

Study Planner for the Praxis Speech- Language Pathology Test (5331)

Instructions

This guide includes the topics that are typically covered on the Praxis Speech-Language Pathology Test (5331). To use this tracker, evaluate how well you know each topic, either through self-reflection or a practice test, to determine your areas of strength and weakness.

Plan your study time accordingly. Consider allocating less time to topics you know well (rated 4 or 5) and more time to less familiar ones (rated 1, 2, or 3).

Study Scale:

- 1** - Completely unfamiliar **4** - Very well
2 - Some recognition **5** - Fully confident
3 - Moderately well

Source: ETS, [The Praxis Study Companion for Speech-Language Pathology \(PDF, 1.6 MB\)](#). Accessed February 24, 2021.

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Foundations

**How Much Time Do I
Need?**

When Will I Study?

**How Well Do I Understand
These Topics?**

Topics

Time

Date

Scale of 1-5

Typical development and performance across the life span

Developmental norms ▪ Speech sound and phonology ▪ Receptive and expressive language ▪ Fluency ▪ Voice, resonance, and motor speech ▪ Feeding and swallowing ▪ Cognition ▪ Processing ▪ Motor and linguistic

Factors that influence communication, feeding, and swallowing

Medical ▪ Cultural and ethnic ▪ Linguistic ▪ Psychological ▪ Anatomy/physiology ▪ Environmental ▪ Genetics ▪ Auditory

Epidemiology and characteristics of common communication and swallowing disorders

Speech sound and phonology ▪ Syntax and morphology ▪ Semantics ▪ Pragmatics ▪ Fluency ▪ Voice, resonance, and motor speech ▪ Feeding and swallowing ▪ Cognition ▪ Processing

Documentation

Legal and regulatory requirements ▪ Purposes

Professional Practice

**How Much Time Do I
Need?**

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These Topics?**

Topics

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Scale of 1–5

Wellness and prevention

Prevention terminology, practices, and public education ▪ Risk factors for communication disorders

Culturally and linguistically appropriate service delivery

Understanding, respecting, and responding to explicit and implicit cultural factors that influence communication ▪ Identifying the impact of assimilation and acculturation on communication patterns ▪ Communication differences between speakers of the same language

Counseling, collaboration, and teaming

Interpersonal communication and counseling techniques ▪ Integration of other professionals into the assessment and treatment process ▪ Communication with patient/client/student, families, and other professionals

Documentation

Legal and regulatory requirements ▪ Purposes of documentation ▪ Official records

Ethics

Standards of ethical practice (permissions, referrals, and record keeping) ▪ Client/patient/student privacy ▪ Supervisory requirements ▪ Conflicts of interest ▪ Professional competence

Legislation and client advocacy

Federal laws and regulations impacting delivery of services ▪ Reporting requirements of governmental agencies ▪ Licensing requirements and standards

Research methodology and evidence-based practice

Criterion for test selection ▪ Determining reliability of assessment procedures ▪ Models of research design ▪ Test construction principles ▪ Tenets of evidence-based practice

Screening

How Much Time Do I Need?

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Scale of 1-5

Communication disorders

Role of SLP in screening for speech, language, and hearing disorders ▪ Screening procedures and approaches ▪ Identification of clients/patients and characteristics requiring further evaluation ▪ Knowledge of populations at risk for communication disorders

Feeding and swallowing disorders

Role of SLP in screening for ▪ Identification of clients/patients and characteristics requiring further evaluation ▪ Knowledge of factors leading to increased risk of swallowing and feeding disorders in various populations

Approaches to Assessment and Evaluation

How Much Time Do I Need?

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Scale of 1-5

Topics

Developing case histories

Procedures associated with identifying appropriate measures of treatment progress and treatment outcomes ▪ Methods associated with measuring baseline performance ▪ Methods associated with measuring progress while treatment is ongoing ▪ Procedures associated with modifying progress measures, if necessary, while treatment is ongoing ▪ Methods associated with evaluating performance when treatment concludes

Selecting appropriate assessment instruments, procedures, and materials

Identifying factors that influence test/procedure selection ▪ Identifying factors that require adaptation of traditional assessment procedures, instruments, and materials ▪ Selecting instrumental approaches that can be utilized to evaluate various communication and swallowing disorders

Assessing factors that influence communication and swallowing disorders

Cultural and ethnic factors ▪ Linguistic factors ▪ Medical factors ▪ Developmental and cognitive factors ▪ Psychological factors ▪ Environmental factors

Assessment of anatomy and physiology

Assessment of pertinent anatomy, physiology, and neural substrates for respiration, phonation, speech sound production, resonance, speech/language perception and processing, feeding and swallowing

Assessment Procedures and Assessment

How Much Time Do I Need?

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Scale of 1-5

Speech sound production

Standard and nonstandard assessment procedures ▪ Parameters of assessment of speech sound production ▪ Instrumental assessment of speech sound production ▪ Differential diagnosis of speech sound production ▪ Interpretation of assessment data

Fluency

Standard and nonstandard assessment procedures ▪ Parameters of assessment of fluency disorders ▪ Instrumental assessment of fluency disorders ▪ Differential diagnosis of fluency disorders ▪ Interpretation of assessment data

Voice, resonance, and motor speech

Standard and nonstandard assessment procedures ▪ Parameters of assessment of voice, resonance, and motor speech disorders ▪ Instrumental assessment of voice, resonance, and motor speech disorders ▪ Differential diagnosis of voice, resonance, and motor speech disorders ▪ Interpretation of assessment data

Receptive and expressive language

Standard and nonstandard assessment procedures ▪ Parameters of assessment of receptive and expressive language disorders ▪ Instrumental assessment of language disorders ▪ Differential diagnosis of language disorders ▪ Interpretation of assessment data

Assessment Procedures and Assessment

Topics Continued

Social aspects of communication, including pragmatics

Standard and nonstandard assessment procedures ▪ Parameters of assessment of social aspects of communication, including pragmatics ▪ Differential diagnosis of social communication disorders and pragmatic disorders ▪ Interpretation of assessment data

Cognitive aspects of communication

Standard and nonstandard assessment procedures ▪ Parameters of assessment of cognitive communication disorders ▪ Differential diagnosis of cognitive communication disorders ▪ Interpretation of assessment data

Augmentative and alternative communication

Standard and nonstandard assessment procedures ▪ Low-tech and high-tech instrumental assessment procedures ▪ Parameters of assessment for augmentative and alternative communication ▪ Interpretation of assessment data

Hearing

Assessment approaches ▪ Considerations related to age, developmental status, medical condition, etc. ▪ Interpretation of assessment and identification of indicators for referral

Feeding and swallowing

Instrumental and noninstrumental assessment procedures ▪ Considerations related to age, developmental status, medical/surgical history, etc ▪ Differential diagnosis of feeding and swallowing disorders ▪ Interpretation of assessment data and indications for referral

Etiology

**How Much Time Do I
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Scale of 1-5

Genetic

Modes of inheritance ▪ Genetic conditions associated with communication disorders and feeding/swallowing disorders, including common syndromes ▪ Features of common syndromes and their impact on communication and feeding/swallowing

Developmental

Developmental delay ▪ Congenital and acquired conditions associated with developmental communication and feeding/swallowing disorders

Disease processes

Childhood ▪ Acquired ▪ Progressive

Auditory problems

Congenital and childhood hearing loss ▪ Acquired hearing loss

Neurological

Congenital ▪ Acquired

Structural and functional

Congenital ▪ Acquired ▪ Functional causes

Psychogenic

N/A

Treatment Planning

How Much Time Do I Need?

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Scale of 1-5

Evaluating factors that can affect treatment

Evaluating the evidence base associated with a particular treatment strategy or approach ▪ Evaluating the role of client factors such as age, disorder type, disorder severity, etc. ▪ Evaluating the role of external factors such as caregivers' interactions with the client, school or workplace policies, public laws, etc.

Initiating and prioritizing treatment and developing goals

Processes and procedures for developing comprehensive, appropriate treatment goals ▪ Processes and procedures associated with integrating assessment results, caregiver or client/patient/student preferences, and treatment outcomes research ▪ Factors that affect when to begin, modify, or terminate a treatment plan ▪ Factors that affect the order in which treatment goals are addressed

Determining appropriate treatment details

Factors related to treatment scheduling ▪ Factors related to treatment delivery ▪ Personnel requirements ▪ Training requirements

Generating a prognosis

Considering/accounting for client/patient/student factors that can affect treatment outcome ▪ Considering/accounting for external factors that can affect treatment outcomes

Treatment Planning

Topics Continued

Communicating recommendations

Procedures, requirements, and best practices for communicating treatment-related recommendations to clients/patients/students and their family members when appropriate ▪ Procedures, requirements, and best practices for communicating treatment-related recommendations to other professionals involved in client/patient/student's treatment plan ▪ Principles of interprofessional practice

General treatment principles and procedures

Principles and procedures to consider when selecting a treatment

Treatment Evaluation

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Scale of 1-5

Topics

Establishing methods for monitoring treatment progress and outcomes to evaluate assessment and/or treatment plans

Procedures associated with identifying appropriate measures of treatment progress and treatment outcomes ▪

Methods associated with measuring baseline performance ▪ Methods associated with measuring progress while

treatment is ongoing ▪ Procedures associated with modifying progress measures, if necessary, while treatment is

ongoing ▪ Methods associated with evaluating performance when treatment concludes ▪ Methods associated with

determining the social validity of treatment outcomes and the impact of treatment outcomes on a client/patient's

quality of life

Follow-up on post-treatment referrals and recommendations

n/a

Treatment

How Much Time Do I Need?

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Scale of 1-5

Speech sound production

Principles and characteristics of interventions used in the treatment of disorders that affect speech sound production

- Strategies for preventing, reducing, or eliminating communicative and/or related disability associated with speech sound production disorders or differences

Fluency

Principles and characteristics of interventions used in the treatment of fluency disorders

- Strategies for preventing, reducing, or eliminating communicative and/or related disability associated with fluency disorders

Voice, resonance, and motor speech

Principles and characteristics of interventions used in the treatment of voice, resonance, and motor speech disorders

- Strategies and procedures for preventing, reducing, or eliminating communicative and/or related disability associated with voice, resonance, and motor speech disorders

Receptive and expressive language

Principles and characteristics of interventions used in the treatment of receptive and expressive disorders

- Strategies for preventing, reducing, or eliminating communicative and/or related disabilities associated with receptive and expressive language functioning

Social aspects of communication, including pragmatics

Principles and characteristics of interventions used to treat social aspects of communication, including pragmatics

- Strategies for preventing, reducing, or eliminating communicative and/or related (e.g., educational, occupational) disability associated with social aspects of communication

Treatment

Topics Continued

Communication impairments related to cognition

Principles and characteristics of interventions used to treat communication impairments that are related to cognitive functioning ▪ Strategies for preventing, reducing, or eliminating communicative and/or related disability associated with cognitively based communication impairments

Treatment involving augmentative and alternative communication

Factors involved in determining candidacy for AAC approaches ▪ Factors involved in selecting an appropriate AAC approach ▪ Principles and characteristics of AAC options/strategies ▪ Strategies for preventing, reducing, or eliminating communicative and/or related disability in those who use AAC

Hearing and aural rehabilitation

Principles and characteristics of interventions used in the treatment of hearing loss ▪ Strategies for preventing, reducing, or eliminating speech-language and/or related disability associated with hearing impairment

Swallowing and feeding

Rationale for selection of interventions used in the treatment of swallowing and feeding disorders based on evaluation data ▪ Other factors (outside of evaluation data) affecting the likelihood of success for a given treatment for feeding/swallowing disorders ▪ Strategies for preventing, reducing, or eliminating swallowing and feeding disorders ▪ Strategies for reducing the common health-related adverse consequences of swallowing and feeding disorders