

# MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

## TEST OBJECTIVES FIELD 057: SPEECH AND LANGUAGE IMPAIRED

Subarea	Approximate Percentage of Questions on Test
Human Development and Students with Special Educational Needs	16%
Speech, Language, and Hearing Impairments	28%
Assessment	20%
Program Development and Intervention	20%
Professional Knowledge and Legal Issues	16%

### I. HUMAN DEVELOPMENT AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

**001 Understand normal human development during infancy and early childhood.**  
Includes the characteristics and sequence of physical, sensory, motor, cognitive, and communication development in infancy and early childhood.

**002 Understand normal human development during childhood and adolescence.**  
Includes the characteristics and sequence of physical, motor, cognitive, and language development; social and emotional characteristics; and other developmental issues of particular importance during childhood and adolescence.

**003 Understand normal communication development.**  
Includes the relationships between normal communication development and motor and cognitive development, auditory perception, environmental factors, and social development.

**004 Understand the prenatal development of the child.**  
Includes key factors that affect the prenatal development of the child, including the impact of substance abuse and the health of the mother.

**005 Apply theories of communication development.**  
Includes theories of communication development and the ways they characterize communication development.

**006 Understand the specific characteristics of students with special educational needs.**  
Includes characteristics of students with learning disabilities; and mental, physical, visual, hearing, emotional, and/or neurological impairments.

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**TEST OBJECTIVES**  
**FIELD 057: SPEECH AND LANGUAGE IMPAIRED**

**007 Analyze the effects of handicapping conditions on communication development.**

Includes the effects of learning disabilities; and mental, physical, visual, hearing, emotional, and/or neurological impairments on communication development.

**II. SPEECH, LANGUAGE, AND HEARING IMPAIRMENTS**

**008 Identify linguistic features of English.**

Includes phonemic, morphemic, semantic, pragmatic, and syntactic features of English.

**009 Apply principles of phonetics.**

Includes the classification of consonants according to place, manner, and voicing characteristics; of vowels according to their physical characteristics; and of phonemes in terms of their acoustic characteristics.

**010 Understand the speech mechanism.**

Includes anatomical structures involved in speech production and their functions; and processes involved in speech production.

**011 Understand the hearing mechanism.**

Includes anatomical structures involved in hearing and their functions; and processes involved in auditory perception.

**012 Understand fluency impairments.**

Includes characteristics of fluency impairments; the differences between normal nonfluency and fluency impairments; and factors that may cause and maintain fluency impairments.

**013 Understand articulation impairments.**

Includes characteristics of articulation impairments; types of articulation impairments; and factors that may cause and maintain articulation impairments.

**014 Understand voice impairments.**

Includes characteristics of voice impairments; and factors that may cause and maintain voice impairments.

**TEST OBJECTIVES**  
**FIELD 057: SPEECH AND LANGUAGE IMPAIRED**

**015 Understand speech and language impairments associated with structural, neuromuscular, and neurological disabilities.**  
Includes characteristics of speech and language impairments exhibited by students with cerebral palsy; factors that may cause structural, neuromuscular, and/or neurological disabilities; and the effects of structural disabilities on speech and language.

**016 Understand disorders of receptive language.**  
Includes characteristics of disorders of receptive language; distinctions between receptive and expressive language disorders; and factors that may cause and maintain disorders of receptive language.

**017 Understand disorders of expressive language.**  
Includes characteristics of disorders of expressive language; and factors that may cause and maintain disorders of expressive language.

**018 Understand the characteristics of language differences and language impairments.**  
Includes the characteristics of language differences and language impairments, and the distinctions between them.

**019 Understand hearing impairments.**  
Includes types of hearing impairments and their characteristics; and factors that may cause and maintain hearing impairments.

**020 Analyze the relationship between speech, language, and hearing impairments and child development.**  
Includes the relationship between speech, language, and hearing impairments and cognitive development; social and emotional development; and educational performance.

**III. ASSESSMENT**

**021 Identify legal requirements relating to assessment.**  
Includes state and federal requirements related to screening, referral, and assessment; and the rights of students and parents in relation to assessment procedures.

**TEST OBJECTIVES**  
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**022 Understand speech and language assessment instruments and methods.**

Includes types, characteristics, uses, advantages, and disadvantages of speech and language assessment instruments; and evaluation criteria, principles, and procedures for selecting speech and language assessment instruments.

**023 Understand methods used to assess articulation.**

Includes types, uses, and characteristics of formal and informal methods of assessing articulation; procedures for assessing articulation; and the interpretation and use of articulation assessment data in the development of IEPs.

**024 Understand methods used to assess fluency.**

Includes types, uses, and characteristics of formal and informal methods of assessing fluency; procedures for assessing fluency; and the interpretation and use of fluency assessment data in the development of IEPs.

**025 Understand methods used to assess voice.**

Includes types, uses, and characteristics of formal and informal methods of assessing voice; procedures for assessing voice; and the interpretation and use of voice assessment data in the development of IEPs.

**026 Understand methods used to assess receptive language.**

Includes types, uses, and characteristics of formal and informal methods of assessing receptive language; procedures for administering receptive language assessment methods; and the interpretation and use of receptive language assessment data in the development of IEPs.

**027 Understand methods used to assess expressive language.**

Includes types, uses, and characteristics of formal and informal methods of assessing expressive language; procedures for administering expressive language assessment methods; and the interpretation and use of expressive language assessment data in the development of IEPs.

**028 Understand basic methods used to assess hearing.**

Includes types, uses, and characteristics of formal and informal methods of assessing hearing; procedures for administering basic audiometric tests; and the interpretation and use of hearing assessment data in the development of IEPs.

**TEST OBJECTIVES**  
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**029 Identify procedures for conducting a comprehensive speech and language evaluation.**

Includes components, requirements, and procedures for conducting a comprehensive speech and language evaluation; and eligibility criteria for speech and language services.

**IV. PROGRAM DEVELOPMENT AND INTERVENTION**

**030 Understand the development of Individualized Education Programs (IEPs) for students with speech and language impairments.**

Includes appropriate short-term instructional objectives and annual goals for an IEP; legal requirements for reviewing and revising an IEP; and the rights of students and parents in the development of an IEP.

**031 Understand the procedures for implementing Individualized Education Programs (IEPs) for students with speech and language impairments.**

Includes appropriate activities and curriculum components to meet IEP objectives; procedures for evaluating progress toward IEP objectives and goals; appropriate ways of communicating with persons involved in the implementation of an IEP; and procedures for modifying and updating an IEP.

**032 Apply intervention strategies for students with fluency impairments.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with fluency impairments.

**033 Apply intervention strategies for students with articulation impairments.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with articulation impairments.

**034 Apply intervention strategies for students with voice impairments.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with voice impairments.

**035 Apply intervention strategies for students with disorders of receptive language.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with disorders of receptive language.

**TEST OBJECTIVES**  
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**036 Apply intervention strategies for students with disorders of expressive language.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with disorders of expressive language.

**037 Apply intervention strategies for students with hearing impairments.**

Includes appropriate intervention strategies, objectives, goals, and ways to adapt regular classroom instruction to meet the needs of students with hearing impairments.

**038 Understand intervention and instructional techniques used with speech and language impaired students who have additional handicapping conditions.**

Includes appropriate intervention and instructional techniques; and ways to adapt the special education classroom environment to meet the needs of speech and language impaired students with additional handicapping conditions.

**V. PROFESSIONAL KNOWLEDGE AND LEGAL ISSUES**

**039 Identify technological advances relating to communication disorders.**

Includes equipment and materials for students needing augmentative/alternative communication; and appropriate uses of new technology related to materials and equipment in the field of communication disorders.

**040 Understand the rights of students with special educational needs and the rights of their parents.**

Includes the rights of students with special educational needs and the rights of their parents.

**041 Identify procedures and processes for consulting with school personnel and other professionals.**

Includes common procedures for consulting with regular education personnel and reporting information to teachers and other professionals.

**042 Identify professional organizations involved in communication disorders.**

Includes national and state organizations that support the speech and language profession.

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**043 Understand methods of communicating with and counseling the families of students with speech and language impairments.**

Includes appropriate ways of discussing assessment results with family members; helping parents understand communication development and the special needs of their child; conveying information about a student's speech and language program and progress to family members; and coordinating techniques used in the school with those used at home.

**044 Demonstrate sensitivity to cultural differences among students and their families.**

Includes cultural similarities and differences that exist among various racial, ethnic, religious, and socioeconomic groups; and the impact of cultural group differences on student learning, behavior, and placement decisions in special education.

**045 Understand current research on communication disorders.**

Includes criteria for evaluating research; sources of current research on communication disorders; recent research findings; and appropriate ways to apply research findings in the school.

**046 Apply federal and state laws and regulations concerning the delivery of special education and related services.**

Includes federal and state laws and regulations governing special education and related services, and their application in various situations.