



TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

TEXES

TEMaT

TASC/TASC-ASL

# Texas Examinations of Educator Standards™ (TEXES™) Program

## Preparation Manual

### Deaf and Hard-of-Hearing (181)



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## About The Test

Test Name	Deaf and Hard-of-Hearing
Test Code	181
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Deaf and Hard-of-Hearing (181) test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the Deaf and Hard-of-Hearing test framework. Questions on this test range from grades EC–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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## The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Understanding Students Who Are Deaf or Hard-of-Hearing	27%	Deaf and Hard-of-Hearing I–V, IX
II.	Promoting Student Learning and Development	33%	Deaf and Hard-of-Hearing I–II, IV–VII, IX
III.	Promoting Student Achievement in English Language Arts and Reading	20%	Deaf and Hard-of-Hearing II, IV, IX
IV.	Understanding the Professional Environment	20%	Deaf and Hard-of-Hearing I–II, VII, VIII

## The Standards

### **Deaf and Hard-of-Hearing Standard I**

The teacher of deaf or hard-of-hearing students understands and applies knowledge of the philosophical, historical and legal foundations of deaf education.

### **Deaf and Hard-of-Hearing Standard II**

The teacher of deaf or hard-of-hearing students understands and applies knowledge of characteristics of learners.

### **Deaf and Hard-of-Hearing Standard III**

The teacher of deaf or hard-of-hearing students understands and applies knowledge of assessment, diagnosis, evaluation and program planning.

### **Deaf and Hard-of-Hearing Standard IV**

The teacher of deaf or hard-of-hearing students understands and applies knowledge of instructional content and practice.

### **Deaf and Hard-of-Hearing Standard V**

The teacher of deaf or hard-of-hearing students understands and applies knowledge of how to plan and manage the teaching and learning environment.

### **Deaf and Hard-of-Hearing Standard VI**

The teacher of deaf or hard-of-hearing students understands and applies knowledge of how to manage student behavior and social interaction skills.

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### **Deaf and Hard-of-Hearing Standard VII**

The teacher of deaf or hard-of-hearing students knows how to communicate and develop collaborative partnerships.

### **Deaf and Hard-of-Hearing Standard VIII**

The teacher of deaf or hard-of-hearing students understands and demonstrates professionalism and ethical practice.

### **Deaf and Hard-of-Hearing Standard IX**

The teacher of deaf or hard-of-hearing students promotes students' performance in English language arts and reading.

## **Domains and Competencies**

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- A. The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- B. The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

### **Domain I – Understanding Students Who Are Deaf or Hard-of-Hearing**

Competency 001: *The teacher understands and applies knowledge of processes involved in hearing, types and degrees of hearing loss and the effects of hearing loss on the learning and development of students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Recognizes indicators that may suggest the presence of a hearing loss and understands the effects that onset of hearing loss, age of identification and provision of services have on the overall development of the student who is deaf or hard-of-hearing.
- B. Knows and understands the auditory system and normal auditory development; types and degrees of hearing loss and their causes, characteristics and implications of hearing loss; effects of various factors (e.g., physiological disease, environmental noise) on hearing.
- C. Knows and understands the differences in quality and quantity of incidental language and learning experiences that students who are deaf or hard-of-hearing may experience and understands the potential effects of these differences on students' language, cognitive, communicative, social and emotional development.

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- D. Understands the possible effects of a variety of disabilities (e.g., vision loss, learning disabilities, autism spectrum disorder) that may occur in conjunction with hearing loss.
  - E. Knows the basic components of cochlear implants and understands the impact of cochlear implants on the development of auditory skills of students who are deaf or hard-of-hearing.

Competency 002: *The teacher understands and applies knowledge of the development of language and cognition among children who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Recognizes that being deaf or hard-of-hearing does not necessarily preclude normal academic development, cognitive development or communication ability.
- B. Knows and understands research in cognition related to students who are deaf or hard-of-hearing.
- C. Knows and understands current theories of how languages (e.g., ASL and English) develop in students who are hearing and those who are deaf or hard-of-hearing and understands the developmental process of communication and language systems (e.g., listening, speaking, signing, writing), including preliteracy and emergent literacy skills.
- D. Understands and applies principles of language acquisition for students who are deaf or hard-of-hearing.
- E. Knows and understands the impact of early comprehensible communication on the overall development of the student who is deaf or hard-of-hearing.
- F. Knows and understands the possible effects of sensory input (e.g., visual, kinesthetic, spatial, tactile and auditory) on the development of language and cognition of students who are deaf or hard-of-hearing.
- G. Recognizes the various learning styles (e.g., visual, kinesthetic, spatial, tactile and auditory) of individual learners who are deaf or hard-of-hearing that can be supported to enhance cognitive, emotional and social development.
- H. Knows and understands the unique learning characteristics of students who are deaf or hard-of-hearing and who have additional disabilities (e.g., deaf-blindness, cerebral palsy, learning disabilities, autism spectrum disorder).

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Competency 003: *The teacher understands and applies knowledge of assessment and diagnosis in evaluating the strengths and needs of students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Knows and understands specialized terminology used in the assessment of students who are deaf or hard-of-hearing.
- B. Knows and understands legal provisions, regulations and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with students who are deaf or hard-of-hearing.
- C. Knows and understands formal and informal assessments of auditory functioning, speech, receptive and expressive communication and language and cognitive functioning for students who are deaf or hard-of-hearing, including how to gather and analyze communication samples (e.g., signed, spoken, nonverbal) from students, and knows how to interpret and use the data from these assessments.
- D. Knows how to administer, interpret and use appropriate classroom assessments utilizing the preferred communication modes of the student who is deaf or hard-of-hearing.
- E. Interprets and uses data from exceptionality-specific assessment instruments (e.g., audiological, otological, informal vision screening) as appropriate for students who are deaf or hard-of-hearing.
- F. Interprets and uses data from state and local assessment instruments as appropriate for students who are deaf or hard-of-hearing.

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Competency 004: *The teacher understands and applies knowledge of the individual student and understands placement procedures and program options to recommend program decisions for students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Demonstrates awareness of various social and cultural dimensions (e.g., socioeconomic status, ethnicity, race, family characteristics, exposure to Deaf culture) that may have an impact on the student who is deaf or hard-of-hearing.
- B. Knows and understands current educational definitions of students with hearing loss, including identification criteria, labeling issues (e.g., deaf, hard-of-hearing, deaf-blind, learning disabled).
- C. Recognizes that various etiologies of hearing loss that result in additional sensory, motor and learning differences in students who are deaf or hard-of-hearing require specific instructional strategies and services.
- D. Knows and understands special policies and regulations regarding referral and placement procedures (e.g., The Texas State Plan for Deaf Education, 2007, IDEA) for students who are deaf or hard-of-hearing.
- E. Knows and understands components of an adequate evaluation for eligibility determination, development of an Individualized Education Program (IEP) and placement options.
- F. Understands placement procedures and knows the components of an IEP, an Individualized Family Service Plan (IFSP) and transition planning.
- G. Writes measurable instructional objectives and goals for the IEP, knows how to use instructional assessments that measure student progress with respect to the general curriculum and IEP goals and participates appropriately in the Admission Review Dismissal (ARD) process.

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## Domain II – Promoting Student Learning and Development

Competency 005: *The teacher understands and applies knowledge of principles and components of effective instructional delivery for students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Knows and understands research-supported best practices and instructional strategies for teaching students who are deaf or hard-of-hearing.
- B. Recognizes and knows ways to use the communication features (e.g., visual, spatial, tactile and auditory) salient to the student who is deaf or hard-of-hearing to enhance the student’s development and learning.
- C. Knows how to interpret, evaluate and provide visual images and messages using various media and technologies within various instructional contexts.
- D. Knows and understands the procedures and technologies available under one or more of the existing modes or philosophies to educate students who are deaf or hard-of-hearing.
- E. Knows and understands sources of materials and support for students who are deaf or hard-of-hearing (e.g., the Educational Resource Center on Deafness (ERCOD), The National Deaf Education Project (NDEP), Deaf Education) and knows how to select, design, produce, modify and utilize media, materials and resources required to educate students who are deaf or hard-of-hearing.
- F. Knows and implements instructional approaches that are effective in addressing the needs of students who are deaf or hard-of-hearing and have additional disabilities.

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Competency 006: *The teacher understands and applies knowledge of how to plan and manage the teaching and learning environment for students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Knows how to modify the curriculum, instructional process and classroom environment to meet the physical, cognitive, cultural and communicative needs of the student who is deaf or hard-of-hearing.
- B. Knows how to design a classroom environment that maximizes student outcomes through visual and auditory instruction to students who are deaf or hard-of-hearing.
- C. Understands factors that may influence classroom management of students who are deaf or hard-of-hearing and applies strategies and techniques that may enhance classroom management, including strategies that reflect understanding of each student's learning styles and cultural needs.
- D. Knows and utilizes appropriate behavior management processes and techniques with students who are deaf or hard-of-hearing to establish and maintain socially acceptable behavior in the learning environment.
- E. Knows how to modify the classroom environment for students who are deaf or hard-of-hearing and who have additional disabilities.
- F. Manages assistive and augmentative devices in learning environments, including various types of amplification equipment or devices appropriate for students who are deaf or hard-of-hearing.

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Competency 007: *The teacher understands and applied knowledge of how to meet the overall communication needs of students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Knows and understands components of nonlinguistic and linguistic communication that students who are deaf or hard-of-hearing use.
- B. Knows how to evaluate, select and adapt instructional methods, resources and technologies to meet the overall communication needs of students who are deaf or hard-of-hearing.
- C. Knows and understands fundamental linguistic features of American Sign Language (ASL) and English and can identify and explain the basic characteristics of various communication modes (e.g., ASL, auditory-oral English, Signed English) used with students who are deaf or hard-of-hearing.
- D. Knows how to promote language development in English and ASL across the curriculum as consistent with the IEP of the student who is deaf or hard-of-hearing.
- E. Knows how to incorporate speech and auditory skills, including techniques for developing the use of residual hearing, across the curriculum as consistent with the IEP of the student who is deaf or hard-of-hearing.
- F. Knows and understands strategies for providing auditory training and speech instruction.
- G. Knows how to use audiological information for students who access assistive technology, such as FM systems, cochlear implants and hearing aids.
- H. Knows and understands how to modify communication for students who are deaf or hard-of-hearing and have additional disabilities.
- I. Knows and applies strategies for facilitating independent communication and incidental language learning in students who are deaf or hard-of-hearing.

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Competency 008: *The teacher understands and applies knowledge of content-area instruction for students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Knows and understands subject matter and practices used in general education across the core content areas.
- B. Knows and understands research-supported instructional strategies for teaching content-area concepts and skills to students who are deaf or hard-of-hearing, including methods for promoting students' cognitive skills (e.g., analytical, reflective and evaluative thinking).
- C. Knows how to select, design, produce and utilize media, materials and resources for teaching content-area concepts and skills to students who are deaf or hard-of-hearing.
- D. Knows how to help students who are deaf or hard-of-hearing learn to interpret, evaluate and create informational texts, images and other resources across the curriculum using various media and technologies.
- E. Understands the relationship between learning and effective study and inquiry skills and knows and applies a variety of methods and strategies to develop the study and inquiry skills of students who are deaf or hard-of-hearing.
- F. Knows and applies instructional approaches for teaching content-area concepts and skills to students who are deaf or hard-of-hearing and who have additional disabilities.

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Competency 009: *The teacher understands and applies knowledge of how to promote the functional-living, social-interaction and self-advocacy skills of students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Knows and understands programs, including academic, career and technology and transition programs, that are effective for students who are deaf or hard-of-hearing.
- B. Knows how to teach students who are deaf or hard-of-hearing to use educational support personnel effectively and prepares them in the appropriate use of interpreters, note takers, tutors.
- C. Understands and promotes students' understanding of their rights as individuals who are deaf or hard-of-hearing and knows how to train students to advocate for themselves and to seek out available services through governmental and nongovernmental agencies.
- D. Identifies appropriate goals, objectives, activities, programs and supports to enhance the functional-living skills of students who are deaf or hard-of-hearing.
- E. Identifies appropriate goals, objectives, activities, programs and supports to promote students' transitions between teachers, grade levels, schools and service options and to postsecondary education or training.
- F. Identifies opportunities for students who are deaf or hard-of-hearing to interact with communities of individuals who are deaf or hard-of-hearing on the local, state and national levels and applies strategies for promoting ongoing interactions of students with peers and role models.
- G. Knows and understands variations in beliefs, traditions and values across cultures (including Deaf culture) and within society.
- H. Understands basic elements of American Deaf culture (e.g., humor, drama, art, literature, social mores); demonstrates knowledge of prominent deaf and hard-of-hearing individuals and their contributions to both the Deaf community and mainstream U.S. culture; and promotes students' knowledge of and pride in their Deaf heritage.
- I. Knows and understands processes and strategies for establishing ongoing interaction of students who are deaf or hard-of-hearing with hearing peers, family members and others.

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## Domain III — Promoting Student Achievement in English Language Arts and Reading

Competency 010: *The teacher understands and applies knowledge of strategies and approaches for promoting students' English language development.*

The beginning teacher:

- A. Knows how to apply first- and second-language teaching strategies and approaches appropriate to the needs of individual students who are deaf or hard-of-hearing.
- B. Knows and understands a variety of English language arts assessments and how to interpret and apply the results of assessments to plan and implement English language instruction that meets the needs of individual students who are deaf or hard-of-hearing.
- C. Knows how to provide a variety of instructional opportunities and strategies for students who are deaf or hard-of-hearing to develop their English language skills.
- D. Knows how to evaluate, select and adapt instructional methods, resources and technologies to promote students' English language development across the curriculum.
- E. Knows and applies strategies for facilitating incidental language learning opportunities in English for students who are deaf or hard-of-hearing.

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Competency 011: *The teacher understands and applies knowledge of literacy development for students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Knows how to use a variety of literacy assessment practices, including English and ASL assessments, to plan and implement literacy instruction for students who are deaf or hard-of-hearing.
- B. Knows and applies appropriate strategies in English and ASL to develop and promote literacy across the curriculum for students who are deaf or hard-of-hearing.
- C. Knows and understands the nature of literacy development and various methods to promote students' preliteracy, emergent literacy and ongoing literacy development.
- D. Understands the link between signed concepts and printed text and knows how to teach students strategies for linking signed concepts to printed text.
- E. Knows how to use a variety of methods to provide systematic instruction to students who are deaf or hard-of-hearing to promote their writing development and help them communicate effectively through writing, using appropriate written language structures and conventions.
- F. Understands and applies knowledge of strategies for using writing to promote reading comprehension and learning across the curriculum (e.g., reading response journals, learning logs, teacher-student interactive journals).
- G. Knows how to evaluate, select and adapt instructional methods, resources and technologies to promote the literacy development of students who are deaf or hard-of-hearing.
- H. Knows how to help students who are deaf or hard-of-hearing learn to interpret and evaluate literary works in English.

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Competency 012: *The teacher understands and applies knowledge of systematic reading instruction for students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Knows and understands the basic components of phonological and phonemic awareness and dactylic (fingerspelling) awareness and uses a variety of approaches to help students who are deaf or hard-of-hearing develop an awareness of these components and an understanding of their relationship to written language.
- B. Knows and understands the basic elements of the alphabetic principle and the relationships among the alphabetic principle, reading and components of other communication systems (e.g., signs and fingerspelling) and provides instruction to students who are deaf or hard-of-hearing so they understand that printed words consist of graphic representations that relate to the sounds of spoken language, the meaning of signed language and components of other communication systems.
- C. Knows and understands the use of word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary, context clues) by deaf or hard-of-hearing students who use fingerspelling, sign language and oral language and provides systematic instruction in word analysis using a variety of methods and strategies.
- D. Knows how to promote students' vocabulary development and provides systematic instruction in critical-reading strategies to improve reading comprehension (e.g., activating prior knowledge, making connections between a text and one's personal experiences, self-monitoring comprehension) in students who are deaf or hard-of-hearing.
- E. Knows and understands the relationship between reading fluency and reading comprehension and provides systematic instruction to improve the fluency and comprehension of students who are deaf or hard-of-hearing.

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## Domain IV – Understanding the Professional Environment

Competency 013: *The teacher understands and applies knowledge of the philosophical, historical and legal foundations of education for students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Knows and understands the cultural versus medical perspectives regarding individuals who are deaf or hard-of-hearing.
- B. Understands and identifies issues and trends in education for students who are deaf or hard-of-hearing.
- C. Knows and understands models, theories and philosophies (e.g., bilingual-bicultural, total communication, auditory-oral) that provide the basis for educational practice for students who are deaf or hard-of-hearing and applies these theories, philosophies and models of practice in educational settings.
- D. Understands and applies knowledge of roles and responsibilities of teachers and support personnel in a variety of teaching situations (e.g., co-teaching, general education, itinerant, team teaching) to support positive outcomes for students who are deaf or hard-of-hearing and understands issues related to professional responsibilities working with deaf or hard-of-hearing students, their families and other professionals.
- E. Understands issues of professional ethics in working with deaf or hard-of-hearing students, their families and other professionals and adheres to legal and ethical requirements of the profession.
- F. Knows and understands the rights and responsibilities (e.g., Deaf Children's Bill of Rights, procedural safeguards) of parents, students, teachers and schools as they relate to students who are deaf or hard-of-hearing.
- G. Understands the impact of various educational placement options from the perspective of the needs of any given student who is deaf or hard-of-hearing, with regard to cultural identity, least-restrictive environment (LRE) and linguistic, academic and social-emotional development.
- H. Identifies major factors contributing to the growth and improvement of knowledge and practice in the field of education of students who are deaf or hard-of-hearing.

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Competency 014: *The teacher understands and applies knowledge of how to establish partnerships with students who are deaf or hard-of-hearing and their families to enhance students' learning and achievement.*

The beginning teacher:

- A. Knows and understands the effects of families and primary caregivers on the overall development of the student who is deaf or hard-of-hearing.
- B. Knows and understands available resources to help the parents or guardians of students who are deaf or hard-of-hearing deal with concerns for their children (e.g., educational options, communication modes, philosophies).
- C. Knows and understands the rights and responsibilities of students and their parents/guardians in planning an IEP for the student who is deaf or hard-of-hearing and promotes family involvement in the process.
- D. Knows and understands the effects of communication on the development of family relationships.
- E. Understands factors that promote effective communication and collaboration with students, their families and other primary caregivers and applies strategies for establishing and maintaining partnerships with students, their families and other caregivers.
- F. Understands the effect of cultural differences between Deaf culture and mainstream U.S. culture on the relationships among students who are deaf or hard-of-hearing, their families, caregivers, educators and others.

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Competency 015: *The teacher understands and applies knowledge of how to establish partnerships with other school staff, professional organizations and the community to enhance learning opportunities for students who are deaf or hard-of-hearing.*

The beginning teacher:

- A. Knows and understands roles and responsibilities of teachers (e.g., itinerant, general education, special education), related instructional service providers (e.g., audiologists, counselors, interpreters, social workers, speech-language pathologists) and other support personnel (e.g., tutors, note takers, aides) in the educational setting for students who are deaf or hard-of-hearing.
- B. Knows and understands services provided by governmental and nongovernmental agencies or individuals in the ongoing support of students who are deaf or hard-of-hearing.
- C. Understands factors that promote effective communication and collaboration with school and community personnel and knows how to facilitate coordination of support and related services personnel to meet the diverse needs of students who are deaf or hard-of-hearing, including those with additional disabilities.
- D. Knows and applies models and strategies for collaborating with general education classroom teachers and other school professionals to integrate students who are deaf or hard-of-hearing into various learning environments.
- E. Understands the value of consumer and professional organizations, publications and journals relevant to the education of students who are deaf or hard-of-hearing and to general education.
- F. Understands the importance of and identifies opportunities for interacting with adults in the Deaf community on a regular basis to maintain and improve ASL and other communication skills.
- G. Identifies and participates in workshops and other activities that promote continued professional development in the field and holds membership in professional organizations.

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## Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Deaf and Hard-of-Hearing test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as an educator of students who are deaf or hard-of-hearing.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it to other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options. Leave no questions unanswered. Questions for which you mark no answer or more than one answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The Deaf and Hard-of-Hearing test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

### Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

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## Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of Deaf and Hard-of-Hearing Competency 003: *The teacher understands and applies knowledge of assessment and diagnosis in evaluating the strengths and needs of students who are deaf or hard-of-hearing.*

### Example 1

Which of the following is a hearing test used to measure sensitivity thresholds?

- A. Pure-tone audiometry
- B. Spectrography
- C. Electrocochleography
- D. Tympanometry

### Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

This question asks for the procedure or technique that is used to measure sensitivity thresholds. Look at the answer choices and consider which of them accurately identifies the correct procedure or technique.

Option A suggests that pure-tone audiometry is used to measure sensitivity thresholds. Pure-tone audiometry is, indeed, a behavioral measure that is used to test thresholds of hearing sensitivity. Using an audiometer, an audiologist presents tones at different frequencies (itches) and intensity (loudness) levels, testing one ear at a time, to determine the faintest sound audible to an individual at least 50 percent of the time. Option A may be the best response to this question.

Option B suggests that spectrography is a technique used to measure an individual's sensitivity thresholds. Spectrography, however, is a technique by which any sound is separated into its component frequencies. The resulting spectrograph offers a visual image of the frequencies and intensities of the components of a given sound. Option B may be eliminated as the best response to this question.

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Option C suggests that electrocochleography is used to measure sound sensitivity thresholds. Electrocochleography is a form of audiometry in which an electrode is inserted through the tympanic membrane in order to measure electrical potentials from the cochlea. This specialized test is most commonly used to evaluate certain diseases or conditions of the inner ear that affect an individual's balance system. Option C may be eliminated as the best response to this question.

Option D suggests that tympanometry is a procedure for testing sensitivity thresholds. Tympanometry, however, is a test that measures the mobility of the eardrum by introducing air pressure into the ear canal. Tympanometry is frequently used with young children to detect the presence of fluid in the ear. Option D may be eliminated as the best response to this question.

Of the alternatives offered, only pure-tone audiometry is used to measure hearing sensitivity thresholds. Therefore, **the correct response is option A.**

The following question is also in single-question format. It tests knowledge of Deaf and Hard-of-Hearing Competency 014: *The teacher understands and applies knowledge of how to establish partnerships with students who are deaf or hard-of-hearing and their families to enhance students' learning and achievement.*

### **Example 2**

Ms. Nunez, a preschool teacher, will have a student who is deaf in her class this year. Ms. Nunez plans to promote effective daily communication between herself and the student's parents. Which of the following is the most appropriate way for Ms. Nunez to achieve the goal?

- A. Suggesting to the parents that they send a note to school whenever they have questions, concerns or information to share
- B. Arranging a time for a daily telephone call to discuss the student's behavior and any other pertinent information
- C. Creating a notebook that travels with the student to and from school in which any news or important information may be shared
- D. Meeting briefly with the student's parent or caregiver at the end of the school day

### **Suggested Approach**

In this question, a preschool teacher is making plans for the upcoming school year, during which a student who is deaf will be enrolled in her class. The teacher wishes to take steps to promote effective daily communication with the student's parents. Look at the answer choices and consider which of them would best promote the teacher's communication goals.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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Option A suggests that the teacher’s best strategy for fostering effective communication with the parents on a daily basis would be to suggest that they send a note to school whenever they have questions, concerns or information to share. While it would be important to encourage the parents to bring any such issues to the school’s attention, the strategy would inappropriately place the burden of initiating communication on the parents. In addition, the strategy would not effectively address the teacher’s goal of ongoing daily communication. Option A may be eliminated as the best response to this question.

Option B suggests that setting up a regularly scheduled, daily telephone call with the parents would be the best way to achieve effective daily communication. However, because of the unpredictability of daily life, such a system is unlikely to work. Unexpected events may arise for either the parents or the teacher that make it difficult or impossible to make the phone call at the agreed-upon time. Rigid systems such as this one are generally ineffective because they break down quickly. Option B may be eliminated as the best response to this question.

Option C suggests that creating a notebook that travels with the student to and from school would be an appropriate system for fostering effective daily communication between school and home. Such a notebook would indeed provide a flexible and convenient means of exchanging information on a daily basis. Both the teacher and the parents would be able to review the contents of the notebook at times of their own choosing. In addition, they would have the option of making entries either during calm, reflective moments or in situations when they want to convey an immediate observation or a quick thought that might otherwise be forgotten. Option C may be the best response to this question.

Option D suggests that meeting briefly with the parent at the end of the school day would be an effective means of maintaining ongoing communication. The end of the school day, however, is typically a busy time for preschool teachers, who are overseeing the departure of many students and whose attention may be required for other tasks, such as locating a missing jacket or responding to questions from other parents. This could also be a hectic time for the student’s parents, who may have other children to collect, errands to run and so forth. Option D may be eliminated as the best response to this question.

Of the alternatives offered, a traveling notebook would provide the most flexible means of daily information exchange between school and home. Therefore, **the correct response is option C.**

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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## Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a student profile, a case history, an audiogram, graphic, table, sample of the student's work or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the questions first" strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher's frame of mind and use that teacher's point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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### Example

First read the stimulus, a fill-in-the blanks worksheet, designed by a teacher of the deaf and hard-of-hearing.

**Use the student worksheet below to answer the questions that follow.**

**Directions:** Write a word in each space so that the sentence makes sense.

The little boy opened the \_\_\_\_\_ and ran outside.

She had just taken the pie out of the oven, so it was still \_\_\_\_\_ .

The car will not run unless you fill it with \_\_\_\_\_ .

When the child let go of the balloon, it floated up into the \_\_\_\_\_ .

Now you are prepared to respond to the first of the two questions associated with this stimulus. The first question tests knowledge of Deaf and Hard-of-Hearing Competency 012: *The teacher understands and applies knowledge of systematic reading instruction for students who are deaf or hard-of-hearing.*

1. A teacher of the deaf can best use the worksheet to promote students' reading proficiency in which of the following areas?
  - A. Using context clues
  - B. Applying critical-reading skills
  - C. Improving reading fluency
  - D. Recognizing words automatically

### Suggested Approach

Consider carefully the content of the reading worksheet presented in the stimulus. Note the directions to the students and then review the four sentences with missing words. Look at the answer choices to consider the area of reading proficiency that this worksheet is intended to promote.

Option A suggests that the teacher could best use this worksheet to promote students' reading proficiency in the area of using context clues. Note that, in order to fill in the blank in each sentence with an appropriate word, students will need to use the information provided by the rest of the sentence. That is, the students will need to use the context surrounding the blanks as clues to the words that are missing. Option A may be the best response to this question.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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Option B suggests that the worksheet is best used for promoting students' application of critical-reading skills. Critical-reading skills, however, involve the use of higher-order thinking processes such as identifying an author's point of view, evaluating the accuracy of information in a text, recognizing contradictions in an argument and the like. The worksheet shown does not prompt students to employ such higher-order skills. Option B may be eliminated as the best response to this question.

Option C suggests that the worksheet would be effective in increasing students' reading fluency. Fluency in reading refers to, among other things, the ability to read smoothly and with accuracy, to read at a good pace, and to read with appropriate expression. It involves doing these things without conscious attention to the reading task. Strategies for promoting reading fluency include having children read at their instructional levels, re-read familiar texts, and listen to good models of fluent reading. The worksheet shown, however, focuses students' attention primarily on discerning the meaning of each individual sentence and supplying a word that makes sense in that context. Option C may be eliminated as the best response to this question.

Option D suggests that the worksheet would be most helpful in developing students' automatic word recognition. Recognizing words automatically, however, is much more dependent on reading texts in which the same words are encountered frequently. Although a few common sight words appear in the worksheet (e.g., "the" and "it"), the sentences are self-contained units that do not support or build on the other sentences either in meaning or in vocabulary; thus, they would not be especially effective for promoting automaticity in reading. Option D is not the best response to this question.

Of the alternatives offered, option A identifies the reading skill — using context clues — that would be best promoted by the use of the worksheet shown. Therefore, **the correct response is option A.**

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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Now you are ready to answer the next question. The second question measures Deaf and Hard-of-Hearing Competency 005: *The teacher understands and applies knowledge of principles and components of effective instructional delivery for students who are deaf or hard-of-hearing.*

2. Ramos is hard-of-hearing and has been diagnosed with a language-based learning disability. He can read the words in the sentences in the worksheet but is having trouble thinking of words to put in the blanks. Which of the following is most likely to help Ramos successfully complete the task independently?
- A. Having him discuss the sentences with a classmate
  - B. Asking an aide to sign the sentences for him in ASL
  - C. Giving him a list of words he can read to select from
  - D. Having Ramos find pictures containing clues to the answers

### **Suggested Approach**

Option A suggests the teacher could have Ramos discuss the sentences with a classmate. There are times when collaborating with a peer is desirable, but in the situation presented Ramos is to work independently. A classmate might just give Ramos the answers without understanding the importance of Ramos completing the assignment by himself. This option can therefore be eliminated as the best answer to the question.

Option B suggests asking an aide to sign the sentences for Ramos. There is no indication in the question that Ramos understands sign language or that there is an aide in the class while the students are filling in the worksheet. This option can therefore be eliminated as the best answer to the question.

Option C suggests giving Ramos a list of words he can read to select from. From the information in the question, it appears that Ramos can read simple sentences but has difficulty with productive language. He therefore needs support in finding words that fit in the sentences. The most appropriate way to do this is to give him a list of words to select from. The list should contain more than four words so that Ramos will need to search for words he can read that will make sense in the sentences. He can work independently and is likely to be successful. Option C may be the best response to the question.

Option D suggests having Ramos find pictures that contain clues to the answers. This option would take Ramos off task to look for pictures and could actually take a long time to complete. Ramos needs to stay on task and focus his attention on the worksheet. This option can be eliminated as the best answer to the question.

Of the alternatives offered, option C identifies an accommodation or adaptation for a student with a productive language disability — giving Ramos a list of words to select from — that would help him complete the worksheet independently. Therefore, **the correct response is option C.**

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

### COMPETENCY 001

1. Which of the following best explains why it can be important to know if a child's hearing loss is congenital?
  - A. To comfort parents who feel responsible for their child's hearing loss
  - B. To understand whether the hearing loss is likely to get worse over time
  - C. To determine whether or not there are co-occurring conditions
  - D. To prepare appropriately for the child's special education placement

Answer and Rationale

### COMPETENCY 002

2. Which of the following is the most significant difference between American Sign Language (ASL) and spoken English language?
  - A. The primary articulators of ASL are mostly hidden, but they are obvious in spoken English
  - B. The primary articulators of ASL are obvious, but they are mostly hidden in spoken English
  - C. ASL does not have a system of grammar, but spoken English does
  - D. ASL uses gestures, but spoken English does not

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 002

3. Early hearing intervention and early exposure to language learning for deaf and hard-of-hearing children is normally associated with
- A. slow language progress in spite of increased language exposure.
  - B. significant increases in verbal IQ and achievement scores.
  - C. more efficient vocabulary learning and word use.
  - D. reading on grade level in the elementary grades.

Answer and Rationale

COMPETENCY 004

4. Juan is a deaf student who uses American Sign Language (ASL) as his primary means of communication. He also has a slight visual impairment and severe cognitive delay. Which of the following educational placements is most likely to provide the greatest opportunity for his cognitive and language development?
- A. A general education classroom with resource support from special education teachers
  - B. A life-skills classroom and full-time interpreter services
  - C. A self-contained deaf education classroom
  - D. A resource classroom with support from an itinerant teacher of the visually impaired

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 002

5. The source of academic underachievement among deaf and hard-of-hearing students is most closely associated with hearing loss and
- A. delayed access to appropriate and effective instruction in language acquisition.
  - B. the presence of other health impairments and learning disabilities.
  - C. the pressure on schools to hold students accountable for their own learning.
  - D. the current emphasis on bilingual-bicultural education for deaf and hard-of-hearing students.

Answer and Rationale

COMPETENCY 002

6. Which of the following teacher actions is most appropriate for deaf and hard-of-hearing students with learning disabilities?
- A. Accommodating for both the sensory loss and the learning disability when planning activities
  - B. Accommodating for the sensory impairment only, which is likely the primary cause of the learning disability
  - C. Developing a curriculum that encourages students to construct their own knowledge independently through personal experiences
  - D. Developing an unconventional, flexible curriculum that is based on exploration and risk taking

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 001

7. Which of the following is most often associated with early cochlear implantation and concurrent early-intervention speech therapy?
- A. Development of speech and language skills comparable to those held by typical hearing age-mates
  - B. Development of speech and language skills in advance of those held by typical hearing age-mates
  - C. Development of speech and language skills significantly less well advanced than those of typical hearing age-mates
  - D. Results are inconclusive, and no correlation between early cochlear implantation and speech therapy can be supported at this point in time

Answer and Rationale

COMPETENCY 006

8. Which of the following is the most important consideration when preparing the classroom environment for a student who has recently had a cochlear implant?
- A. Auditory therapy
  - B. Acoustical modifications
  - C. Scheduling speech therapy
  - D. Securing a note taker or teacher's assistant

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## COMPETENCY 008

9. After a deaf student has been properly and formally diagnosed with a learning disability in reading and writing, which of the following is the best practice for the teacher to follow?
- A. Prepare all lessons based on the assumption that deaf students have a well-developed textual schema
  - B. Arrange the sequence of learning so that results are discussed and presented before formal instruction begins
  - C. Use positive reconditioning and understand that there is no single right way to teach students with learning disabilities
  - D. Allow the intrinsic rewards that the students have found to work for them to guide them to further success

Answer and Rationale

## COMPETENCY 009

10. Which of the following is the best description of an appropriate transition plan for deaf students who are poised to graduate from high school?
- A. The school's college/career center makes information on college-placement tests, vocational training sites, community service opportunities and other resources available to students who are graduating.
  - B. The teacher of the deaf, as a member of the Admission Review Dismissal (ARD) committee, presents general options for employment ranging from furniture maker to dishwasher and explains the math, reading and writing skills needed in each area.
  - C. The ARD committee determines the strengths and needs of each individual student and coordinates an array of educational and employment experiences and options within the school and the community.
  - D. Each student evaluates his favorite classes and decides which educational years were the most meaningful; the student then meets with the ARD to set a plan and objectives based on those classes and activities.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 005

11. An accommodation that would allow deaf students to access information in various formats is most likely be a modification of a
- A. schedule.
  - B. presentation.
  - C. response.
  - D. setting.

Answer and Rationale

COMPETENCY 007

12. Which of the following is most likely to be done by a teacher to facilitate a hard-of-hearing student's participation in classroom discussions?
- A. Asking the student to find support for positions in a reliable source as the discussions proceed
  - B. Encouraging the student to make rapid, verbal or signed responses to prepared prompts
  - C. Requiring the student to read and think about prepared notes prior to the group discussions
  - D. Avoiding the use of examples when explaining abstract concepts

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 005

13. Which of the following best describes simultaneous communication?
- A. Unintentionally switching the code used by deaf and hard-of-hearing students
  - B. Emphasizing oral English skills learned through increased literacy experiences
  - C. Using silent body language during group instruction of American Sign Language (ASL)
  - D. Using voicing along with any variation of a gestural communication system

Answer and Rationale

COMPETENCY 007

14. Which of the following is a research-based best practice found to be effective in developing the beginning reading skills of deaf and hard-of-hearing students?
- A. Cued Speech and basal readers
  - B. Finger spelling and natural signed language
  - C. Captioned and signed videos
  - D. Direct instruction in phonological awareness

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## COMPETENCY 008

15. Jeremy, a seventh grader with severe-to-profound sensorineural hearing loss, is mainstreamed for social studies and mathematics and receives services from an itinerant teacher of deaf and hard-of-hearing students. Which of the following services is the deaf education consultant for the district most likely to recommend?
- A. Jeremy should review social studies and math reading assignments with the itinerant teacher prior to classroom instruction.
  - B. Jeremy should use simulcom (carrying on several conversations at once via different media) for social studies, without interpreter services.
  - C. Jeremy should use simulcom for mathematics only, with interpreter services.
  - D. Jeremy should receive advance copies of the math and social studies teachers' lesson notes and planned assessments.

Answer and Rationale

## COMPETENCY 007

16. According to twenty-first-century research, which of the following are essential components of approaches that will promote deaf and hard-of-hearing (DHH) students' achievement in English language arts and reading?
- A. Screening and rescreening programs, use of Cued Speech and speech reading
  - B. Early evaluation of hearing, use of amplification and a language system
  - C. Objective hearing screening, instruction in manual sign and speech reading
  - D. Genetic evaluation referral, lip reading and finger spelling

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 008

17. In a fourth-grade class, students keep reading-response journals in which they complete various tasks based on individual reading assignments. Anita, a student who has a moderate hearing loss, is reading a nonfiction article about marine life. For this reading assignment, the teacher asks her to create a title for each paragraph in the article.

Generating titles for each paragraph will be especially useful in prompting Anita to

- A. detect content-specific vocabulary used in each paragraph.
- B. determine each paragraph's relevance to the article as a whole.
- C. use critical-thinking skills to determine the main idea of each paragraph.
- D. use prior knowledge to understand new information provided in each paragraph.

Answer and Rationale

COMPETENCY 005

18. Which of the following best explains why mediated instruction using technology may be less effective for a majority of deaf and hard-of-hearing adolescents?
- A. Lack of availability of the technology in the classroom
  - B. Undiagnosed vision problems among the students
  - C. Poor classroom seating arrangements
  - D. Limited reading ability of the students

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## COMPETENCY 011

19. Julie is a seventeen-year-old eleventh-grade student with a severe hearing loss. The itinerant teacher of the deaf meets with her three times a week for 45 minutes each meeting, providing direct, specialized instruction in her specific areas of need. The general education class is learning to use a time line to log the events of a certain period of modern history. Which of the following is the best way for the itinerant teacher to ensure that Julie understands the language demands of working with a time line?
- A. Rereading with Julie the text book section dealing with the period of history the class is studying
  - B. Making sure that Julie understands how to interpret phrases and clauses such as before, after, preceded and subsequent
  - C. Having Julie finger spell the definitions associated with new vocabulary posted on the history classroom word wall
  - D. Having Julie summarize supplementary articles dealing with the period the class is studying

Answer and Rationale

## COMPETENCY 010

20. Which of the following correctly describes the relationship between oral language development and the degree of hearing loss?
- A. The greater the hearing loss, the more significant is the impact on oral language learning.
  - B. The greater the hearing loss, the less significant is the impact on oral language learning.
  - C. The relationship is unpredictable because of the wide differences among children.
  - D. The relationship is insignificant because of advances in early cochlear implantation.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## COMPETENCY 011

21. A research study examined the effect of captioning on reading comprehension for deaf and hard-of-hearing adults. The results showed that skilled readers demonstrated better comprehension than less-skilled readers when caption rate (the speed in words per minute) and amount of text were manipulated. The study authors concluded that more skilled readers received greater benefits from the caption and text manipulation than less skilled readers. Based on the study results, which of the following is most likely to be an appropriate application of the study with deaf and hard-of-hearing students?
- A. Studying caption-rate manipulation and text reduction among deaf readers in public high schools
  - B. Using caption-rate manipulation and text reduction during assessment of deaf students to improve text comprehension
  - C. Recommending to district officials that captioning not be used as a teaching strategy with deaf students
  - D. Discussing the captioning study results with fellow teachers

Answer and Rationale

## COMPETENCY 012

22. A middle school student who is deaf is reading a story in a magazine and signing it in American Sign Language (ASL) for the teacher. The student asks the teacher for the sign for a word in the story. The teacher signs the word, points at the printed word, finger spells the word and then signs the word again. What is the name of this technique that is used to connect ASL to the printed word?
- A. Lexicalization
  - B. Chaining
  - C. Initialization
  - D. Abbreviation

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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

Ms. Green is a teacher of the deaf who is working with a group of students whose primary means of communication is American Sign Language (ASL). First she signs a story in ASL while the students watch; then she signs only the beginning portion of the story, this time focusing on the meaning of whole phrases and sentences. Next, she signs the beginning portion of the story while focusing on multiple-meaning words. She continues to teach the students in this way and then has the students apply the skills she has demonstrated to the rest of the story.

COMPETENCY 012

23. What is the name commonly given to the reading strategy used by Ms. Green in the scenario?
- A. Guided practice
  - B. Think-pair-share
  - C. Chaining
  - D. Literature circle

Answer and Rationale

COMPETENCY 007

24. The strategy described in the scenario is most likely to be used by a teacher who adheres to which of the following language-teaching approaches?
- A. Total communication
  - B. Auditory-verbal
  - C. Cued speech
  - D. Bilingual-bicultural

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 010

25. Which of the following is the most effective process a teacher of the deaf can employ to support the expansion of the vocabulary knowledge students need for reading comprehension?
- A. Focusing on increasing incidental learning during naturally occurring social interactions in the classroom
  - B. Focusing on the study of root words and their derivatives and reinforcing that knowledge in other areas of the general education curriculum
  - C. Tracking the number of new vocabulary words deaf and hard-of-hearing students are using in their writing after scaffolded instruction in the general education classroom
  - D. Responding consistently to questions initiated by the deaf students using short repetitive words and phrases

Answer and Rationale

COMPETENCY 010

26. Which of the following instructional tools is most often associated with increasing phonemic awareness and decoding skills in deaf and hard-of-hearing students?
- A. Basal readers
  - B. Signed Exact English
  - C. Visual hand cues
  - D. Captioned videos

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 013

27. Which of the following laws has significantly contributed to a meaningful decrease in the prevalence of administrators and teachers informally labeling deaf students as students who have behavioral or learning problems?
- A. No Child Left Behind Act (NCLB), 2001
  - B. The Elementary and Secondary Education Act (ESEA), 1965
  - C. Rehabilitation Act of 1973, Section 504
  - D. Individuals with Disabilities Education Act (IDEA), 1990

Answer and Rationale

COMPETENCY 015

28. Johnny is a tenth-grade student who is deaf. He is using American Sign Language (ASL) at lunch to tell his friends and teachers about a game he attended. He makes several linguistic and sign errors. Which of the following best describes how a teacher of the deaf can use this opportunity to build Johnny's language skills?
- A. A teacher can repeat Johnny's story to the lunch group, using correct signs, and then ask follow-up questions to elicit correct sign language from Johnny.
  - B. A teacher can pay close attention to Johnny's signing and before lunch is over show him the correct signs with an explanation of his errors.
  - C. A teacher can observe the language choices that Johnny makes, ask a question or two using correct signs and casually follow up with Johnny after lunch.
  - D. A teacher can arrange to meet later with Johnny, point out his errors and have him retell his story.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 013

29. Which of the following provides incentives to schools and districts to develop partnerships between home and school that will help ensure that all students are on track to be career- and college-ready?
- A. The Family Engagement in Education Act
  - B. The Common Core State Standards
  - C. The PTA's Healthy Lifestyles program
  - D. New Pell Grant eligibility rules

Answer and Rationale

COMPETENCY 013

30. Which of the following is likely to be the most significant challenge that beginning deaf education teachers face?
- A. Preservice training that does not prepare teachers for professional job demands
  - B. Longer working hours, on average, than general education teachers have
  - C. Pressure to follow a school's culture rather than best teaching practices
  - D. Limited continuing-education experiences provided by the school

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 013

31. Which of the following best states the intent of the Texas Deaf Children’s Bill of Rights?
- A. Students who are deaf or hard-of-hearing may choose to use spoken and written English, including speech reading or lip reading, together with amplification instruments, such as hearing aids, cochlear implants or assistive listening systems, to communicate with the hearing population.
  - B. The legislature recognizes that students who are deaf or hard-of-hearing should have the opportunity to develop proficiency in English, including oral or manual-visual methods of communication, and American Sign Language (ASL) if it is approved as such by an Admission Review Dismissal (ARD) committee.
  - C. A student who is deaf or hard-of-hearing must have an education in which teachers, psychologists, speech therapists, progress assessors, administrators and others involved in education use American Sign Language (ASL) and understand the unique nature of deafness and the hard-of-hearing condition.
  - D. A student who is deaf or hard-of-hearing must have an education in the company of at least three peers using the same language mode and with whom the student can communicate directly, if practicable and not in conflict with any ARD committee recommendations.

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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## COMPETENCY 015

32. Which of the following scenarios best illustrates the resolution of a challenge associated with team teaching?
- A. A deaf education teacher and a general education kindergarten teacher were paired to team teach. Aaron, a deaf student, was upset that he could not talk to the hearing students. The deaf education teacher decided to offer informal sign language classes after school.
  - B. A deaf education teacher and a general education teacher were asked to team teach several science lessons to third-grade and fifth-grade students at the same time. The teachers felt that the younger students would get lost and confused. One of the teachers decided that they should separate the students into two groups, turn the desks so the groups were sitting back-to-back and proceed to teach the students separately.
  - C. A deaf education teacher and a general education first-grade teacher were paired to team teach on a daily basis. The deaf and hard-of-hearing students regularly left the class for speech therapy and other services. Curriculum coverage became a concern. The general education teacher decided to tutor the students for fifteen minutes extra every day. She did this during their lunch break.
  - D. A deaf education teacher and a general education teacher were paired to teach an inclusion class of second-grade students. During quiet individual work time, the deaf and hard-of-hearing students moved around more than the hearing students because they were used to smaller class sizes. Each teacher held the students responsible for their behavior with acknowledgements for appropriate behavior and consequences for inappropriate behavior.

### Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	B	<p><b>Option B is the correct answer.</b> It is helpful for parents and caregivers to understand the course a hearing loss might take over time and prepare for possible future developments. <b>Option A is incorrect</b> because, even if the hearing loss is congenital, this knowledge is not likely to comfort the child’s parents. It is more likely that others who have experienced the same situation can help the parents come to acceptance. <b>Option C is incorrect</b> because co-occurring conditions must be determined through appropriate testing by trained personnel. <b>Option D is incorrect</b> because regardless of the cause of a child’s hearing loss, planning the child’s education must begin as soon as the loss is determined.</p> <p><a href="#">Back to Question</a></p>
2	002	B	<p><b>Option B is the correct answer.</b> The primary articulators of sign languages (facial expressions and the hands) are normally always visible. In contrast, the oral articulators (lips, tongue, teeth and jaw) are difficult to observe, and indeed, some words appear similarly on the lips. <b>Option A is incorrect</b> because the primary articulators of sign language (the hands and facial expressions) are always visible. <b>Option C is incorrect</b> because both languages have a system of grammar. <b>Option D is incorrect</b> because observation of English speakers reveals they often use gestures to indicate approval, disapproval, success or victory.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
3	002	C	<p><b>Option C is the correct answer</b> because there is research to support the fact that children who are deaf or hard-of-hearing and who receive early hearing intervention and early exposure to language learning can expand their vocabularies and learn words at the same rate as children who are not deaf. <b>Option A is incorrect</b> because early hearing interventions and early exposure to language learning do not usually equate to slow language progress for deaf or hard-of-hearing students. <b>Option B is incorrect</b> because early hearing intervention and early exposure to language learning will not equate to an increase in IQ scores in deaf or hard-of-hearing students. Such scores are not based on learned skills. <b>Option D is incorrect</b> because early hearing intervention and early exposure to language learning do not often equate to being able to read on grade level. They do equate to learning how to read, however.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
4	004	C	<p><b>Option C is the correct answer</b> because a self-contained deaf education option provides access to a functional curriculum, a deaf peer group and professional staff who use ASL and understand how deafness and additional disabilities impact learning. <b>Option A is incorrect</b> because a general education classroom with support from special education teachers would not provide access to a functional curriculum, a peer group that the student can directly communicate with or professional staff who can use the student’s mode of communication. <b>Option B is incorrect</b> because although a life-skills classroom with interpreter services provides a functional curriculum, it does not provide access to a peer group that the student can directly communicate with. This option includes an interpreter, but there are no opportunities for direct communication in the student’s language mode. The student’s cognitive delay would make it difficult to utilize an interpreter effectively; the interpreter would be more like a tutor or aide than someone who facilitates communication between student and teacher. <b>Option D is incorrect</b> because a resource classroom with support from an itinerant teacher does not provide access to a functional curriculum or to a peer group that the student can directly communicate with. If the visual impairment is slight, the student is likely to benefit more from a teacher of the deaf who knows ASL and understands how deafness and other disabilities impact learning.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
5	002	A	<p><b>Option A is the correct answer</b> because hearing loss and delayed introduction of a language system, as well as teachers with limited experience working with deaf and hard-of-hearing students, all contribute to underachievement. <b>Option B is incorrect</b> because deaf and hard-of-hearing students with other health impairments or learning disabilities can and do meet academic standards, particularly if they have good language skills. <b>Option C is incorrect</b> because pressure on schools to make students accountable for their own learning is often unrealistic. Not all students can learn without expert teachers trained to deal with special needs. <b>Option D is incorrect</b> because bilingual-bicultural education is likely to help deaf and hard-of-hearing students accomplish their academic goals.</p> <p><a href="#">Back to Question</a></p>
6	002	D	<p><b>Option D is the correct answer</b> because 25 percent of deaf and hard-of-hearing (DHH) students will present with a learning disability. Studies indicate that those students perform at a significantly lower level than DHH peers without a learning disability. Therefore, both the hearing loss and the learning disability must be addressed when teaching such students. <b>Option B is incorrect.</b> Hearing loss (a sensory impairment) and a learning disability (a processing impairment) interact in unique ways, with each influencing learning; therefore, both must be addressed. Many DHH students do not have a learning disability. <b>Option C is incorrect.</b> It neglects to appreciate that the students described need intensive interventions and cannot be left to learn on their own as can certain of their peers who have no special needs. <b>Option D is incorrect.</b> It does not necessarily take into account the needs of students with both hearing loss and a learning disability. Teachers need to use research-based techniques to help DHH students with learning disabilities learn. Such a curriculum is not likely to be one that is unconventional.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
7	001	A	<p><b>Option A is the correct answer</b> because early cochlear implantation, when successful and accompanied by intensive speech therapy, provides a quality of hearing that supports age-appropriate advances in speech and language. <b>Options B, C and D are incorrect.</b> Numerous studies are available and accruing annually that show there is a strong correlation between early implantation, speech therapy and development of language skills.</p> <p><a href="#">Back to Question</a></p>
8	006	B	<p><b>Option B is the correct answer</b> because the student will be learning to recognize sounds in the classroom environment, such as voices, bells, fire alarms and chairs being moved. It is therefore important that the classroom floor is carpeted, the walls and ceiling have noise-absorbing tiles and windows have drapes to absorb sound. Options A, C and D are ways to help the student with an implant adjust to having an implant, but they are not as important as making sure annoying and loud noises are reduced in the learning environment. <b>Option A is incorrect</b> because auditory therapy is a related service, not a classroom modification. <b>Option C is incorrect</b> because speech therapy is a related service, not a classroom modification. <b>Option D is incorrect.</b> A note taker may be a helpful resource, but reducing noise in the classroom as much as possible is more important.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
9	008	C	<p><b>Option C is the correct answer.</b> When teaching students with a learning disability, a general pedagogical principle is to use whatever works for the student. In fact, approaches that work must be used or the student will not learn. There is not one right way to teach all deaf students. Teachers of students who are deaf and hard-of-hearing must be creative and innovative when planning how to deliver instruction in a positive and supportive environment. <b>Option A is incorrect.</b> The schema, which has to do with memory or attention, is often less well developed in deaf students. <b>Option B is incorrect.</b> Many complex ideas need to be developed slowly, systematically and sequentially for students with learning disabilities. For a student with a learning disability, giving the end result first is likely to be confusing and even meaningless. <b>Option D is incorrect.</b> A student recently found to have a learning disability has not had time to develop strategies related to intrinsic motivation. Such strategies involve self-management, a sense of competence and a sense of progress.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
10	009	C	<p><b>Option C is the correct answer.</b> A transition plan is a process that promotes movement from school to post-school activities based on PL 101-476 (the Individuals with Disabilities Education Act). The plan must take into account academic standing as well as the student’s goals and expectations. Ongoing evaluation helps determine the needs of a student, and the coordination of resources in the community gives the student options and help in making decisions. <b>Option A is incorrect.</b> The ARD committee should be knowledgeable about the opportunities available to deaf students entering adulthood. The college/career center is focused on all students, not just those with hearing loss, but the ARD must consider the unique needs of each deaf and hard-of-hearing student. <b>Option B is incorrect</b> because, in a transition plan, the purpose is for the teacher to be knowledgeable about all opportunities available for each deaf student entering adulthood. The plan should not be generic or general, but very specific to each student. Assuming or generalizing a transition plan to fit a group is not appropriate. <b>Option D is incorrect</b> because a student’s input is crucial in a transition plan, but a plan should not be based solely on such factors.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
11	005	B	<p><b>Option B is the correct answer</b> because alternative presentations such as guided outlines, word lists, graphics and pictures give deaf students access to information in ways best suited to their learning styles and modes of communication. <b>Option A is incorrect.</b> A modified schedule is not a modification of access to information, but a modification of when an assessment is given. <b>Option C is incorrect.</b> Modification of response refers to alternate ways of providing answers during instruction or assessment. <b>Option D is incorrect.</b> An accommodation to setting is associated with the place in which assessment or instruction occurs.</p> <p><a href="#">Back to Question</a></p>
12	007	C	<p><b>Option C is the correct answer</b> because students who are hard-of-hearing will need additional time to attend to spoken messages. This is best done by having them prepare for and familiarize themselves with what will be said. It would also be prudent to give the students questions that they might be expected to respond to during the discussions. <b>Option A is incorrect</b> because students who are reading during the discussions do not have the extra time they need to process written language. <b>Option B is incorrect</b> because it is not best practice to require rapid verbal responses from any students, especially not those who are hard-of-hearing. <b>Option D is incorrect</b> because examples are needed by all students, especially when the teacher is defining or explaining abstract concepts.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
13	005	D	<p><b>Option D is the correct answer</b> because in simultaneous communication, voicing occurs along with gestural communication; this can include American Sign Language, Signed English, Manually Coded English, Cued Speech or Pidgin Signed English. <b>Options A, B and C are incorrect</b> because they fail to meet the definition of simultaneous communication.</p> <p><a href="#">Back to Question</a></p>
14	007	D	<p><b>Option D is the correct answer</b> because research suggests that direct teaching is accepted as best practice for development of deaf or hard-of-hearing students' phonological skills; studies indicate improvement in reading and spelling as well. <b>Option A is incorrect</b> because Cued Speech is a supplement to spoken English. It is used with basal readers once students have developed a certain degree of phonological awareness. <b>Option B is incorrect</b> because finger spelling and natural signed language address reading and comprehension, not phonological skills. <b>Option C is incorrect</b> because not all students can sign, or sign well enough, to connect the video captions with the signing. However, captioned and signed videos could be valuable tools when used to enhance students' comprehension of stories once they have acquired some basic signing skills.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
15	008	A	<p><b>Option A is the correct answer</b> because Jeremy would be aided by reading about and thinking of concepts prior to classroom instruction. He would be better able to participate in class discussions with hearing peers if he had some advance knowledge of what was planned and spent some time immersing himself in the material. <b>Option B is incorrect</b> because Jeremy is likely a beginning or poor reader whose reading ability may be at or below fourth grade. This level of skill precludes his being able to follow and respond to several conversations at once without becoming frustrated. <b>Option C is incorrect</b> because Jeremy is likely a beginning or poor reader and would not be able to communicate with several others using different media such as blogs, videos or instant messaging. <b>Option D is incorrect</b> because advance copies of the teachers' lesson notes and planned assessments are not enough support for Jeremy. He needs one-on-one instruction with the itinerant teacher in order to keep up in class.</p> <p><a href="#">Back to Question</a></p>
16	007	B	<p><b>Option B is the correct answer</b> because most professionals agree that early detection of hearing loss and maximization of residual hearing is appropriate. Professionals also agree that language should be introduced early. <b>Options A, C and D are incorrect</b> because professionals generally agree that language should be introduced early — the controversy arises over whether the language system should be sign language or oral English. Most hearing parents opt for orality, whereas parents who are deaf generally choose sign. Specialists and deaf educators are trained to recognize that parental choice is to be respected at all times.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
17	008	C	<p><b>Option C is the correct answer</b> because to give each paragraph a title requires Anita to ask herself what the paragraph is about and to summarize her thinking in a brief title. The task requires the use of analysis, judgment and inference, all of which are known as higher-order thinking skills. <b>Option A is incorrect</b> because it is about noting the presence of words that will enhance Anita’s vocabulary. It is not about creating a title for each paragraph in the article. <b>Option B is incorrect</b> because determining the relevance of each paragraph to the entire article is not the same as determining the ideas conveyed in each paragraph. <b>Option D is incorrect</b> because coming up with a title for each paragraph will not prompt Anita to use prior knowledge to comprehend new information in the paragraph.</p> <p><a href="#">Back to Question</a></p>
18	005	D	<p><b>Option D is the correct answer</b> because in recent years mediated learning in mainstream environments is often text to print, rather than with an interpreter; this mode of use may be problematic for students who are deaf or hard-of-hearing and who probably have limited reading skills. <b>Option A is incorrect</b> because the user of the technology must be able to read well enough to benefit from its use. <b>Option B is incorrect</b> because vision loss in a deaf or hard-of-hearing student is not likely to be undiagnosed. The deaf and hard-of-hearing student depends extensively on visual cues to learn. <b>Option C is incorrect</b> because classroom seating arrangements can be easily changed to accommodate the needs of all students.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
19	011	B	<p><b>Option B is the correct answer</b> because, without understanding time-related concepts and the vocabulary needed to understand time lines, Julie will not succeed in learning the material and doing well on tasks related to time lines. <b>Option A is incorrect</b> because rereading the text is not the best use of the itinerant teacher’s limited time with Julie. <b>Option C is incorrect</b> because, although reviewing vocabulary is an effective method to reinforce concepts, finger spelling definitions are not likely to help Julie understand the time line related to the period being studied. <b>Option D is incorrect</b> because Julie needs to focus on the work the rest of the class is doing; she does not need supplementary assignments.</p> <p>Back to Question</p>
20	010	A	<p><b>Option A is the correct answer</b> because spoken language is dependent upon hearing; the greater the hearing loss, the more significant the impact on spoken language learning. <b>Option B is incorrect</b> because spoken language is dependent upon hearing; the greater the hearing loss, the more significant the impact on spoken language learning. <b>Option C is incorrect</b> because there are prognostic indicators that take multiple factors into account and so may be used to predict potential outcomes. <b>Option D is incorrect</b> because it is not true that all individuals who are deaf will choose cochlear implantation. In addition, some persons are hard to fit satisfactorily with the device.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
21	011	B	<p><b>Option B is the correct answer</b> because manipulating caption rate and reducing text during an assessment is an actual application of an interesting research study in a classroom. <b>Option A is incorrect</b> because studying the manipulation of caption rate and text reduction in public schools is not an application but a possible subsequent research study. <b>Option C is incorrect</b> because the district should not consider eliminating captioning as a teaching strategy. <b>Option D is incorrect</b> because a discussion among teachers is not a classroom application of caption-rate manipulation and text reduction.</p> <p><a href="#">Back to Question</a></p>
22	012	B	<p><b>Option B is the correct answer</b> because chaining is a technique whereby an English word is finger spelled, pointed to in print (or signed) and finger spelled again. Alternately chaining might involve these steps: sign for word, finger spelling, sign for word. <b>Option A is incorrect</b> because lexicalization is the process wherein a finger-spelled word becomes a sign. <b>Option C is incorrect</b> because initialization is the process of adding an initial to a base sign. <b>Option D is incorrect</b> because abbreviation is the shortening of a word (for example, apartment to apt.).</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
23	012	A	<p><b>Option A is the correct answer.</b> In the guided reading approach, first the teacher signs the whole story to the students (American Sign Language [ASL] storytelling). Second, the teacher takes one page of text and provides a translation of the meaning of the page (story reading). The teacher does not sign word for word but signs the meaning of whole phrases and sentences. In the guided reading portion, the teacher thinks of a particular reading skill to teach (for example, finding the main idea or multiple-meaning words) and then discusses how students can use this skill to understand the words and the whole story. <b>Option B is incorrect</b> because think-pair-share is a strategy where the teacher poses a question about the lesson. Students pair up and discuss their ideas with one another. Then the pairs share their thinking with the class. <b>Option C is incorrect</b> because chaining is a technique where an English word is finger spelled, pointed to in print (or signed) and finger spelled again (finger spelling, sign for word, finger spelling) — or, alternately, sign for word, finger spelling, sign for word. <b>Option D is incorrect</b> because a literature circle is a strategy where students read a piece of literature and then meet to discuss it.</p> <p><a href="#">Back to Question</a></p>
24	007	D	<p><b>Option D is the correct answer.</b> The bilingual-bicultural approach is the only option that uses ASL as described and as a bridge to teaching English. <b>Option A is incorrect</b> because total communication does not use ASL as described. Instead, it uses both signs and speech and is often referred to as simultaneous communication. It generally means talking and signing at the same time. <b>Option B is incorrect.</b> The auditory-verbal approach does not use ASL; it focuses on listening skills and verbal communication. <b>Option C is incorrect</b> because the Cued Speech approach does not use ASL; it uses a system of hand cues to make English sounds visible.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
25	010	B	<p><b>Option B is the correct answer</b> because using base or root words, prefixes and suffixes to make new words helps students to increase vocabulary knowledge. <b>Option A is incorrect</b> because, although incidental language is indeed a challenge for a deaf student, social chatting is not as structured as explicit instruction in meeting the goal of vocabulary development. <b>Option C is incorrect</b> because tracking the use of new words does not build vocabulary; it provides evidence teaching has or has not been successful. <b>Option D is incorrect</b> because if a teacher of deaf students consistently responds with the same words and phrases, there will be little-to-no new vocabulary development essential to improving reading comprehension.</p> <p><a href="#">Back to Question</a></p>
26	010	C	<p><b>Option C is the correct answer</b> because surveys of teachers and other studies indicate that visual hand cues, or visualized phonics, are useful in increasing phonemic awareness and decoding skills and building the vocabulary of deaf and hard-of-hearing students. <b>Option A is incorrect</b> because basal readers are used once the student has acquired a beginning facility with identifying sight words and sounds as they appear in print. <b>Option B is incorrect</b> because Signed Exact English represents literal English and is used to supplement signed language. It presupposes a high degree of phonemic awareness. <b>Option D is incorrect</b> because captioned videos assume the student has some fluency in reading word or signs.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
27	013	D	<p><b>Option D is the correct answer.</b> The Individuals with Disabilities Education Act (IDEA) defines learning disabilities and requires that appropriate testing be conducted before classifying a student as having a disability. <b>Option A is incorrect.</b> NCLB was designed to ensure that all students receive a standards-based education. <b>Option B is incorrect.</b> ESEA was designed to fund primary and secondary education, while emphasizing that all students should have equal and fair access to a good education. <b>Option C is incorrect.</b> This law was important for the education of deaf children; however, it applies to the validity and reliability of testing.</p> <p><a href="#">Back to Question</a></p>
28	015	C	<p><b>Option C is the correct answer</b> because the teacher pays attention to the story Johnny is telling and shows respect for, and interest in, Johnny’s account by asking a few questions. The teacher thus models the correct use of signs in an informal way. By following up later, the teacher shows continued interest in Johnny’s account of the game and continues to model correct sign language. <b>Option A is incorrect</b> because it is rude to repeat Johnny’s story for the group just because he made sign errors. A student might be discouraged from sharing his experiences if listeners are so critical. <b>Option B is incorrect</b> because lunch period is not the time for a formal lesson. It is a time to relax and enjoy being with one’s friends and teachers. <b>Option D is incorrect</b> because such a corrective approach might dampen Johnny’s wanting to tell his friends and teachers about his experiences.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
29	013	A	<p><b>Option A is the correct answer</b> because support of family engagement is a key component of the law passed in 2010 that provides support to engage parents as partners in raising student achievement. <b>Option B is incorrect</b> because the Common Core State Standards define what students should be learning; they are not incentives to encourage schools to work with parents to meet the standards. They will not be adopted by Texas. <b>Option C is incorrect</b> because Healthy Lifestyles is a program of the national Parent-Teacher Association (PTA) that focuses on nutrition and physical activity. <b>Option D is incorrect</b> because Pell Grants help students pay for their college education.</p> <p><a href="#">Back to Question</a></p>
30	013	C	<p><b>Option C is the correct answer.</b> The Easterbrook research study from 2009 supports the phenomenon of enculturation and the tendency for teachers to follow the rule, "When in Rome, do as the Romans do." The study followed 23 teachers from three different schools. The teachers were more likely to align themselves with a school's culture than to follow what they knew to be best practices. <b>Option A is incorrect</b> because there is no evidence pointing to poor pre-service training; however, with mainstreaming, there are fewer positions available for deaf educators. <b>Options B and D are incorrect</b> because there is no evidence to show that teachers of deaf students work longer hours than teachers in regular education or have fewer continuing-education experiences.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
31	013	A	<p><b>Option A is the correct answer</b> because this is an excerpt taken directly from the Texas Deaf Children’s Bill of Rights, a state law that recognizes the unique communication and language needs of deaf and hard-of-hearing children. <b>Option B is incorrect</b> because according to the law, an ARD committee does not need to approve the student’s right to the opportunities described. <b>Option C is incorrect</b> because the statement “use American Sign Language” does not appear in the law. <b>Option D is incorrect</b> because the law states “a sufficient number of peers” not “at least three.”</p> <p><a href="#">Back to Question</a></p>
32	015	D	<p><b>Option D is the correct answer</b> because giving the deaf and hard-of-hearing students a certain amount of freedom to move around the room would help them transition to the new environment. In the situation described, the students who were accustomed to sitting still and working quietly would model and influence the behavior of the smaller group of deaf and hard-of-hearing students. <b>Option A is incorrect</b> because an after-school class for kindergarten students is not practicable. A better solution in this situation would be a total communication plan. <b>Option B is incorrect</b> because the purpose was to team teach, and splitting the group into two separate groups, each with its own teacher, avoids team teaching. <b>Option C is incorrect</b> because tutoring is not an option at the first-grade level. Curriculum coverage needs to be addressed in other ways. One possibility is for the deaf education teacher to provide additional small-group instruction in the classroom while other students are working on individual activities.</p> <p><a href="#">Back to Question</a></p>



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## Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

### JOURNALS

*Journal of Deaf Studies and Deaf Education*, Oxford University Press.

### OTHER RESOURCES

- Gregory, S., Knight, P., McCracken, W., Powers, S., and Watson, L. (2002). Reprinted. *Issues in Deaf Education*. London: David Fulton Publishers.
- Marschark, M. (2009). *Raising and Educating a Deaf Child: A Comprehensive Guide to the Choices, Controversies, and Decisions Faced by Parents and Educators*, Second Edition. New York, N.Y.: Oxford University Press.
- Marschark, M., Lang, H. G., and Albertini, J. A. (2002). *Educating Deaf Students: From Research to Practice*. New York, N.Y.: Oxford University Press.
- McAnally, P. L., Rose, S., and Quigley, S. P. (2007). *Reading Practices with Deaf Learners*, Second Edition. Austin, Texas: Pro ed.
- Moore, D. F. (2001). *Educating the Deaf: Psychology, Principles, and Practices*, Fifth Edition. Boston, Mass.: Houghton Mifflin Company.
- Ogden, P. W. (1996). *The Silent Garden: Raising Your Deaf Child*. Washington, District of Columbia: Gallaudet University Press.
- Paul, P. V. (1997). *Literacy and Deafness: The Development of Reading, Writing, and Literate Thought*. Upper Saddle River, N.J.: Allyn and Bacon.
- Rose, S., McAnally, P. L., and Quigley, S. P. (2004). *Language Learning Practices with Deaf Children*, Third Edition. Austin, Texas: Pro ed.
- Scheetz, N. A. (2000). *Orientation to Deafness*, Second Edition. Needham Heights, Mass.: Allyn and Bacon.
- Schirmer, B. R. (2000). *Language and Literacy Development in Children Who Are Deaf*, Second Edition. Needham Heights, Mass.: Allyn and Bacon.
- Stewart, D. A., and Clarke, B. R. (2003). *Literacy and Your Deaf Child: What Every Parent Should Know*. Washington, District of Columbia: Gallaudet University Press.
- Stewart, D. A., and Kluwin, T. N. (2001). *Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum*. Needham Heights, Mass.: Allyn and Bacon.

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## **ONLINE RESOURCES**

Alexander Graham Bell Association for the Deaf and Hard of Hearing — [www.agbell.org](http://www.agbell.org)

American Society for Deaf Children — [www.deafchildren.org](http://www.deafchildren.org)

American Speech and Hearing Association — [www.asha.org](http://www.asha.org)

CEC — CED Standards — [www.deafed.net/activities/cec-ced1.htm](http://www.deafed.net/activities/cec-ced1.htm)

Components of the Deaf Child's Bill of Rights — [www.iadeaf.org](http://www.iadeaf.org)

Gallaudet Research Institute — [www.research.gallaudet.edu](http://www.research.gallaudet.edu)

Journal of Deaf Studies and Deaf Education — [www.jdsde.oxfordjournals.org](http://www.jdsde.oxfordjournals.org)

National Association of the Deaf — [www.nad.org](http://www.nad.org)

National Deaf Education Project — [www.ndepnow.org](http://www.ndepnow.org)

Texas Association of the Deaf — [www.deaftexas.org](http://www.deaftexas.org)

Texas Education Agency — [www.tea.state.tx.us/deaf](http://www.tea.state.tx.us/deaf)