

## Arizona Educator Proficiency Assessments (AEPA™)

### FIELD 26: SPECIAL EDUCATION—HEARING IMPAIRED TEST OBJECTIVES

Subarea	Range of Objectives	Approximate Test Proportions
I. Understanding Students Who Are Deaf or Hard of Hearing	1–4	19%
II. Assessing Students and Developing Individualized Education Programs (IEPs)	5–10	26%
III. Promoting Student Development and Learning	11–18	36%
IV. Working in a Collaborative Learning Community	19–22	19%

Copyright © 2004 by National Evaluation Systems, Inc. (NES®)

"AEPA," "Arizona Educator Proficiency Assessments," and the "AEPA" logo are trademarks of the Arizona Department of Education and National Evaluation Systems, Inc. (NES®).

This document may not be reproduced for commercial use but may be copied for educational purposes.

**Arizona Educator Proficiency Assessments (AEPA™)  
Subject Knowledge Test**

**Test Objectives**

**Field 26: Special Education—Hearing Impaired**

**Subareas:**

Understanding Students Who Are Deaf or Hard of Hearing  
Assessing Students and Developing Individualized Education Programs (IEPs)  
Promoting Student Development and Learning  
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.

**TEST OBJECTIVES**  
**FIELD 26: SPECIAL EDUCATION—HEARING IMPAIRED**

**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.

**TEST OBJECTIVES**  
**FIELD 26: SPECIAL EDUCATION—HEARING IMPAIRED**

**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.

**TEST OBJECTIVES**  
**FIELD 26: SPECIAL EDUCATION—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.

**TEST OBJECTIVES**  
**FIELD 26: SPECIAL EDUCATION—HEARING IMPAIRED**

**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).

**TEST OBJECTIVES**  
**FIELD 26: SPECIAL EDUCATION—HEARING IMPAIRED**

**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).