in your answer.
4. Define each term and give a language example of each:
  - a. Morphology
  - b. Syntax
  - c. Phonology
  - d. Semantics
  - e. Pragmatic
5. Read the following statement: "Forty children between the ages of 2 and 3 years with moderate levels of expressive-only language impairment were assigned to participate in either intervention A or intervention B." What aspects of high-quality research are evidenced in this statement? Use EBP terminology in your answer.

### **Chapter 1 Essay Questions**

1. Explain what this chapter has taught about speech disorders, how you will use this information in your work with children, and what additional skills and knowledge you need to become a practitioner.
2. Read the following statement: "Children were assigned to Intervention A or Intervention B for four weeks. Intervention A was administered by trained SLPs; all intervention was videotaped and analyzed for the number of language targets administered each session. Intervention B consisted of a no-treatment group. The SLP

administering the intervention pre- and post-tested the subjects with the assigned assessments for subjects in Intervention A and B. The researcher analyzed the scores submitted by the SLPs.” Which aspects of highquality EBP were met in this study? What aspects of high-quality EBP may have been violated in this study? Which aspects of the study design do we still need to know about (but are not discussed in this statement)? Explain your answer and use EBP terminology

### Chapter 1 Answer Key

<b>Matching:</b>	<b>True/False:</b>	<b>Multiple Choice:</b>
1. A	1. True	1. c
2. G	2. True	2. d
3. F	3. False	3. c
4. E	4. True	4. f
5. C	5. True	5. a
6. D	6. True	6. c
7. H	7. False	7. a
8. B	8. True	8. c
	9. False	9. f
	10. False	10. b
	11. False	11. C
	12. True	12. e
		13. c
		14. a
		15. b