

POINTERS ON TAKING THE ASHA EXAM FROM A FORMER STUDENT

1. Use the *PRAXIS* book only to time yourself. The questions are out of date. Don't think of it as a study guide.
2. Areas to study or be familiar with that were NOT in the *PRAXIS* book:
 - A. **Cranial nerves:** the ones associated with speech, hearing, and swallowing
 - B. **Muscles of the face and tongue:** I had a question on the superior longitudinal muscle of the tongue. Also, know your extrinsic and intrinsic muscles.
 - C. **Cochlear implant:** I had 2 questions on this.
 - D. **Audiograms:** Know how to read one and what it might indicate (SN hearing loss or C hearing loss).
 - E. **Swallowing/dysphagia:** I must have had 5-7 questions on this. Know the phases of a swallow, what to look for if a swallow is weak, what type of diet people with a swallowing disorder would be on, etc.
 - F. **Bizarre terms** like ankyloglossia (tongue-tied), apraxia, shimmer, jitter, and little things like that. I had a few of those.
 - G. **Goals:** Know the parts of a goal and what a well-written one looks/sounds like.
 - H. **Neuroanatomy:** Go over drawings regarding hemiplegia or which side of a face will droop if that person suffered a left/right CVA or which side of the mouth will fall after a CVA.
 - I. **Muscles of inhalation and exhalation:** I had question about the diaphragm, intercostals, etc.
 - J. **IEP questions:** Know things about Individual Education Plans – who should be present when one is created, what one entails, how often do we re-evaluate, who is entitled to one.

The above areas I DID NOT study much because I went by the *Praxis* Book.

3. **Areas I did expect that that did, in fact, show up:**
 - A. Fluency questions
 - B. Cleft lip and palate questions
 - C. Acoustic questions
 - D. Voice disorders questions
 - E. Language disorders questions
 - F. CVA questions – my test creator LOVED CVA questions. That includes left and right CVAs.
 - G. Articulation questions

H. Specific standardized test questions (Goldman-Fristoe or the TOLD or the CELF, etc.)

I. Dialectical variations

4. The test is NOT laid out from easiest to hardest like the GRE. Thus, you have very easy questions buried in with extremely difficult ones. I would take a few minutes to scan the test and look for the easiest/shortest questions. Answer those right off rather than going 1, 2, 3....etc.
5. Don't spend your time trying to ace this test or study everything. You really won't need to. Hit the high points and have a general idea of the various areas listed under #3. Remember, they throw certain questions out. Every test the questions change, but the subjects stay the same. I spent a little time each night studying, and then really looked everything over the weekend before.
6. Remember you have 150 questions to answer in 120 minutes. That means you have 48 seconds to answer each question. If you ponder too long, you will not have time to finish. Most of the questions are longer, diagnostic type questions. You are given a scenario and then asked, "What would you address first?" These questions typically take longer than 48 seconds, so scan whenever possible, and try to anticipate the answer from what you already know.

Example: I had a question about an African-American elementary school student who dropped endings, reduced clusters, substituted sounds and devoiced sounds, etc. I already knew the answer was, "He does NOT exhibit a speech disorder given his dialect." Sure enough, that was one of the answers.

7. Go with your first instinct. It is usually the right answer!!!

!!!!!!GOOD LUCK!!!!!!