

# ALL IN: AN INTRODUCTION TO PUSH-IN SPEECH THERAPY FINAL EXAM

(1.5 CE HOURS)

1. **“Lacking adequate research-based evidence, clinicians must rely on reason-based practice and their own data until more data become available concerning which service delivery models are most effective.”**
  - a. Cirren et al, 2010
  - b. Petticrew, 2003
  - c. Schooling, Venediktov & Leech, 2010
  - d. McGinty and Justice, 2006
2. **Per Dixon, classroom-based services \_\_\_\_\_.**
  - a. Detract from students’ ability to generalize communication skills and show academic progress
  - b. Pose a barrier to SLP/classroom teacher collaboration
  - c. Allow both the SLP and the classroom teacher to be aware of and respond to students’ varying responses to different settings and communication partners
  - d. Limit SLPs’ ability to change the type, frequency, amount and location of services throughout the school year
3. **One of the best ways you can get a feel for what a preschooler needs to work on is \_\_\_\_\_.**
  - a. School-based standardized testing
  - b. Observing classroom activities
  - c. Language drills
  - d. Interviewing the child
4. **When setting the location for a child’s therapy, one big factor to consider is \_\_\_\_\_.**
  - a. The size of your caseload
  - b. How distractible the child is in relation to their current level of mastery on the skill you want to address
  - c. Your personal preferences
  - d. The amount of buy-in demonstrated by members of the classroom team
5. **“The therapist and the lead teacher plan an activity about irregular past tense verbs. The therapist chooses ten targets for her students, and instructs the teacher as to how to model those words with actions (acting them out). After the lesson, students break into groups to practice; the therapist works with the students with special needs to target her ten in more detail by providing additional examples, showing videos of those particular actions, and modeling the use of the irregular past tense verbs throughout the activity in a variety of contexts,” is an example of \_\_\_\_\_.**
  - a. Therapist Assists with Unique Activity
  - b. Therapist Adapts Materials and Supplements Instruction
  - c. Therapist Takes a Center/Station
  - d. Co-Teaching with Co-Planning
6. **When a student benefits from learning in a small group but also benefits from being around peers, and when a skill needs to be practiced in the regular education setting, but will also require direct speech-language pathologist assistance or intervention, \_\_\_\_\_ is likely to be a good fit.**
  - a. Therapist-Led Lessons
  - b. Pull-Aside Therapy in Classroom
  - c. Therapist Takes a Center/Station
  - d. Therapist Leads Unique Activity
7. **\_\_\_\_\_ allows the therapist to work with students with special needs on generalizing learned skills – like following directions or using complete sentences – to new settings. Just as in “Therapist Assists with Routine Activity,” no specific lesson plan is used; the therapist offers the students support when an opportunity to use a skill arises.**
  - a. Therapist Adapts Materials and Supplements Instruction
  - b. Therapist Leads Unique Activity
  - c. Therapist-Led Lessons
  - d. Therapist Assists with Unique Activity

8. "The teacher is planning a lesson on tornadoes. The speech therapist picks out key vocabulary and teaches the words to the students with special needs ahead of time, using videos, photographs, and demonstrations with props. Each student takes a list of target vocabulary with him/her to use as a reference during the lesson. After the teacher teaches the lesson, the group meets again and the therapist quizzes the students on the definitions of the key vocabulary from the unit. Any words that are missed are re-taught," is an example of \_\_\_\_\_.
- Therapist Assists with Routine Activity
  - Therapist Adapts Materials and Supplements Instruction
  - Therapist-Led Lessons
  - Therapist Takes a Center/Station
9. In the \_\_\_\_\_ method of data collection, the SLP marks every trial as correct or incorrect, and take a percentage at the end of the session.
- Percentage Data
  - Rubric-Style
  - Anecdotal Notes
  - Tally Data
10. During the \_\_\_\_\_ method of data collection, the SLP rates the student's performance on a specific goal on a scale of 1-5 (determining ahead of time the value of each rating).
- Tally Data
  - Anecdotal Notes
  - Rubric-Style
  - Percentage Data

## ANSWER SHEET

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ ZIP: \_\_\_\_\_ Country: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

ASHA membership #: \_\_\_\_\_

Other: License/certification # and issuing state/organization \_\_\_\_\_

Clinical Fellow: Supervisor name and ASHA membership # \_\_\_\_\_

Graduate Student: University name and expected graduation date \_\_\_\_\_

\*\* See instructions on the cover page to submit your exams and pay for your course.

*By submitting this final exam for grading, I hereby certify that I have spent the required time to study this course material and that I have personally completed each module/session of instruction.*

### All In: An Introduction to Push-In Speech Therapy Final Exam

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|--------------------|---------------------|
| 1. (A) (B) (C) (D) | 6. (A) (B) (C) (D)  |
| 2. (A) (B) (C) (D) | 7. (A) (B) (C) (D)  |
| 3. (A) (B) (C) (D) | 8. (A) (B) (C) (D)  |
| 4. (A) (B) (C) (D) | 9. (A) (B) (C) (D)  |
| 5. (A) (B) (C) (D) | 10. (A) (B) (C) (D) |

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