

# PLACE<sup>®</sup>

## STUDY GUIDE

**24 Special Education Specialist: Deaf/Hard of Hearing**



**Program for Licensing Assessments  
for Colorado Educators<sup>®</sup>**

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## **PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION**

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

## PART 2: FIELD-SPECIFIC INFORMATION

### TEST FIELD 24: SPECIAL EDUCATION SPECIALIST: DEAF/HARD OF HEARING

#### INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

**TEST OBJECTIVES.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

**PRACTICE MULTIPLE-CHOICE QUESTIONS.** The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

## OBJECTIVES

### TEST FIELD 24: SPECIAL EDUCATION SPECIALIST: DEAF/HARD OF HEARING

<b>Subarea</b>	<b>Approximate Percentage of Questions on Test</b>
Understanding Children and Youth Who Are Deaf or Hard of Hearing	21%
Assessing Children and Youth Who Are Deaf or Hard of Hearing and Developing Individualized Programs	21%
Promoting Development and Learning in Children and Youth Who Are Deaf or Hard of Hearing	35%
Foundations and Roles and Responsibilities of the Deaf Education Professional	23%

#### UNDERSTANDING CHILDREN AND YOUTH WHO ARE DEAF OR HARD OF HEARING

##### **Understand human growth and development and factors that affect development and learning.**

Includes:

- typical and atypical cognitive, linguistic, communicative, physical, social, and emotional growth and development
- similarities and differences between individuals with and without disabilities in regard to growth and development
- the role and impact of families in the development and learning of individuals with and without disabilities
- effects of cultural and linguistic differences on learning and development and strategies for addressing such differences
- effects of various disabilities on physical, sensory, motor, cognitive, linguistic, communicative, social, and/or emotional development and functioning
- educational implications of various types of disabilities (e.g., emotional/behavioral disorders, learning disabilities, physical disabilities)
- implications of various disabilities upon an individual's life (e.g., education, career, vocation, recreation)
- familiarity with the uses and possible side effects of various types of medication (e.g., stimulant, antidepressant, seizure) in relation to learning, development, and functioning

**Understand the processes involved in hearing and the types and degrees of hearing loss.**

Includes:

- anatomy and physiology of the auditory system
- typical auditory development and the processes involved in hearing
- indicators that may suggest the presence of deafness or a hearing loss
- the types and degrees of hearing loss
- causes, characteristics, and implications of deafness or hearing loss
- etiologies of deafness or hearing loss that can result in additional sensory, motor, and/or learning differences

**Understand the effects of hearing loss on development and learning.**

Includes:

- potential effects of deafness or hearing loss on linguistic, communicative, cognitive, psychological, social, and/or emotional development and functioning of children and youth
- typical speech development and characteristics of speech development for children and youth who are deaf or hard of hearing
- typical sign language development and characteristics of sign language development for children and youth who are deaf or hard of hearing
- factors that may affect learning in children and youth who are deaf or hard of hearing (e.g., etiology and onset of hearing loss, age at which hearing loss is identified and services are initiated, family and community involvement, cultural and linguistic differences, amplification)
- learning characteristics unique to children and youth who are deaf or hard of hearing and who have additional disabilities and/or learning challenges

**Understand the development of language and cognition in children and youth who are deaf or hard of hearing.**

Includes:

- current theories of language development (e.g., English, ASL) in children and youth who are hearing and those who are deaf or hard of hearing
- stages, processes, and characteristics of first- and second-language acquisition (e.g., oral/aural, written, and sign language)
- research related to the cognitive development of children and youth who are deaf or hard of hearing
- effects of sensory input (e.g., visual, spatial, tactile, auditory) on the development of language and cognition of individuals who are deaf or hard of hearing
- knowledge of the interrelationships among communication, socialization, and cognition
- knowledge of various learning styles (e.g., visual, spatial, tactile, auditory) of children and youth who are deaf or hard of hearing and ways of supporting these styles to enhance cognitive, linguistic, communicative, social, and emotional development
- the impact of early and ongoing meaningful communication on the linguistic and cognitive development of children and youth who are deaf or hard of hearing

## ASSESSING CHILDREN AND YOUTH WHO ARE DEAF OR HARD OF HEARING AND DEVELOPING INDIVIDUALIZED PROGRAMS

### **Understand types, characteristics, and procedures for conducting assessments that address the individual needs of children and youth.**

Includes:

- basic concepts and terminology used in assessment, including specialized terminology used in the assessment of children and youth who are deaf or hard of hearing
- uses and limitations of various formal and informal assessments
- strategies for collaborating with parents/guardians, classroom teachers, related service providers, and others to gather background information on the academic, medical, and family history of children and youth
- procedures for early identification of young children who may be at risk for disabilities, including those who may be deaf or hard of hearing
- screening, prereferral, referral, and classification procedures for children and youth who may be deaf or hard of hearing
- principles and procedures for modifying or adapting formal, standardized national, state, and local assessments for students who are deaf or hard of hearing, including those with additional disabilities
- development, selection, adaptation, and modification of assessments for children and youth with diverse characteristics and needs (e.g., related to age, culture, language, nature and severity of disabilities, communication modes)
- procedures to ensure the use of nonbiased formal and informal assessments, including assessments of children and youth from culturally and linguistically diverse backgrounds

### **Understand and apply procedures for assessing the receptive and expressive spoken language skills of children and youth who are deaf or hard of hearing.**

Includes:

- various types and characteristics of informal and formal assessments used in a variety of settings to measure the auditory, speech, and receptive and expressive language skills of children and youth who are deaf or hard of hearing
- basic procedures for evaluating the auditory, speech, and receptive and expressive language skills of children and youth who are deaf or hard of hearing, including those with additional disabilities
- interpretation of results of formal and informal assessments of audition and speech (e.g., audiograms, speech reception threshold assessments, articulation and phonological assessments)
- strategies for communicating assessment results of auditory functioning and speech to all stakeholders (e.g., students, parents/guardians, general education teachers, service providers)



**Understand and apply procedures for assessing the receptive and expressive American Sign Language (ASL) skills of children and youth who are deaf or hard of hearing.**

Includes:

- various types and characteristics of informal and formal assessments used in a variety of settings of receptive and expressive ASL skills of children and youth who are deaf or hard of hearing
- basic procedures for evaluating the receptive and expressive ASL skills of children and youth who are deaf or hard of hearing, including those with additional disabilities
- interpretation of results of formal and informal assessments of ASL (e.g., morphology, semantics, syntax, pragmatics)
- strategies for communicating ASL assessment results to all stakeholders (e.g., students, parents/guardians, general education teachers, service providers)

**Understand and apply procedures for assessing reading and writing skills of children and youth who are deaf or hard of hearing.**

Includes:

- various types and characteristics of informal and formal assessments used in a variety of settings of reading and writing of children and youth who are deaf or hard of hearing
- basic procedures for evaluating the reading and writing skills of children and youth who are deaf or hard of hearing, including those with additional disabilities
- interpretation of results of formal and informal assessments of reading and writing
- strategies for communicating reading and writing assessment results to all stakeholders (e.g., students, parents/guardians, general education teachers, service providers)

**Understand procedures for developing and implementing Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and Communication Plans.**

Includes:

- strategies for using assessment information to determine eligibility and to make program, placement, and service delivery decisions for children and youth who are deaf or hard of hearing, including those from culturally and linguistically diverse backgrounds and those with additional disabilities
- strategies for evaluating various educational placement options for children and youth who are deaf or hard of hearing, considering cultural, linguistic, communicative, academic, and social/emotional factors
- strategies for collaborating with children and youth and their families in developing and monitoring progress toward academic, communication, behavioral, social, career, and independent living goals
- development and implementation of comprehensive, longitudinal individualized programs (e.g., IFSPs, IEPs) in collaboration with children and youth who are deaf or hard of hearing, parents/guardians, general education teachers, and other professionals
- development of effective Communication Plans for children and youth who are deaf or hard of hearing, including those with additional disabilities
- familiarity with national, state, and local content and performance standards (e.g., the Colorado Model Content Standards)
- strategies for sequencing, implementing, and evaluating short- and long-term individualized learning goals to provide access to the general education curriculum

## PROMOTING DEVELOPMENT AND LEARNING IN CHILDREN AND YOUTH WHO ARE DEAF OR HARD OF HEARING

### **Understand strategies for planning and managing the learning environment for children and youth who are deaf or hard of hearing.**

Includes:

- strategies for designing and modifying learning environments (e.g., teaching methods, support services, acoustic and visual environments, appropriate technologies) to meet the physical, cognitive, cultural, social, and communication needs of children and youth who are deaf or hard of hearing, including those with additional disabilities
- strategies to promote students' active participation, academic success, self-advocacy, and independence in the classroom
- strategies for designing a classroom environment that maximizes opportunities for visual and/or auditory learning for students who are deaf or hard of hearing (e.g., captioning, acoustical modifications, technology)
- classroom management strategies, including structuring and managing daily routines (e.g., transitions between lessons or classes) to optimize students' time on task and facilitate students' effective use of instructional time
- techniques for supporting students' meaningful integration into various program placements
- appropriate behavior-management strategies and techniques to use with students who are deaf or hard of hearing to establish and maintain socially acceptable behavior in the learning environment
- influence of teacher dispositions and behaviors, including effective strategies for establishing and maintaining rapport with all students
- strategies for preparing children and youth to live harmoniously and productively in a culturally diverse world, including strategies for creating a learning environment that enables them to retain and appreciate their own and others' linguistic and cultural heritages (e.g., Deaf Culture)
- uses of technology for planning and managing the teaching and learning environment
- the proper functioning, care, and use of assistive/augmentative technology for children and youth who are deaf or hard of hearing

**Understand principles and methods for individualizing instruction for children and youth who are deaf or hard of hearing.**

Includes:

- ways in which hearing loss or deafness may affect children and youths' progress in the general education curriculum
- strategies for planning instruction for children and youth who are deaf or hard of hearing to facilitate their linguistic, communicative, cultural, academic, cognitive, physical, and social/emotional development
- strategies for planning and implementing differentiated instruction for children and youth who are deaf or hard of hearing
- methods for selecting, adapting, and using research-based instructional methods and materials to address the strengths and needs of students who are deaf or hard of hearing, including those who have additional disabilities
- strategies for helping children and youth who are deaf or hard of hearing maintain and generalize skills across learning environments
- strategies for teaching children and youth who are deaf or hard of hearing how to use self-assessment, self-advocacy, problem-solving, and metacognitive skills, and other cognitive strategies to identify and meet their own needs
- familiarity with sources of specialized materials for children and youth who are deaf or hard of hearing
- knowledge of organizations, agencies, and research centers that can be of assistance in working with children and youth who are deaf or hard of hearing
- effective strategies for teaching children and youth who are deaf or hard of hearing to use various assistive technologies
- the identification of appropriate goals, instructional objectives, activities, programs, and support to promote students' transitions from home to school; between teachers, grade levels, schools, and service options; and into postsecondary education or work

**Understand the development of language and literacy skills in children and youth who are deaf or hard of hearing.**

Includes:

- knowledge of various language and literacy assessments and strategies for interpreting and applying the results to plan instruction for children and youth who are deaf or hard of hearing
- evidence-based strategies for teaching children and youth who are deaf or hard of hearing to develop spoken and/or sign language
- familiarity with the development and structure of American Sign Language (ASL)
- knowledge of the phonological, semantic, morphemic, syntactic, and pragmatic aspects of language and the linguistic differences between English and American Sign Language
- knowledge of first- and second-language teaching strategies appropriate to the needs of children and youth who are deaf or hard of hearing
- evidence-based strategies for developing reading and written language skills of children and youth who are deaf or hard of hearing
- strategies for facilitating the transfer of language and literacy skills between languages (e.g., first language [L1] to second language [L2], L2 to L1)

**Understand how to meet the overall communication needs of children and youth who are deaf or hard of hearing.**

Includes:

- strategies for using communication assessment data to select and adapt instructional methods, resources, and technologies to meet the overall educational needs of children and youth who are deaf or hard of hearing
- various evidence-based communication practices for instructing children and youth who are deaf or hard of hearing
- strategies for facilitating independent communication and incidental language learning in children and youth who are deaf or hard of hearing, including those with additional disabilities
- strategies for incorporating communication skills into content-area instruction
- methods of providing children and youth who are deaf or hard of hearing with a wide variety of communication strategies to facilitate interactions with people in various places, situations, and organizations within the community

**Understand how to promote life skills for children and youth who are deaf or hard of hearing.**

Includes:

- strategies for evaluating, selecting, and adapting instructional materials, assistive technologies, and community resources to promote functional living skills, vocational/career competence, independent and community living skills, citizenship skills, and participation in civic, leisure, and recreational activities for individuals from birth through 21 who are deaf or hard of hearing
- familiarity with model programs (e.g., early childhood, academic, career, vocational, transitional) that have been effective for children and youth who are deaf or hard of hearing
- strategies for teaching students who are deaf or hard of hearing how to contact resources (e.g., Deaf community, vocational rehabilitation, relay services) appropriately and effectively
- strategies for teaching students who are deaf or hard of hearing to use educational support personnel appropriately and effectively (e.g., educational interpreters, tutors, note takers)
- strategies for preparing students who are deaf or hard of hearing in the appropriate use of various interpreters

**Understand how to promote positive social interactions and self-advocacy skills in children and youth who are deaf or hard of hearing.**

Includes:

- strategies for teaching children and youth who are deaf or hard of hearing appropriate social skills and behaviors needed for educational and other environments
- strategies for enhancing self-awareness, self-management, self-control, self-esteem, assertiveness, responsibility, and independence of children and youth who are deaf or hard of hearing
- knowledge of common social/emotional issues experienced by children and youth who are deaf or hard of hearing and strategies for teaching children and youth to express their emotions appropriately
- strategies for promoting in children and youth an understanding of their rights as individuals and for preparing children and youth who are deaf or hard of hearing to advocate for themselves and to seek out available services
- familiarity with the basic elements of American Deaf Culture and with the contributions of prominent historical and contemporary figures who were/are deaf or hard of hearing
- methods for promoting interaction with communities of individuals who are deaf or hard of hearing

**FOUNDATIONS AND ROLES AND RESPONSIBILITIES OF THE DEAF EDUCATION PROFESSIONAL**

**Understand how to communicate and collaborate with children and youth who are deaf or hard of hearing and their families to help them achieve desired learning outcomes.**

Includes:

- concerns of parents/guardians of children and youth who are deaf or hard of hearing and effective strategies for addressing such concerns (e.g., regarding communication among family members, development of family relationships, choices of communication modes and philosophies, educational options, transitions, identifying cultural and community opportunities)
- strategies for facilitating communication between children and youth who are deaf or hard of hearing and their families and/or other caregivers
- strategies for assisting children and youth who are deaf or hard of hearing and their parents/guardians to become active participants on educational teams (e.g., during assessment, during the development and implementation of an individualized program)
- awareness of culturally responsive strategies for ensuring effective communication and collaboration among families of children and youth who are deaf or hard of hearing, deaf education professionals, and representatives of community agencies
- knowledge of family systems and the roles of families in the educational process
- knowledge of the potential impact of differences in values, languages, and customs that can exist between the home and school

**Understand how to establish partnerships with professionals, organizations, and community agencies to enhance learning opportunities for children and youth who are deaf or hard of hearing.**

Includes:

- the roles and responsibilities of various early-intervention service providers, teachers, related instructional service providers, and other support personnel for children and youth who are deaf or hard of hearing
- strategies for coordinating and supervising support personnel to meet the diverse educational needs of children and youth who are deaf or hard of hearing
- roles and responsibilities of the deaf education professional in regard to seeking assistance from and collaborating with other professionals to support student learning
- various models and strategies of consultation, collaboration, and coaching and their implementation
- effective strategies for collaborating with professionals and community agencies to promote participation of children and youth who are deaf or hard of hearing in various activities
- strategies for evaluating the effectiveness of collaborative activities
- effective strategies for communicating with professionals about the characteristics and needs of children and youth who are deaf or hard of hearing
- strategies for coaching general education teachers and other service providers in the use of instructional methods, technologies, and accommodations for children and youth who are deaf or hard of hearing
- knowledge of services provided by community agencies for children and youth who are deaf or hard of hearing and strategies for accessing and working effectively with such agencies

**Understand the philosophical, historical, and legal foundations of education for children and youth who are deaf or hard of hearing.**

Includes:

- the philosophical and historical foundations of special education and the theories, models, and philosophies that have provided the basis of educational practice for children and youth who are deaf or hard of hearing
- current educational definitions of deafness and hearing loss, including terminology, identification criteria, labeling issues, and current incidence and prevalence figures
- historical and contemporary issues and trends related to the education of children and youth who are deaf or hard of hearing (e.g., cultural versus medical perspectives, modes of communication and methods of providing instruction, standards-based reforms, technology, person-centered planning)
- the rights and responsibilities of all stakeholders (e.g., students, parents/guardians, teachers, other professionals, schools) related to the education of children and youth who are deaf or hard of hearing
- legal standards and issues in the education of children and youth who are deaf or hard of hearing (e.g., confidentiality, eligibility, due process, referral, assessment, placement policies and procedures)
- legal regulations and guidelines (e.g., Individuals with Disabilities Education Improvement Act [IDEA], No Child Left Behind Act [NCLB], Colorado Deaf Child's Bill of Rights [DCBR]) important to the education of students who are deaf or hard of hearing
- legal and ethical guidelines (e.g., Family Educational Rights and Privacy Act [FERPA]) in regard to maintaining confidentiality when communicating about children and youth who are deaf or hard of hearing

**Understand the professional, ethical, and legal roles and responsibilities of the teacher of the deaf and hard of hearing.**

Includes:

- the importance of upholding high standards for professional practice by participating in professional activities and organizations that benefit children and youth who are deaf or hard of hearing
- knowledge of various resources to enhance one's own professional knowledge and engage in lifelong professional growth and development
- effective strategies for engaging in reflection and self-assessment activities for the purposes of identifying one's own cultural biases, improving instruction, and guiding professional growth
- knowledge of the importance of interacting with deaf adults on a regular basis to maintain and/or improve communication skills
- familiarity with the Council for Exceptional Children (CEC) Code of Ethics and the Colorado Quality Standards: Programs and Services for Children and Youth Who are Deaf and Hard of Hearing
- strategies for complying with all applicable laws, policies, and procedures
- procedures for creating and maintaining records regarding children and youth who are deaf or hard of hearing, including following legal and ethical guidelines for maintaining confidentiality

## PRACTICE QUESTIONS: SPECIAL EDUCATION SPECIALIST: DEAF/HARD OF HEARING



1. Danielle is a Deaf infant whose Deaf parents have been communicating with her in American Sign Language (ASL) since birth. Autumn is a hearing infant whose hearing parents have been communicating with her using spoken language since birth. According to research, which of the following statements best characterizes how Danielle's language development will likely compare with Autumn's language development?
  - A. Autumn will develop receptive vocabulary at a faster pace than Danielle because Autumn's parents are using spoken language with her.
  - B. Danielle will be less likely than Autumn to use facial expressions to show emotions.
  - C. Danielle will learn language more rapidly because her parents will interact with her more often than Autumn's parents will interact with her.
  - D. Danielle will demonstrate manual babbling, similar to the vocal babbling demonstrated by Autumn.
2. Which of the following first-grade students should be referred for an evaluation for a possible hearing loss?
  - A. a child who taps her pencil loudly on her desk to get her teacher's attention, often leaves her seat, and requires frequent reminders to stay on task during small-group instruction
  - B. a child who seldom makes eye contact with others, often repeats phrases from movies in response to questions, and has not established friendships with peers
  - C. a child who often refuses to answer questions when called upon during large-group instruction, forgets to hand in homework assignments, and is frequently late for school
  - D. a child who does not respond when spoken to, often has a confused expression on his face, and is frequently absent from school due to colds



3. Use the information below to answer the question that follows.

Mr. Lee is a teacher in a classroom of seven students who are deaf or hard of hearing. The students use Total Communication, and the classroom is equipped with an FM system. When Mr. Lee presents new concepts to the students, he often uses the following format:

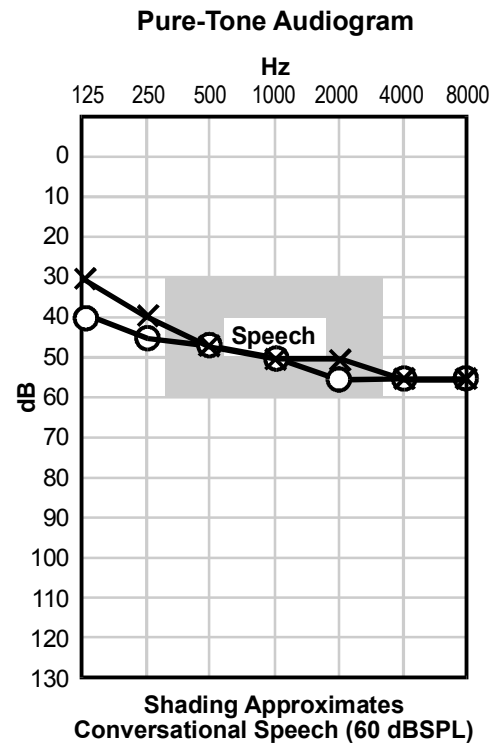
1. Sign the concept and say it aloud.
2. Write the name of the concept on the board.
3. Provide various examples of the concept (e.g., show objects, pictures and/or actions representing the concept).
4. Discuss the concept with students.
5. Ask students to convey their understanding of the concept individually in various forms (e.g., written, oral, demonstrative).
6. Review the concept.

The best rationale for presenting new information in this format is that it:

- A. addresses the students' various learning styles.
- B. provides a predictable way for students to learn.
- C. increases students' motivation to learn.
- D. encourages meaningful communication among students.

4. Carla is a high school student with a severe hearing loss and a mild cognitive impairment. Carla's teacher of the deaf/hard of hearing wishes to assess her progress toward meeting her Individualized Education Plan (IEP) goals related to life skills and social skills. Which of the following types of assessment would likely be most effective and appropriate?
- A. anecdotal record
  - B. norm-referenced test
  - C. student interview
  - D. criterion-referenced checklist

5. Use the audiogram below to answer the question that follows.



This audiogram indicates the presence of which of the following degrees of hearing loss?

- A. mild loss
- B. moderate loss
- C. severe loss
- D. profound loss

6. A high school teacher provides writing instruction to students who are deaf or hard of hearing. The teacher has several students who are writing at the fourth- and fifth-grade levels. The teacher decides to have each of these students develop a writing portfolio. Such a portfolio would likely be most useful for:
- A. preparing students to take state-wide achievement tests in writing.
  - B. helping students understand the importance of developing writing skills for their future academic goals.
  - C. enhancing students' motivation to develop their writing skills.
  - D. documenting students' progress in writing during the course of the school year.
7. A teacher of the deaf/hard of hearing would like to increase students' awareness of American Deaf Culture, including its traditions. Which of the following would likely be the most effective way for the teacher to accomplish this goal?
- A. having students watch a video about changes in American Sign Language (ASL) over the years
  - B. arranging for students to visit a school for the Deaf
  - C. incorporating Deaf Studies units into the curriculum
  - D. assigning students to write a report on Deaf Culture
8. Which of the following students with a hearing loss would most likely be provided with speech-to-text translation services?
- A. a high school student with a moderate hearing loss who is being educated according to the oral-aural approach and is having difficulty understanding history lessons
  - B. a middle school student with a profound hearing loss whose primary language is American Sign Language and who will be attending a school play
  - C. a high school student with a severe hearing loss who is being educated according to the Total Communication approach and will be taking a biology class
  - D. an elementary student with a moderate hearing loss who uses speech and speech-reading and is having difficulty communicating during cooperative-learning activities

9. A fifth-grade student with a hearing loss will begin receiving instruction in a general education classroom for the first time. As specified in the student's Individualized Education Plan (IEP), the student will be using a sign language interpreter. In coaching the general education teacher in the most effective use of the interpreter's services, the teacher of the deaf/hard of hearing should take which of the following steps *first*?
  - A. Provide the general education teacher with professional literature on interpreting services.
  - B. Meet with the general education teacher and the interpreter together to discuss the interpreter's role as a communication facilitator.
  - C. Ask the general education teacher to provide the interpreter with lesson plans for each subject area.
  - D. Arrange for the general education teacher to observe the interpreter assisting in another general education classroom.
10. A middle school teacher of the deaf/hard of hearing reads an article in a professional journal about a promising new strategy for increasing the expressive written vocabulary of students who are deaf or hard of hearing. The teacher decides to conduct an action research project in her own school for one month to determine the effectiveness of this new strategy. The decision to conduct this project best demonstrates the teacher's understanding of the importance of:
  - A. evaluating how well potential instructional methods address students' needs before implementing permanent changes.
  - B. fostering student engagement in learning by providing innovative instructional activities.
  - C. expanding her repertoire of instructional techniques to meet students' diverse learning styles and needs.
  - D. engaging in ongoing reflection with regard to the effectiveness of instruction.

Use the information below to answer the two questions that follow.

Chris is a fourth-grade student who has a moderate to severe bilateral hearing loss. He wears behind-the-ear hearing aids and uses an FM system at school. Chris is also an English Language Learner (ELL) whose primary language is Spanish. He experiences great difficulty learning in school. Chris has a very low retention rate for new vocabulary words in both Spanish and English. His instructional reading level in English and his written English language skills are at the second-grade level.

11. To improve Chris's retention of new English vocabulary words, his teacher of the deaf/hard of hearing decides to have him practice reading his new words in phrases and sentences. Each phrase or sentence is based on one of Chris's favorite leisure activities. This strategy is likely to be effective primarily because it:
- A. promotes Chris's use of phonics skills to sound out the new words.
  - B. helps Chris access his long-term memory when learning new words.
  - C. provides Chris with context clues to determine the meaning of the new words.
  - D. uses Chris's favorite activities as a means to motivate him to learn the new words.

12. Chris's teacher of the deaf/hard of hearing creates the following table for him to use during a writing lesson.

<b>Noun</b>	<b>Verb</b>	<b>When</b>
The plane	flew	yesterday.
My Mom	drove	this morning.

This table would likely be most helpful for teaching Chris how to:

- A. use basic sentence structures.
- B. organize information into paragraphs.
- C. categorize new information.
- D. learn new vocabulary words.

## ANSWER KEY: SPECIAL EDUCATION SPECIALIST: DEAF/HARD OF HEARING

<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>D</b>	Understand human growth and development and factors that affect development and learning.
2.	<b>D</b>	Understand the processes involved in hearing and the types and degrees of hearing loss.
3.	<b>A</b>	Understand the development of language and cognition in children and youth who are deaf or hard of hearing.
4.	<b>D</b>	Understand types, characteristics, and procedures for conducting assessments that address the individual needs of children and youth.
5.	<b>B</b>	Understand and apply procedures for assessing the receptive and expressive spoken language skills of children and youth who are deaf or hard of hearing.
6.	<b>D</b>	Understand and apply procedures for assessing reading and writing skills of children and youth who are deaf or hard of hearing.
7.	<b>C</b>	Understand how to promote positive social interactions and self-advocacy skills in children and youth who are deaf or hard of hearing.
8.	<b>A</b>	Understand strategies for planning and managing the learning environment for children and youth who are deaf or hard of hearing.
9.	<b>B</b>	Understand how to establish partnerships with professionals, organizations, and community agencies to enhance learning opportunities for children and youth who are deaf or hard of hearing.
10.	<b>A</b>	Understand the professional, ethical, and legal roles and responsibilities of the teacher of the deaf and hard of hearing.
11.	<b>C</b>	Understand the development of language and literacy skills in children and youth who are deaf or hard of hearing.
12.	<b>A</b>	Understand the development of language and literacy skills in children and youth who are deaf or hard of hearing.