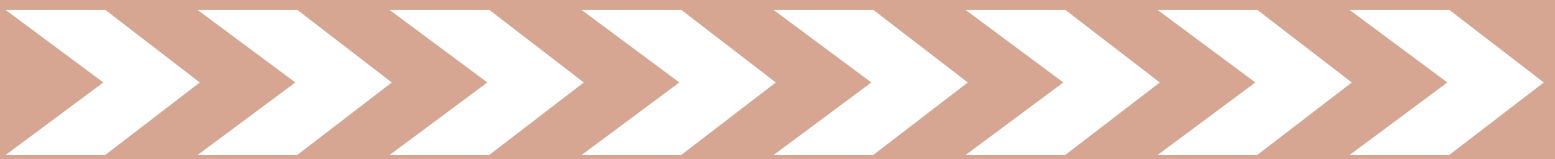




# ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



## STUDY GUIDE

26 Special Education: Hearing Impaired

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### **STUDY GUIDE ORDER FORM**



## **PART 1: GENERAL INFORMATION ABOUT THE AEPA™ AND TEST PREPARATION**

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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 AEPA and Test Preparation](#)



## PART 2: FIELD-SPECIFIC INFORMATION

### Field 26: Special Education: Hearing Impaired

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#### INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

**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 practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

**Practice questions.** The practice selected-response questions and practice performance assignments included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of 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 questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the 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 field.

# TEST OBJECTIVES

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## Field 26: Special Education: Hearing Impaired

### SUBAREAS:

1. Understanding Students Who Are Deaf or Hard of Hearing
2. Assessing Students and Developing Individualized Education Programs (IEPs)
3. Promoting Student Development and Learning
4. Working in a Collaborative Learning Community

### UNDERSTANDING STUDENTS WHO ARE DEAF OR HARD OF HEARING

**0001 Understand the role language plays in learning and the effects of hearing loss on development and learning.**

For example: the potential effects of hearing loss on children's language, speech, cognitive, social, and emotional development; characteristics of language and speech development typical among children who have hearing loss; processes by which learning occurs; applications of learning theories for students who are deaf or hard of hearing; factors that may affect learning (e.g., family language, etiology and onset of hearing loss); and effects of other disabilities in conjunction with hearing loss.

**0002 Understand processes involved in hearing and characteristics of all types and degrees of hearing loss.**

For example: the auditory system and normal auditory development; effects of various factors (e.g., physiological, disease) on hearing; types and degrees of hearing loss, their causes, characteristics, and implications; student behaviors that may indicate the presence of a hearing loss; and knowledge of acoustics and ways to create optimal acoustic environments for students who are deaf or hard of hearing.

**0003 Understand language (including oral, written, and sign language) and language development.**

For example: theories relating to language development; typical stages and processes of language development (including oral, written, and sign language); phonological, semantic, morphemic, syntactic, and pragmatic aspects of language; linguistic features of English and American Sign Language; factors affecting language development (e.g., cognitive, environmental); forms and functions of language in communicative contexts; and relationships between language and cognition, reading, and achievement.

**0004 Understand speech and speech development.**

For example: anatomical structures and processes involved in speech production; acoustic aspects of speech; typical progressions in and characteristics of speech development; factors affecting speech development; developmental speech characteristics of children who are deaf or hard of hearing; and visual, auditory, and tactile aspects of speech.

**ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)**

**0005 Understand assessment procedures for evaluating individual differences and making placement and programming decisions for students with disabilities.**

For example: types and characteristics of informal and formal assessments used to make placement and programming decisions; methods for determining learning styles and strengths; interpretation and use of assessment information to identify and understand students with special needs, to make placement and program recommendations, and to monitor progress; and assessment-related issues in special education (e.g., early identification and intervention, nondiscriminatory assessment).

**0006 Interpret assessment results related to students' auditory functioning.**

For example: types and characteristics of formal and informal assessments of auditory function; procedures for conducting different types of assessments (including screening procedures and procedures for ongoing assessment of auditory behavior in the classroom); and interpretation of assessment results.

**0007 Apply procedures for assessing the receptive and expressive language of students who are deaf or hard of hearing.**

For example: types and characteristics of formal and informal language assessments used with students who are deaf or hard of hearing; basic procedures for conducting different types of receptive and expressive language assessments, including ongoing language assessment; and interpretation of assessment results.

**0008 Understand procedures for assessing speech in students who are deaf or hard of hearing.**

For example: types and characteristics of formal and informal speech assessments used with students who are deaf or hard of hearing; procedures for conducting different types of speech assessments, including ongoing speech assessment; and interpretation and implication of assessment results.

**0009 Apply procedures for assessing the academic achievement of students who are deaf or hard of hearing.**

For example: types and characteristics of formal and informal assessments of academic achievement; procedures for conducting assessments of academic achievement, including ongoing assessment; and interpretation of assessment results.

**0010 Apply procedures for developing and implementing Individualized Education Programs (IEPs) for students who are deaf or hard of hearing.**

For example: roles and functions of team members; factors and procedures in gathering information, creating and maintaining records, determining appropriate placements, and developing IEPs for students who are deaf or hard of hearing; components of an IEP; and evaluation of student progress with respect to the general curriculum and IEP goals.

**PROMOTING STUDENT DEVELOPMENT AND LEARNING**

**0011 Understand how to establish a positive and productive learning environment for students with special needs.**

For example: factors in the learning environment that affect students' self-esteem and attitudes toward learning; strategies for modifying learning environments to address diverse student needs, particularly needs related to hearing loss; strategies for crisis prevention/intervention; and individual and group management strategies and intervention techniques for achieving instructional management goals (e.g., maintaining standards of behavior, maximizing time spent in learning).

**0012 Understand amplification methods and strategies for promoting auditory skill development in students who are deaf or hard of hearing.**

For example: types and uses of amplification systems (including hearing aids and auditory trainers) and procedures for using and maintaining them; identification and modification of environmental barriers for students who are deaf or hard of hearing; and strategies for developing auditory and listening skills in students who are hearing impaired.

**0013 Understand how to promote language development in students who are deaf or hard of hearing.**

For example: strategies for helping students who are deaf or hard of hearing (including students with additional exceptionalities) meet specified goals relating to oral, written, and sign language; strategies for providing students with opportunities to use language meaningfully in authentic settings; and evaluation, selection, and adaptation of instructional methods, resources, and technologies to promote students' language development.

**0014 Understand how to promote speech development in students who are deaf or hard of hearing.**

For example: strategies for promoting the ability of students who are deaf or hard of hearing (including students with additional exceptionalities) to meet specified speech goals; and evaluation, selection, and adaptation of instructional methods, resources, and technologies to promote the speech production of students who are deaf or hard of hearing.

**0015 Understand how to meet the overall communication needs of students who are deaf or hard of hearing.**

For example: historical and current educational and sociological issues related to individuals who are deaf or hard of hearing (including students with additional exceptionalities); and modes of communication (e.g., American Sign Language, various forms of manually coded English, auditory-oral approaches).

**0016 Understand how to promote the academic achievement of students who are deaf or hard of hearing.**

For example: ways in which hearing loss may affect students' progress in the general education curriculum; knowledge of elementary and secondary curricula and teaching methods in reading, language arts, social studies, science, and mathematics; strategies for teaching reading, comprehension skills, and academic content to students who are deaf or hard of hearing (including students with additional exceptionalities); evaluation, selection, and adaptation of course content and of instructional methods, resources, and technologies to promote achievement in students with given language and auditory competencies; and appropriate goals, objectives, activities, programs, and support to promote transition to post-secondary education or training.

**0017 Understand how to promote the functional living competence of students who are deaf or hard of hearing.**

For example: strategies for promoting the independent living and prevocational and vocational skills of students who are deaf or hard of hearing (including students with additional exceptionalities); strategies for providing learning experiences to enhance transition readiness; and evaluation, selection, and adaptation of instructional strategies, materials, technologies, and community resources to promote functional living, vocational/career competence, independent and community living skills, citizenship skills, multicultural awareness, and participation in civic, leisure, and recreational activities.

**0018 Understand procedures for promoting self-advocacy in students who are deaf or hard of hearing.**

For example: strategies that promote self-advocacy, self-determination, responsibility, flexibility, tolerance, and increased independence in students; skills and behaviors that enhance self-advocacy; ways to encourage students to seek assistance and resources in different situations; and strategies for promoting students' understanding of their legal rights and their willingness to advocate for those rights.

**WORKING IN A COLLABORATIVE LEARNING COMMUNITY**

**0019 Understand how to promote strong school-home relationships.**

For example: strategies for establishing and maintaining communication with families from a variety of backgrounds; how to work collaboratively with families to promote their participation in planning and implementing their children's education; and how to provide information, training, support, counseling, and referrals to families whose children are deaf or hard of hearing.

**0020 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students who are deaf or hard of hearing.**

For example: consultation, collaboration, and communication skills and strategies for working with other school staff and support service providers (e.g., general education teachers) to solve problems and promote student achievement; and strategies for effectively providing services in a variety of educational contexts (e.g., providing training to other teaching professionals individually and through inservice programs, coordinating instruction with other teaching professionals).

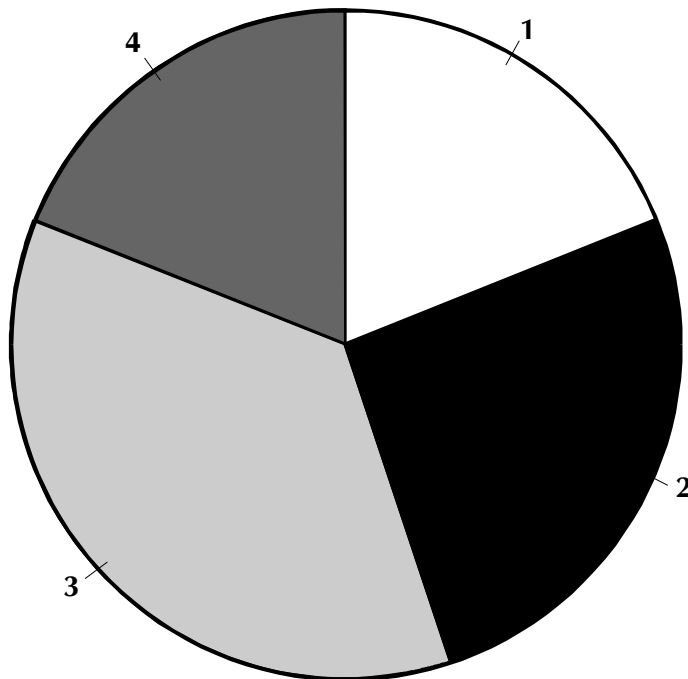
**0021 Understand how to encourage school-community interactions that enhance learning opportunities for students who are deaf or hard of hearing.**





For example: strategies for accessing and working effectively with agencies and services that can help meet the needs of students who are deaf or hard of hearing.

**0022 Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.**

For example: the historical and philosophical foundations of special education and education of students who are deaf or hard of hearing; ways in which approaches to education for students who are deaf or hard of hearing have changed over time; current issues and trends in special education; legal and ethical issues in special education (e.g., confidentiality, personal involvement with students and families, student discipline); roles and responsibilities (including professional development) of teachers of students who are deaf or hard of hearing; mediation techniques; and application of special education related regulations (e.g., the Individuals with Disabilities Education Act [IDEA], Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA]) and guidelines (e.g., regarding referral, evaluation, eligibility, equity, program development, due process).

### DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM

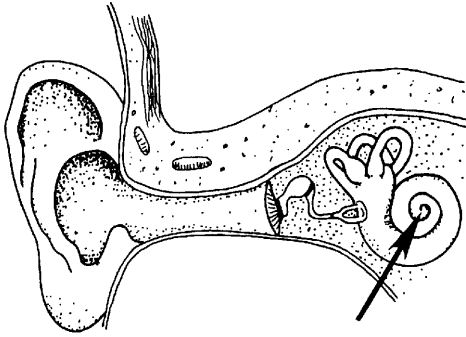


Subarea		Approximate Percentage of Selected-Response Items on Test Form
	1. Understanding Students Who Are Deaf or Hard of Hearing	19%
	2. Assessing Students and Developing Individualized Education Programs (IEPs)	26%
	3. Promoting Student Development and Learning	36%
	4. Working in a Collaborative Learning Community	19%

# PRACTICE QUESTIONS

## Field 26: Special Education: Hearing Impaired

1. Use the diagram below to answer the question that follows.



In this diagram, which of the following structures is indicated by the arrow?

- A. eardrum
- B. stapes
- C. hammer
- D. cochlea
2. Which of the following manual communication systems makes the greatest use of facial expression, posture, movement, and space?
- A. cued speech
- B. Signed English
- C. American Sign Language
- D. finger spelling
3. Which of the following types of information would be useful for determining the reliability of a formal assessment instrument?
- A. A panel of content experts has indicated that questions on the test are accurate and significant.
- B. Students who take the test more than once receive similar scores each time.
- C. Students who score high on the test also score high on other standardized tests.
- D. The test scores of students from a variety of backgrounds are evenly distributed across the range of scores.
4. In diagnosing a hearing loss, a bone-conduction test is primarily used to measure which of the following?
- A. level of hearing in the inner ear
- B. automatic reflexes within the ear
- C. behavioral responses to auditory stimuli
- D. functioning of the middle ear

5. Use the student speech assessment data below to answer the question that follows.

Speech Evaluation											
b	✓	d	✓	g	✓	p	✓	t	✓	k	+
p̄	✓	t̄	-	k̄	+	b̄	✓	d̄	✓	ḡ	+
m	-	n	-	ŋ	-						
w	✓	j	+	ɹ	✓						
l	✓	r	✓								
h	✓	f	✓	θ	+	ʃ	✓	s	+	v	✓
ð	✓	ʒ	✓	z	+						
tʃ	✓	dʒ	✓								

Key
(✓) = consistently
(+) = inconsistently
(-) = not at all

According to these assessment data, the student is experiencing most difficulty with which type of consonants?

- A. liquids
- B. nasals
- C. plosives
- D. semivowels

6. The IEP of a student with a hearing impairment and special education needs must include:
- A. evidence from research findings documenting the appropriateness of approaches selected for use.
  - B. lesson plans to meet stated IEP objectives.
  - C. a summary of projected annual costs and staff hours required for implementing the IEP.
  - D. annual goals for the student's individualized program.
7. Which of the following is an appropriate procedure for the regular maintenance and monitoring of a hearing aid?
- A. Wash each hearing component using a mild cleaning solution.
  - B. Check the batteries in the hearing aid each day using a battery tester.
  - C. Hold the hearing aid close to the ear to check for feedback.
  - D. Replace the earmold of the hearing aid at least once a month.
8. Parents/guardians could best help a child who is deaf or hard of hearing improve his or her language skills by doing which of the following?
- A. having the child sign age-appropriate materials while reading
  - B. reviewing each day's language lessons with the child after school
  - C. organizing family activities that expose the child to new experiences
  - D. having the child repeat phrases and sentences signed by other family members
9. A student with a hearing impairment emits excessive breath when pronouncing the letter *h*. Which of the following is a visual medium that would be especially helpful in addressing this problem?
- A. a paper strip placed in front of the face
  - B. a mirror
  - C. a light activated by a microphone
  - D. a Visi-Pitch machine

10. The family of a toddler who is deaf uses American Sign Language as its native language in the home. The parents ask a teacher of the deaf and hard of hearing how their child's language development is likely to compare, in sequence and rate, to that of hearing toddlers. Which of the following is the best response to this question?
- A. The acquisition of sign language parallels the acquisition of spoken language because the same linguistic principles apply to both languages.
  - B. Because the two languages differ fundamentally in syntax and structure, they cannot be acquired at the same rate.
  - C. The acquisition of sign language is somewhat delayed in comparison to the acquisition of spoken language because signing is acquired like a second language.
  - D. Because the two languages are similar in syntax and structure, they are acquired at about the same rate and according to the same sequence.
11. A special education teacher wants to help the parents/guardians of students who are deaf or hard of hearing gain a better understanding of the special needs of their children. The teacher could meet this objective most effectively by organizing a series of parent/guardian workshops that focus on which of the following topics?
- A. the etiology of types of hearing impairments
  - B. procedural requirements related to the development of IEPs for students who are deaf or hard of hearing
  - C. the interpretation of student hearing assessment results
  - D. instructional techniques for students who are deaf or hard of hearing that can be applied in a variety of settings

12. Beginning in the 1970s, widespread dissatisfaction with oralism as an instructional approach led most educational institutions for deaf students in the United States to adopt methods characterized by:
- A. increased emphasis on fingerspelling.
  - B. concentration on the development of auditory skills in preference to lip reading.
  - C. development of a total communication approach.
  - D. replacement of instruction in oral skills with instruction in sign language.

Below are the directions for the Special Education: Hearing Impaired performance assignment.

**DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT**

This section of the test consists of a performance assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 2–3 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in Written Response Booklet B.**

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess subject knowledge content and skills, not writing ability. However, your response must be communicated clearly enough to permit scorers to make a valid evaluation of your response according to the criteria listed above. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Below is the scoring scale for the Special Education: Hearing Impaired performance assignment.

**SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE**

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned understanding of the topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<p><b>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b></p>
<b>B</b>	<p><b>There is no response to the assignment.</b></p>

## Practice Performance Assignment

13. **Read the information below; then complete the exercise that follows.**

Sarah, a high school student with a severe hearing loss, wears hearing aids and is proficient in ASL. Sarah will soon be turning 16, and her multidisciplinary team is making plans to develop transition services for her.

Using your knowledge of post-school transition plans for students who are deaf or hard of hearing, write an essay in which you:

- describe two reasons why it is important for a transition plan to be developed for Sarah;
- identify and discuss two specific domains that the transition plan should address;
- choose one of the domains you have identified and describe two effective strategies for meeting Sarah's needs in that domain; and
- explain why the strategies you have suggested would be effective.

**Sample Performance Assignment Response: Score Point 4**

Every student with special needs who is about to turn 16 is entitled to transition services, and this is certainly true of Sarah, a student with a severe hearing loss. Whether Sarah wishes to pursue higher education or to find a job, she will need to be prepared to take full advantage of the opportunities available to her. The appropriate transition services can do this by 1) helping Sarah anticipate and prepare for situations she is likely to encounter on the job or at college, and 2) helping her develop strategies that will promote her successful accomplishment of her personal goals, whatever she decides to do after high school.

Two domains that a transition plan must address are the academic domain and the social domain. These days, many students who are deaf or hard of hearing are pursuing higher education, and many of them attend colleges and universities that are not colleges for the deaf. If Sarah decides to attend a school with hearing individuals, her transition plan will need to address her communication needs in both the academic domain and the social domain. For example, it will be important for the plan to address ways to ensure that she is able to hear her professors in class and to obtain all the information that her hearing classmates are getting from lectures and class discussions. Socially, it will be important for her to have strategies for participating in conversations with hearing students, often in situations where there will be background noise that will make it harder for Sarah to follow what people are saying.

Two strategies for meeting Sarah's needs in the academic domain are the following: One effective strategy would be for Sarah to have an ASL interpreter accompany her to her classes. The interpreter would sign the professor's lectures and also what was said by her classmates during discussions. This would ensure that Sarah does not miss anything that is going on and is in a position to perform her best because she has all the information she needs. Another good strategy for meeting Sarah's academic needs could be to provide her with a tutor to help her with the reading for her coursework. Because of the differences between English and ASL, many deaf students have trouble with reading, even though their ability to understand the content of the book is just fine. For this reason, it can be very helpful to a student like Sarah to have a tutor help with her reading assignments so that the language used in the book doesn't make it hard for her to understand something that she wouldn't have any trouble with otherwise.

These strategies would be effective for the following reasons: The ASL interpreter would be effective because Sarah is fluent in ASL and because she wouldn't have to rely exclusively on aided hearing in an environment where there might be background noise or fast-moving discussions that might be hard for her to follow. Having a tutor help with reading would be effective because Sarah wouldn't have to spend extra time struggling with her reading and also because the tutor could help her understand the concepts more clearly than she might if she had to rely on just her own interpretation of her reading to understand them.

# ANSWER KEY

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## Field 26: Special Education: Hearing Impaired

Question Number	Correct Response	Objective
1.	<b>D</b>	Understand processes involved in hearing and characteristics of all types and degrees of hearing loss.
2.	<b>C</b>	Understand language (including oral, written, and sign language) and language development.
3.	<b>B</b>	Understand assessment procedures for evaluating individual differences and making placement and programming decisions for students with disabilities.
4.	<b>A</b>	Interpret assessment results related to students' auditory functioning.
5.	<b>B</b>	Understand procedures for assessing speech in students who are deaf or hard of hearing.
6.	<b>D</b>	Apply procedures for developing and implementing Individualized Education Programs (IEPs) for students who are deaf or hard of hearing.
7.	<b>B</b>	Understand amplification methods and strategies for promoting auditory skill development in students who are deaf or hard of hearing.
8.	<b>C</b>	Understand how to promote language development in students who are deaf or hard of hearing.
9.	<b>A</b>	Understand how to promote speech development in students who are deaf or hard of hearing.
10.	<b>A</b>	Understand how to meet the overall communication needs of students who are deaf or hard of hearing.
11.	<b>D</b>	Understand how to promote strong school-home relationships.
12.	<b>C</b>	Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.