

Education of Deaf and Hard of Hearing Students (0271)

Test at a Glance

Test Name	Education of Deaf and Hard of Hearing Students		
Test Code	0271		
Time	2 hours		
Number of Questions	40 multiple-choice questions and 2 constructed-response questions		
Format	40 multiple-choice questions are first in the test and they should take approximately 1 hour to answer; the 2 constructed-response questions are last in the test and they should take approximately 1 hour to answer		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Human Development and the Learning Process II. Educational Policies and Practices III. Constructed Response: Integrating and Applying Knowledge	19 21 2	23% 27% 50%

About This Test

The Education of Deaf and Hard of Hearing Students test measures the core knowledge and skills needed to teach deaf and hard of hearing students. The knowledge and skills have been judged to be necessary for safe and effective practice and needed at the time of entry into the profession. The test is designed for people who recently completed a teacher preparation program to teach deaf and hard of hearing students.

A committee of experts in the field used the results of a job analysis study to identify the core knowledge taught in teacher preparation programs. The job analysis study included a nationwide survey of educators whose focus is the education of deaf and hard of hearing students. The committee included deaf, hard of hearing, and hearing educators who are experts in the education of deaf and hard of hearing students. Both the educators surveyed for the job analysis study and the committee of experts included representation from various points of view about how deaf and hard of hearing students should be educated. This range of perspectives was maintained throughout the test development process, from research through the pretesting of test questions.

This test may contain some questions that will not count toward your score.

The test has two parts: Part A has 40 multiple-choice questions; Part B has 2 constructed-response questions. The parts are not separately timed. Some multiple-choice questions may present information and ask the examinee something specific to the information. Other multiple-choice questions may ask about basic core knowledge and processes. The constructed-response questions require examinees to apply their knowledge of the field to situations they may face in teaching deaf and hard of hearing students. The constructed-response questions can be answered from different philosophical perspectives.

Topics Covered

Descriptions of representative topics covered in each category are presented below.

I. Human Development and the Learning Process

- Social, cultural, and psychological considerations in the education of deaf and hard of hearing students, including
 - deaf culture and history
 - issues of cultural diversity, especially as they relate to the education of deaf and hard of hearing students
 - factors affecting developmental characteristics of deaf and hard of hearing students
 - factors affecting social development of deaf and hard of hearing students and the impact of educational placement on social development
 - issues facing families with deaf and hard of hearing children
 - resources and support networks
- Physiological aspects of deafness and hearing loss, including
 - structure and function of the ear as related to hearing loss and deafness
 - causes of deafness and how they may impact a child's development and education
 - audiology with particular attention to the interpretation of audiograms and the use of amplification as they relate to auditory learning
 - medical and surgical issues relating to deafness and hearing loss in children and youth
- Language development and use, including
 - linguistic structure of spoken languages (with focus on English)
 - first language acquisition of spoken languages (with focus on English acquisition by hearing children)
 - role of literacy, literary forms, and oral history of spoken and signed languages
 - current strategies for fostering language and literacy development in hearing students
 - current research related to fostering literacy development in deaf and hard of hearing students

- traditional and current strategies for fostering spoken and/or written language development in deaf and hard of hearing students
- theories about and traditional and current strategies for fostering speech development in deaf and hard of hearing students
- theories about and strategies for development of residual hearing (aural habilitation) in deaf and hard of hearing students
- history of signed languages—with focus on American Sign Language (ASL)
- linguistic structure of signed language (with focus on ASL)
- ASL literature and oral history
- what it means to be literate in a signed language
- language acquisition of ASL and other signed languages as first languages
- research on the linguistics of ASL
- research on signed language development in deaf and hard of hearing students
- theories and practices for assessing and fostering signed language development in deaf and hard of hearing students

II. Educational Policies and Practices

- Historical trends in educational policy affecting the education of deaf and hard of hearing students, including
 - past and current trends in types of school placements for deaf and hard of hearing students and enrollment patterns of deaf and hard of hearing students in various types of placements
 - past and current trends in language/communication philosophies and policies in school programs for deaf and hard of hearing students
 - past and current trends in the employment of deaf and hard of hearing teachers in school programs for deaf and hard of hearing students

- Legislation relevant to the education of deaf and hard of hearing students, including
 - legislation and litigation relevant to deaf and hard of hearing individuals
 - issues in legislation relevant to educating deaf and hard of hearing students
- Programming and placement, including
 - process of developing and implementing an Individualized Family Service Plan, an Individualized Educational Program (IEP), and/or an Individualized [School to Work] Transition Program
 - roles and responsibilities of various professionals in schools and programs for deaf and hard of hearing students
 - placement and programming issues for deaf and hard of hearing students with additional disabilities
 - placement and programming issues for deaf and hard of hearing students from racially, culturally, ethnically, and linguistically diverse backgrounds
- Curriculum planning and instruction, including
 - how to select, adapt, and design curricular methods and strategies for teaching deaf and hard of hearing students
 - how to interpret and use test results obtained by other professionals
 - how to select, adapt, and design instruments to assess learning in deaf and hard of hearing students

Sample Test Questions

The eight sample questions are examples of the kinds of questions in the test. These sample questions do not cover all of the content in the test. Also, on the actual test, the questions may be easier or more difficult than the sample questions. Each sample multiple-choice question is followed by a brief explanation of the correct response. The sample constructed-response question is followed by two sample answers. The scoring guide explains how the answers were scored.

PART A: MULTIPLE-CHOICE QUESTIONS

Directions: Each of the questions or statements below is followed by four choices (A, B, C, and D). Select the best response to each question.

1. Each year a reference book is published that describes United States and Canadian
- schools and programs for deaf students
 - university and college programs that prepare professionals who work with deaf students
 - other supportive and rehabilitative programs for deaf individuals

This reference book is a special issue of

- (A) The Volta Review
- (B) A Deaf American Monograph
- (C) American Annals of the Deaf
- (D) The Endeavor

Questions 2–5 are based on the case description below.

STUDENT: Kerry Woo

- Kerry is a 7-year-old student.
- Kerry has a severe bilateral sensorineural hearing loss.
- Kerry's parents are hearing and speak Cantonese at home.
- Kerry has poor English skills and poor sign language skills.
- Kerry's family moved to the school district three months ago.
- Kerry frequently is sent to the principal for misbehaving in class.

A teacher is responsible for planning Kerry's first Individualized Education Program (IEP) conference at school.

2. What should the teacher do first to prepare for Kerry's IEP conference?
- (A) Arrange payment for a Cantonese interpreter.
 - (B) Inform the school psychologist of the IEP conference date.
 - (C) Gather data on Kerry's functioning in all areas (e.g., academic, social).
 - (D) Develop the IEP plan to give to Kerry's parents at the conference.
3. The psychologist tells the IEP team that Kerry's IQ score is 87. What should be the team's immediate response?
- (A) Reject this information because IQ scores are invalid for deaf students.
 - (B) Begin identifying programs for mildly retarded students who are deaf or hard of hearing.
 - (C) Use this IQ score and begin developing IEP goals and objectives for the year.
 - (D) Ask the psychologist if this IQ score is from the performance scale or the verbal scale of an IQ test.
4. At the IEP conference, the LEA representative must inform Kerry's parents that
- (A) there are limited in-school services available for Kerry
 - (B) they may have time to review the proposed IEP plan before signing it
 - (C) they are required to keep a record of how Kerry communicates at home
 - (D) they must pay for Kerry's transportation to and from any special services outside the school

5. If Kerry's parents are dissatisfied with the IEP plan, they may
- (A) request a due process hearing
 - (B) ask for another IEP conference after 6 months
 - (C) require the school to provide the services the parents desire
 - (D) transfer Kerry to another placement at the school district's expense
6. Which statement is true about the acquisition of American Sign Language (ASL)?
- (A) The grammar of ASL can easily be mastered by the age of five.
 - (B) ASL does not have a developmental sequence for acquisition.
 - (C) ASL can be mastered at any time in life.
 - (D) ASL can be naturally acquired as a first language by hearing or deaf children of deaf parents.
7. What is most characteristic of the cause and effect of a malformed or missing outer ear?
- (A) The cause is congenital; there is no effect on hearing.
 - (B) The cause is congenital; there is conductive hearing loss.
 - (C) The cause is acquired; there is no effect on hearing.
 - (D) The cause is acquired; there is mixed loss of hearing.

PART B: CONSTRUCTED-RESPONSE QUESTIONS

This part presents one sample constructed-response question and two sample responses to the question. This question is similar to those that appear in Part B of the test. The scoring process is described. Then, examples of two different responses to the question are shown: one strong and one weak response.

- Examinees do not know in advance what questions they will be asked. Each examinee must decide in the testing situation how to respond. Examinees' responses may not be the same as if the responses were written and revised in class or at home. The people who score the responses keep this in mind while reading the responses.
- The people who are specially trained to score the responses to these questions are called "readers." Readers are sensitive to the diverse language backgrounds examinees may have. Readers are experienced educators who are familiar with the content of the test. They are also aware of the various philosophical perspectives in the field of teaching students who are deaf and hard of hearing.
- Each response is read and scored by two readers. If the scores differ by more than one point, a third reader will score the response.

The scoring guide used by readers to score constructed-responses on this test appears on page 6.

SCORING GUIDE

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- Answers all parts of the question clearly and successfully
- Demonstrates a *thorough understanding* of the aspects of the case or situation that are relevant to the question
- Responds appropriately to *all* parts of the question
- If a rationale or an explanation is required, provides a *well-supported* rationale or a strong explanation that is *well supported* by relevant details
- Demonstrates a *strong knowledge* of concepts, theories, facts, procedures, or methodologies in education that are relevant to the question

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- Answers all important parts of the question adequately
- Demonstrates a *basic understanding* of the aspects of the case or situation that are relevant to the question
- Responds appropriately to a *significant* portion of the question
- If a rationale or an explanation is required, provides an *adequately supported* rationale or an explanation *adequately supported* by relevant details
- Demonstrates an *adequate knowledge* of concepts, theories, facts, procedures, or methodologies in education that are relevant to the question

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- Answers only a few minor aspects or none of the aspects of the question successfully
- Demonstrates *misunderstanding* of the aspects of the case or situation that are relevant to the question
- Fails to respond appropriately to a significant portion of the question
- If a rationale or an explanation is required, provides a *weak* rationale or explanation that is *not well supported* by relevant details
- Demonstrates a *weak knowledge* of concepts, theories, facts, procedures, or methodologies in education that are relevant to the question

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- Blank, off-topic, or totally incorrect response; merely rephrases the question

Directions for Constructed Response Questions: There is one constructed-response question below. At a test administration, you will write your answers to constructed-response questions in the space provided in the answer book. **CAREFULLY READ AND FOLLOW THE SPECIFIC DIRECTIONS FOR THE QUESTION.** If the question has more than one part, be sure to answer each part of the question. Label each part of your answer by writing only the letter (e.g. A, B, C) before your answer to each part.

Directions for Question 8: Information about a student named Mark is shown in the box below. Read the information in the box carefully. Use this information to answer both parts of this question about Mark. Be sure to support your answers with appropriate details and specific examples.

Question 8

- Mark is a 12-year-old student.
- Mark is profoundly deaf.
- Mark is in a day program for deaf and hard of hearing students.
- Mark has been in a self-contained classroom throughout his educational program.
- Mark has a history of behavioral problems.
- Mark has just been diagnosed as having learning disabilities.
- Mark is about to have his annual review.

- A. Mark's parents will meet with a multidisciplinary team of four professionals to plan Mark's IEP for the next school year. Identify four professionals who might be on the team.
- B. The same four professionals will work together following the meeting. Describe the role of each professional and how they will work together on the team to implement the IEP.

Sample Response That Received a Score of 3

- A. 1. Teacher in the area of deaf and hard of hearing students
2. Specialist in learning disabilities
3. Psychologist
4. Counselor
- B. Teacher—use knowledge of deaf and hard of hearing students and sign language to assist team in the aspects of deaf education and family “dynamics” of deaf students with hearing parents or deaf parents . . . deaf awareness. Provide input for development and implementation of academic and behavioral objectives for Mark.

Specialist in learning disabilities—Provide information and resources about learning disabilities. Assist in assessment, recognition and understanding of Mark’s disability. Help team see implications of Mark’s disability. Suggest strategies for Mark’s learning.

Psychologist—assist team in figuring out and understanding reasons behind Mark’s behavioral problems. Develop ideas on how to handle the problems. Coordinate the assessment of Mark’s progress. Help team members interpret assessments.

Counselor—work with Mark to help him understand the learning disability, how Mark can adjust, and strategies he can use to succeed in school. Work with Mark on reasons for behavior and/or implementing any kind of plan toward changing the behavior.

The team members can complement each other by exploring their own areas of expertise and each giving their own perspectives on the situation. From this the team will begin to have a more holistic view of Mark. Then as they begin to understand what’s happening—perhaps the learning disability is contributing to the behavior problems—they can develop a plan. For example, the psychologist may have an idea for behavior which the counselor can “translate” into an action plan for Mark and explain it to Mark. The learning disabilities specialist may have ideas on strategies Mark can use yet have no idea how to convey them or put them into usable terms for Mark whereas the teacher would be able to assist this specialist in figuring that out. The teacher may take a more informal approach while the learning disabilities expert may take a more formal approach to looking at Mark’s academic performance. The two combined would then have a clearer picture of what’s happening. The same could hold true with the psychologist and counselor with the psychologist taking a more formal approach and the counselor a more informal approach.

Additionally the psychologist’s test results may not be valid or normed for deaf students; or the learning disabilities specialist’s test may not be normed for deaf students; or the tests may not be comprehensible to Mark. Therefore the teacher could assist in modification of the tests (of course now they are informal) and assist in making the test more comprehensible.

The counselor or psychologist may need to better understand the implications of deafness . . . something the teacher would be able to assist with.

The development of the plan, therefore, would make use of each team member’s expertise to develop a holistic view of Mark. The implementation of the plan might involve the counselor and teacher working together more closely with Mark than the other two; yet periodically the whole team would get together to review progress, adjust the plan where necessary and decide the next steps.

Sample Response That Received a Score of 1

- A. Psychologist/behavior management
Teacher
Audiologist
Parent
- B. Psychologist can find out why Mark is having problems and help him with behavior management. Teacher can decide what type of program could be effective behavior management.

Audiologist will supervise hearing aid use and non-educational aspects of Mark’s hearing loss.

Parent can help extend behavior management into the home and possibly help with subject areas.

Answers

1. The best answer is C. Founded in 1847, *American Annals of the Deaf* is an official publication of the Conference of Educational Administrators Serving the Deaf and the Convention of American Instructors of the Deaf. One reference issue about programs and services for the deaf is published each year.
2. The best answer is C. All data gathered in evaluating Kerry's functioning in all areas are needed by the IEP team members. This team will use the data to determine the placement it will recommend for Kerry when the team meets with her parents at the IEP conference.
3. The best answer is D. The IEP team must know the basis for the IQ score to evaluate if it is appropriate to use in developing Kerry's IEP plan.
4. The best answer is B. According to federal laws relevant to individuals with disabilities, parents are to have access to all records relevant to their children's evaluation and placement. Parents may have time to consider the evaluation and the placement before signing the IEP plan.

5. The best answer is A. If Kerry's parents are dissatisfied with her initial evaluation and placement, according to federal laws relevant to individuals with disabilities, Kerry's parents may request and obtain an independent evaluation.
6. The best answer is D, the only answer choice supported by research. Choices A, B, and C are incorrect because research has shown that ASL is like other natural languages, spoken or signed. It is acquired in a developmental sequence that parallels that of spoken languages and the critical-stage theory with its implications for late acquisition is relevant.
7. The best answer is B. People with an occluded or malformed outer ear commonly have a conductive hearing loss of up to 60 decibels (dB).



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