

Illinois Licensure Testing System

STUDY GUIDE

Teacher of Students
Who Are Deaf or
Hard of Hearing (151)

**This test is now delivered
as a computer-based test.**

**See www.il.nesinc.com for
current program information.**

Illinois State Board of Education

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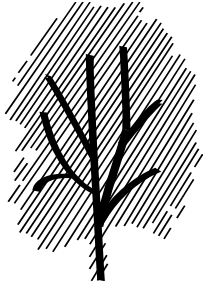
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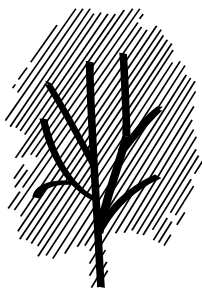
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General Information About the Illinois Licensure Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Licensure Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ILTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEACHER OF STUDENTS WHO ARE DEAF OR HARD OF HEARING TEST OBJECTIVES

- I. Foundations and Characteristics
- II. Assessing Students and Developing Individualized Education Programs (IEPs)
- III. Planning and Delivering Instructional Content
- IV. Managing the Learning Environment and Promoting Students' Communication and Social Interaction Skills
- V. Maintaining Effective Communication, Collaboration, and Professionalism

SUBAREA I—FOUNDATIONS AND CHARACTERISTICS

0001 Understand processes of human development and factors that affect development and learning.

For example:

- Demonstrate knowledge of the similarities and differences in the cognitive, physical (including sensory), cultural, social, and emotional development and needs among individuals with and without disabilities.
- Demonstrate knowledge of communication theory, language development, and the role of language, communication modes, and communication patterns in learning for individuals with and without disabilities.
- Demonstrate knowledge of typical progression of motor development and patterns of atypical motor development (e.g., abnormal muscle tone, persistence of primitive reflexes).
- Demonstrate knowledge of systems (e.g., family, community) that influence development and learning and the effects of a child's and family's cultural and environmental milieu, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse on learning, communication, and behavior.

0002 Understand characteristics of students with hearing loss.

For example:

- Demonstrate knowledge of the structure and function of auditory systems, audiological assessments, and auditory interventions, including but not limited to hearing aids, cochlear implants, assistive technology, and auditory training.
- Demonstrate knowledge of various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in students who are deaf or hard of hearing.
- Recognize cultural dimensions that being deaf or hard of hearing may add to the life of a child.
- Demonstrate familiarity with research in cognition related to children who are deaf or hard of hearing.
- Recognize differences in quality and quantity of incidental language/learning experiences that children who are deaf or hard of hearing may experience.
- Demonstrate familiarity with the process of developing a descriptive profile of a student who is deaf or hard of hearing (e.g., components of a case study).
- Demonstrate an understanding of current theories of how languages (e.g., ASL, English) develop in both children who are hearing and those who are deaf or hard of hearing.

0003 Understand the significance of hearing loss for human development and learning.

For example:

- Demonstrate knowledge of communication features (e.g., visual, spatial, tactile, and/or auditory) salient to learners who are deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development.
- Demonstrate an understanding of the effects that the age of onset of loss, age of identification, and provision of services have on the development of children who are deaf or hard of hearing.
- Demonstrate knowledge of the effects of families and/or primary caregivers on the overall development of children who are deaf or hard of hearing.
- Demonstrate knowledge of the effects of sensory input on the development of language and cognition of children who are deaf or hard of hearing.
- Recognize that hearing loss alone does not necessarily preclude typical academic development, cognitive development, or communication ability.
- Recognize the impact of early comprehensible communication on the academic, linguistic, social/emotional, and cultural development of children who are deaf or hard of hearing.

0004 Understand the philosophical, historical, and legal foundations of education for students who are deaf or hard of hearing.

For example:

- Demonstrate knowledge of current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services to individuals with all types of disabilities across the age range, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care, and assistive technology.
- Demonstrate knowledge of current educational definitions of students with hearing loss, including identification criteria, labeling issues, current incidence and prevalence figures, and issues in definitions and identification procedures for individuals who are deaf or hard of hearing (e.g., cultural versus medical perspective).
- Demonstrate knowledge of models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practice(s) for students who are deaf or hard of hearing, as consistent with program philosophy.
- Recognize the impact of various educational placement options (from the perspective of the needs of any given child who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social/emotional development.
- Identify the major contributors to the growth and improvement of knowledge and practice in the field of education of children who are deaf or hard of hearing.
- Demonstrate an understanding of the rights and responsibilities of parents/guardians, students, teachers, and schools as they relate to students who are deaf or hard of hearing.

0005 Understand various types of disabilities and the characteristics of students with special needs.

For example:

- Demonstrate knowledge of major genetic and environmental etiologies of cognitive, sensory, emotional, and physical disabilities.
- Demonstrate knowledge of differential characteristics of various disabilities, including levels of severity and multiple disabilities, and their influence on development and learning.
- Demonstrate knowledge of psychological and social/emotional characteristics of individuals with disabilities, the effects of dysfunctional behavior on learning, and the differences between emotional disorders and other disabling conditions.
- Demonstrate knowledge of indicators of possible sensory loss and of the effects of sensory disabilities on learning, the development of language, and experience, including the effects on cultural development and familial structures.
- Demonstrate knowledge of basic functions of the body systems in relation to common medical conditions, medical aspects of conditions affecting individuals with disabilities, and the effects of various medications on the educational, cognitive, physical (including sensory), social, and emotional behavior of individuals with disabilities.
- Demonstrate knowledge of the effects of physical disabilities and emotional disorders on learning within the general education curriculum and methods for accessing information on exceptional conditions when planning educational or transitional programs.

0006 Understand the philosophical, historical, and legal foundations of special education.

For example:

- Demonstrate understanding of historical, legal, and philosophical foundations and historical and current issues and trends (e.g., family-centered education, community-based settings, interagency collaboration) in the field of education of children who are deaf or hard of hearing and all subfields of special education.
- Demonstrate knowledge of the rights and responsibilities of parents/guardians, students, teachers, and other professionals and schools as they relate to an individual's learning needs and educational programs.
- Apply knowledge of ways to conduct professional activities (e.g., screening, assessment, diagnosis, provision of instruction) consistent with the requirements of law, rules and regulations, and local district policies and procedures.

SUBAREA II—ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

0007 Understand types and characteristics of assessment instruments and methods.

For example:

- Demonstrate knowledge of terminology used in assessment.
- Demonstrate knowledge of the strengths and limitations of various assessment instruments and the role of assessment as an educational process.
- Demonstrate knowledge of types and characteristics of educational assessment processes and strategies for identifying students' learning characteristics, modes of communication, and special needs; monitoring student progress; supporting students' continuous development; and evaluating learning strategies and instructional approaches.
- Demonstrate knowledge of legal provisions, regulations, and guidelines regarding assessment of individuals with disabilities.

0008 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students who are deaf or hard of hearing.

For example:

- Demonstrate knowledge of methods for gathering and analyzing communication samples from students who are deaf or hard of hearing, including verbal and nonverbal acts.
- Demonstrate knowledge of the legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with students who are deaf or hard of hearing.
- Apply knowledge of the principles and procedures for adapting or designing assessments to maximize accurate assessment of a student's knowledge and performance and of the accommodations and modification of national, state, and local assessments and the Illinois Alternative Assessment.
- Demonstrate knowledge of strategies for assessing learning environments, designing and implementing functional assessments of individuals' behavior within those environments, and components of behavior intervention plans.
- Demonstrate knowledge of considerations and procedures used in assessing an individual's assistive technology needs and accessibility to and progress through the general education curriculum.
- Demonstrate knowledge of terminology used in the assessment of children who are deaf or hard of hearing.

0009 Understand procedures used for screening, identifying, and referring students who are deaf or hard of hearing.

For example:

- Demonstrate an understanding of the components of an adequate evaluation for eligibility placement, program planning, and support service (e.g., special test, Computer Assisted Real Time [CART], interpreters, amplification options) decisions for students who are deaf or hard of hearing.
- Demonstrate an understanding of the special policies regarding referral and placement procedures (e.g., Federal Policy Guidance, 1992, 1994) for students who are deaf or hard of hearing.
- Demonstrate knowledge of assessment tools using the natural/native/preferred language of the student who is deaf or hard of hearing.
- Apply knowledge of strategies for collaborating with families and other professionals in conducting individual assessments and of guidelines for making referrals to specialists when more in-depth information about a child's needs is required for making educational decisions.
- Demonstrate knowledge of exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH) appropriate for students who are deaf or hard of hearing.
- Apply knowledge of procedures for gathering background information regarding students' academic, developmental, medical, and family history and methods for creating and maintaining accurate records for use in selecting, adapting, or developing appropriate assessments for students with disabilities.

0010 Understand how to interpret and communicate assessment results.

For example:

- Apply knowledge of principles for interpreting information from formal and informal assessment instruments and procedures to evaluate the results of instruction and match necessary supports to individual learners' needs.
- Apply knowledge of how to use data and information from teachers, audiologists, other professionals, individuals with disabilities, and parents/guardians to determine appropriate modifications in learning environments, curriculum, and instructional strategies.
- Demonstrate knowledge of the influence of diversity on assessment processes.

0011 Understand procedures for developing and implementing Individualized Education Programs (IEPs), Individual Family Service Plans (IFSPs), and transition plans.

For example:

- Demonstrate knowledge of issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds.
- Apply knowledge of strategies for collaborating with individuals with disabilities, parents/guardians, teachers, and other school and community personnel to develop and implement individual student programs (e.g., IEPs, IFSPs, transition plans).
- Apply knowledge of the continuum of placements and services when making educational decisions for students with all types of disabilities.
- Demonstrate knowledge of the concept of longitudinal transition plans and considerations and procedures for using knowledge of a student's cognitive, communication, physical, cultural, social, and emotional characteristics in transition planning.
- Apply knowledge of guidelines for developing lesson plans that incorporate curriculum, learning standards, and instructional strategies with IEP goals and benchmarks or objectives.
- Demonstrate familiarity with model programs (e.g., Gallaudet, National Technical Institute for the Deaf [NTID/RIT], California State University at Northridge [CSUN]), including career/vocational and transition, that have been effective for students with hearing losses.

SUBAREA III—PLANNING AND DELIVERING INSTRUCTIONAL CONTENT

0012 Understand how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for students who are deaf or hard of hearing.

For example:

- Demonstrate knowledge of methods for modifying the instructional process and classroom environment (e.g., teacher's style, acoustic environment, availability of support services, appropriate technologies) to meet the physical, cognitive, cultural, and communication needs of the child who is deaf or hard of hearing.
- Demonstrate knowledge of how teacher attitudes and behaviors positively or negatively influence the behavior of individuals with disabilities.
- Demonstrate knowledge of the process for inventorying instructional environments to determine whether physical adaptations to the environment must be made to best meet a student's individual needs.
- Demonstrate knowledge of common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities.
- Demonstrate knowledge of the effects cultural and gender differences can have on communication in the classroom.
- Apply knowledge of strategies for facilitating a learning community in which individual differences are respected.

0013 Understand principles and techniques for preparing, selecting, using, and adapting specialized materials, equipment, and assistive technology for individuals with hearing loss and multiple disabilities.

For example:

- Demonstrate knowledge of the procedures and technologies required to educate students who are deaf or hard of hearing under one or more communication modes or philosophies.
- Demonstrate knowledge of methods for finding, selecting, designing, producing, and utilizing media, materials, and resources required to educate students who are deaf or hard of hearing under one or more communication modes or philosophies (e.g., bilingual-bicultural, total communication, oral/aural).
- Demonstrate knowledge of techniques/methods to address the unique needs of children who are deaf or hard of hearing and have additional needs (behavioral concerns, autism) or disabilities (cognitive delay, autism).
- Apply knowledge of strategies and techniques for arranging and modifying the learning environment (e.g., schedule, physical arrangement, transitions) to facilitate development, interaction, and learning according to students' physical, sensory, and behavioral needs.
- Demonstrate knowledge of basic classroom management theories and methods and ways in which technology and assistive/augmentative devices can assist with creating and managing the learning environment.
- Demonstrate familiarity with procedures for facilitating seating and mobility and managing specialized health care needs at school.

0014 Understand strategies for creating learning experiences that make content meaningful to all students.

For example:

- Demonstrate knowledge of the cognitive processes associated with the thinking process and various kinds of learning and how these processes can be stimulated and developed.
- Demonstrate knowledge of ways to anticipate students' conceptual frameworks and misconceptions for an area of knowledge and how to adjust for such misunderstandings when they impede learning using a variety of explanations and multiple representations of concepts that capture key ideas and help students develop conceptual understanding.
- Apply knowledge of methods for stimulating student reflection on prior knowledge, linking new ideas to already familiar ideas and experiences, and enhancing a reinforcer's effectiveness in instruction.
- Demonstrate knowledge of methods for developing short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.

0015 Understand the principles of instructional design and planning for students who are deaf or hard of hearing.

For example:

- Identify guidelines for the evaluation, selection, development, adaptation, and use of relevant, accurate, comprehensive, and age-appropriate instructional content, methods, materials, resources, technologies, sources of specialized materials, equipment, and visual and assistive technology, and learning experiences to promote students' skills in the use of technologies.
- Demonstrate familiarity with principles for designing a classroom environment and planning and implementing instruction that maximize opportunities for visually oriented and/or auditory learning in students who are deaf or hard of hearing and have multiple disabilities and special needs.
- Apply knowledge of principles for designing, implementing, and evaluating instructional programs that prepare individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world and enhance an individual's social participation in family, school, and community activities.
- Apply knowledge of principles for selecting, adapting, and implementing classroom management strategies for students who are deaf or hard of hearing that reflect understanding of each child's cultural needs, including a primarily visual deaf culture when appropriate, and of strategies that respond to curricular content and to developmental, cultural, linguistic, gender, and learning style differences.
- Apply knowledge of strategies for integrating academic instruction, affective education, and behavior intervention for individual learners and groups of learners and for facilitating maintenance and generalization of skills across learning environments.
- Demonstrate knowledge of issues, resources, and techniques for using instructional time effectively and efficiently while facilitating the integration of related services into the instructional program and the integration of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.
- Demonstrate familiarity with the principle of partial participation as it applies to students with disabilities and its use in planning instruction for all students.

0016 Understand principles and methods involved in individualizing instruction for students who are deaf or hard of hearing.

For example:

- Demonstrate knowledge of considerations and procedures for using knowledge of students' cognitive, communication, physical, cultural, linguistic, social, and emotional characteristics in planning instruction.
- Demonstrate knowledge of Deaf cultural perspectives related to effective instruction and classroom management for students with hearing loss and multiple disabilities.
- Apply knowledge of methods for analyzing individual and group performance to design instruction that meets learners' current needs in the cognitive, social, linguistic, cultural, emotional, and physical domains at the appropriate level of development.
- Demonstrate familiarity with first and second language teaching strategies (e.g., English through ASL or ESL) appropriate to the needs of the individual students who are deaf or hard of hearing.
- Demonstrate knowledge of the effects of second language acquisition on communication patterns of students who are deaf or hard of hearing and individuals with disabilities.

0017 Understand the scope, sequence, and concepts of the general education program.

For example:

- Apply knowledge of methods for evaluating curricula to determine the scope and sequence of academic content areas, including language arts, math, science, and social studies.
- Demonstrate familiarity with the scope and sequence of the general curriculum, the concepts of language arts, the concepts of math, and practices and curricular materials (e.g., technology) used in general education across the content areas.
- Demonstrate knowledge of the components of effective, research-supported instructional strategies and practices for teaching the scope and sequence in the academic, social, and vocational curricular domains.
- Apply strategies for planning and implementing transition programs appropriate to the age and skill level of the student.

SUBAREA IV—MANAGING THE LEARNING ENVIRONMENT AND PROMOTING STUDENTS' COMMUNICATION AND SOCIAL INTERACTION SKILLS

0018 Understand strategies and techniques used to support the development of social competency and life skills for students who are deaf or hard of hearing.

For example:

- Apply knowledge of effective instructional strategies that assist individuals with disabilities in developing self-monitoring, academic, and social skills; self-awareness, self-control, self-reliance, self-esteem, and self-determination; and the ability to manage their own behavior.
- Apply knowledge of effective instructional strategies for facilitating learning experiences that develop social skills and the characteristics of environments, including materials, equipment, and spatial arrangements, that facilitate development, learning, and interaction between and among students.
- Apply knowledge of principles for developing curricula relevant to life skills domains (i.e., domestic, recreation/leisure, vocational, and community).
- Apply knowledge of strategies for integrating study skills curriculum and the use of technology with delivery of academic instruction.

0019 Understand the development and implementation of behavior interventions for students who are deaf or hard of hearing.

For example:

- Apply knowledge of principles for developing, implementing, and evaluating the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities.
- Demonstrate knowledge of strategies for managing individual behavior and serious behavioral episodes, promoting conflict resolution, and for crisis prevention and crisis intervention.
- Apply knowledge of appropriate, nonaversive, least intrusive management procedures that can effectively address spontaneous behavioral problems.
- Apply knowledge of appropriate reinforcers, their use to enhance learning and motivation, and their evaluation.
- Apply knowledge of appropriate ways to collaborate with other educators and parents/guardians in the use of specific academic or behavior management strategies and counseling techniques.
- Apply strategies for identifying realistic expectations for student behavior in various settings.

0020 Understand cognitive, linguistic, and communication principles and theories related to students who are deaf or hard of hearing.

For example:

- Demonstrate a familiarity with ways of facilitating cognitive and communicative development in students who are deaf or hard of hearing.
- Demonstrate a familiarity with a variety of languages and communication modes used to instruct students who are deaf or hard of hearing.
- Demonstrate a familiarity with the components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use and current theories of how languages (e.g., ASL, English) develop in both children who are hearing and those who are deaf or hard of hearing.
- Demonstrate knowledge of information related to American Sign Language (ASL), the language(s), and communication modes or philosophies used with students who are deaf or hard of hearing.
- Demonstrate the ability to modify incidental language experiences to fit the visual and other sensory needs of children who are deaf or hard of hearing.
- Demonstrate the ability to design and implement appropriate strategies and activities to maximize literacy skills in children who are deaf or hard of hearing.
- Identify strategies for infusing speech skills into academic areas as consistent with the mode or philosophy used and the cognitive, linguistic, and communication abilities of the student who is deaf or hard of hearing.

0021 Understand strategies for promoting the communication skills of students who are deaf or hard of hearing.

For example:

- Demonstrate knowledge of processes for establishing ongoing interactions of students who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
- Demonstrate knowledge of strategies for facilitating communication processes between the child, his or her family, and other caregivers.
- Demonstrate knowledge of opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, state, and national levels.
- Demonstrate an understanding of ways to facilitate independent communication behavior in children who are deaf or hard of hearing.
- Demonstrate an understanding of ways to prepare students who are deaf or hard of hearing in the appropriate use of interpreters.
- Demonstrate knowledge of techniques of stimulation and use of residual hearing, based upon interpretation of audiological evaluation, in students who are deaf or hard of hearing consistent with program philosophy.
- Demonstrate knowledge of techniques/methods to develop speech skills for children who are deaf or hard of hearing and methods for creating varied opportunities for all students to use effective written, spoken, or signed communication.

SUBAREA V—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND PROFESSIONALISM

0022 Understand the role of the special education teacher in the collaborative learning community.

For example:

- Apply knowledge of strategies for collaborating with others as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback to enhance student learning.
- Demonstrate knowledge of the types and importance of information generally available from family, school officials, the legal system, and community service agencies.
- Demonstrate knowledge of factors that promote effective communication and collaboration with individuals, parents/guardians, families, and school and community personnel in a culturally responsive program.
- Demonstrate knowledge of the effects of family and community on development, behavior, and learning.
- Apply knowledge of the social, intellectual, and political implications of language use and effective written, verbal, and visual communication techniques that foster active inquiry, collaboration, and supportive interaction among professionals, parents/guardians, paraprofessionals, students, and community members.
- Apply knowledge of attitudes and behaviors that demonstrate commitment to developing the highest educational and quality-of-life potential for individuals with disabilities.

0023 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students who are deaf or hard of hearing.

For example:

- Apply knowledge of strategies for initiating collaboration with classroom teachers and other school personnel to integrate students who are deaf or hard of hearing into various social and learning environments and enhance student learning.
- Apply knowledge of considerations, approaches, and ethical practices for communicating with general educators, administrators, and other school personnel about characteristics and needs of students who are deaf or hard of hearing and ways to use that knowledge to develop an effective learning climate within the school.
- Apply knowledge of strategies for coordinating activities within related services to maximize instructional time.
- Demonstrate knowledge of roles and responsibilities of school-based medical and related services personnel in identifying, assessing, and providing services to students who are deaf or hard of hearing.

0024 Understand how to work effectively with paraprofessionals and support personnel.

For example:

- Demonstrate knowledge of techniques and strategies for training, planning, and directing activities for monitoring, evaluating, and providing feedback to paraeducators, volunteers, and peer tutors.
- Demonstrate knowledge of the roles and responsibilities of teachers and support personnel in educational practice for students who are deaf or hard of hearing (e.g., educational interpreters, tutors, note-takers).
- Demonstrate knowledge of methods for teaching students who are deaf or hard of hearing to use support personnel effectively (e.g., tutors, educational interpreters, note-takers).
- Demonstrate a familiarity with facilitating the coordination of support personnel (e.g., interpreters) to meet the diverse communication needs of the student who is deaf or hard of hearing and his or her primary caregivers.

0025 Understand how to promote positive school-home relationships.

For example:

- Demonstrate knowledge of family systems theory, variations in beliefs, traditions, values, family dynamics, and family structures across cultures within society; the effects of communication on the development of family relationships; and the effects of the relationships among child, family, and schooling.
- Demonstrate knowledge of typical concerns of families of students who are deaf or hard of hearing, including families transitioning into and out of the special education system, and appropriate strategies for planning and conducting collaborative conferences with families to address these concerns and to encourage and support families' active involvement in their children's programs and educational team.
- Apply knowledge of strategies for collaborating with parents/guardians to integrate students who are deaf or hard of hearing into various social and learning environments.
- Apply knowledge of considerations, approaches, and ethical practices for providing parents/guardians with information about students who are deaf or hard of hearing.
- Demonstrate knowledge of available resources to help parents/guardians of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children.
- Demonstrate knowledge of effective ways to provide families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children who are deaf or hard of hearing.

0026 Understand how to encourage school-community interactions that enhance learning opportunities for students with disabilities.

For example:

- Demonstrate knowledge of roles and responsibilities of professional groups and community organizations in identifying, assessing, and providing services to individuals with disabilities and of strategies for assisting students in planning for transition to adulthood including employment and community and daily life.
- Demonstrate awareness of resources, strategies, networks, organizations, and unique services, including possible local, state, and federal funding agencies and financial sources for secondary adult students, that work with individuals with hearing loss and their families to provide career, vocational, and transition support.
- Demonstrate knowledge of services provided by governmental and non-governmental agencies or individuals in the ongoing management of children who are deaf or hard of hearing.
- Apply knowledge of strategies for collaborating with community members to integrate individuals with hearing loss into various social and learning environments.
- Demonstrate knowledge of the roles of schools and other agencies related to young children and families within the larger community context.
- Apply knowledge of considerations, approaches, and ethical practices for providing community members with information about students who are deaf or hard of hearing.

0027 Understand the roles of teachers as professionals and leaders.

For example:

- Demonstrate knowledge of consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing and the process for acquiring the needed skills in modes or philosophy for which an individual was not prepared.
- Demonstrate knowledge of ways to interact with a variety of individuals who have hearing loss on an adult-to-adult level and the importance of actively seeking interaction with adults in the Deaf community to maintain/improve communication skills.
- Demonstrate knowledge of the importance of the teacher's serving as a role model and advocate for students.
- Apply knowledge of opportunities for and the benefits of participating in professional activities that may benefit professional colleagues as well as individuals with hearing loss and their families.
- Identify and describe signs of emotional distress, child abuse, and neglect and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- Demonstrate knowledge of methods for maintaining ethical responsibility to advocate for the least restrictive environment and appropriate services.

0028 Understand the practices and purposes of reflection, self-evaluation, and continuing education.

For example:

- Apply knowledge of how to formulate and communicate a personal philosophy of special education, including its relationship to general education.
- Demonstrate knowledge of personal and cultural biases and differences that affect one's teaching and interactions with others and the personal attitudes and biases that affect acceptance of individuals with disabilities.
- Recognize the benefits of mentorship and participating in professional dialogue and continuous learning to support one's development as a learner and a teacher.
- Apply knowledge of central concepts and methods of inquiry, methods for reflecting on practice, and strategies for pursuing a professional development plan that includes activities to remain current regarding research-validated practice.

0029 Understand legal and ethical issues relevant to special education.

For example:

- Apply knowledge of guidelines for maintaining confidentiality of medical and academic records and respect for privacy of individuals with disabilities.
- Apply knowledge of the practice of the profession in accordance with Council for Exceptional Children, Council on the Education of the Deaf, state, and professional ethical standards.
- Apply knowledge of attitudes and actions that demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- Apply knowledge of principles for exercising objective professional judgment in the practice of the profession.
- Demonstrate knowledge of laws, rules and regulations, procedural safeguards, and ethical considerations regarding discipline of individuals with disabilities.

TEACHER OF STUDENTS WHO ARE DEAF OR HARD OF HEARING PRACTICE TEST QUESTIONS

1. Generally, children are more prone to develop a sense of *learned helplessness* if they grow up in environments in which they:
 - A. believe that they must immediately comply with the wishes of adults.
 - B. are discouraged from interacting with other children.
 - C. perceive that their behavior has no effect on events around them.
 - D. have caregivers who have high expectations of them.
2. A child who is deaf and who is raised in a hearing environment is likely to have relatively limited incidental exposure to the use of language in adult interactions and social situations. This is most likely to affect the child's development in which of the following ways?
 - A. The child may be delayed in mastering components of language such as syntax and phonology.
 - B. The child's expressive vocabulary may be more extensive than his or her receptive vocabulary.
 - C. The child may be delayed in internalizing rules, customs, and social behaviors.
 - D. The child may have greater facility with abstract concepts than with concrete concepts.
3. Language acquisition research suggests that there is a limited period during which young children are especially receptive to developing certain types of linguistic knowledge, such as knowledge of syntax. Which of the following conclusions is most warranted based on this information?
 - A. Caregivers should establish as early as possible an effective form of linguistic communication with children who are deaf.
 - B. When communicating with children who are deaf, caregivers should avoid using idioms and figurative language.
 - C. Caregivers should provide clear positive and negative reinforcement for the communication attempts of children who are deaf.
 - D. When communicating with children who are deaf, caregivers should begin by using sentences with simple syntactic structures.

4. The criteria for determining that a student is eligible for special education due to an emotional disorder is based on whether he or she exhibits:
 - A. subaverage intellectual functioning that exists concurrently with deficits in adaptive behavior.
 - B. an inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - C. a developmental disability that substantially affects verbal and nonverbal communication.
 - D. normal intellectual skills with significantly delayed development in some areas of achievement.
5. When a multidisciplinary team is assessing a student to determine his or her eligibility for special education, the Individuals with Disabilities Education Act (IDEA) mandates that the team include:
 - A. an individual who is able to provide advocacy and support services for the family.
 - B. a physician who is qualified to determine the status of the student's overall health.
 - C. a teacher who is able to recommend placement options that will address the student's needs.
 - D. an individual who is familiar with the student's cultural and linguistic background.
6. In implementing a functional behavioral assessment, which of the following statements would be the most appropriate way to define an individual's behavior?
 - A. *Willy interrupts others during class discussions.*
 - B. *Jennifer behaves aggressively.*
 - C. *Lisa is hyperactive and does not pay attention.*
 - D. *Timothy is disruptive.*
7. When evaluating the needs of a high school student who is hard of hearing for Computer Assisted Real Time (CART), the Individualized Education Program (IEP) team's primary concern should be:
 - A. how often the student will require the support service.
 - B. whether the school district is able to obtain funding for the support service.
 - C. how long it will take the student to learn how to use the support service.
 - D. whether the support service will enable the student to be successful in the classroom.

8. A special educator and a general educator who co-teach in an elementary school communicate an attitude of high expectations for all students in their class. How will these expectations most likely affect the students with disabilities in their class?
- A. increasing their reliance on others for help in completing academic tasks
 - B. improving their academic performance and behavior
 - C. increasing their emotional and behavioral problems
 - D. improving their organizational and study skills
9. To help a high school student who is deaf and has a mild intellectual disability learn to generalize skills, which of the following instructional techniques would be most effective for a special educator to use?
- A. teaching tasks in multiple environments
 - B. breaking down tasks into a series of steps
 - C. teaching tasks through direct instruction
 - D. having the student learn tasks with a cooperative learning group
10. A teacher often asks questions that begin with phrases such as "What would happen if. . . ." The most important benefit of asking these types of questions is that they:
- A. convey to students that there is only one correct answer to a question.
 - B. develop students' ability to express themselves.
 - C. encourage students to consider alternative explanations or possibilities.
 - D. place the students in the position of being the authority on a topic.
11. In a sequence of instruction, which of the following skills would students most typically be expected to develop *first*?
- A. evaluating the accuracy of information
 - B. making connections among different sources of ideas
 - C. asking questions to further the investigation of a topic
 - D. distinguishing between facts and opinions

12. Which of the following features of an inclusive classroom environment will support the development of academic, social, and life skills of students who are hard of hearing?
- A. carpeting and acoustic tile to mute extraneous sounds
 - B. very bright lighting that originates from the center of the classroom ceiling to increase visibility
 - C. glazed tile and high-gloss paint to amplify all sounds
 - D. a teacher who positions himself or herself in front of a window to stand out clearly from a background
13. A teacher of middle school students who are hard of hearing wants to integrate speech skills into language arts instruction. Which of the following instructional activities would most help to achieve this goal?
- A. response journals
 - B. literature circles
 - C. guided reading
 - D. semantic mapping
14. Which of the following is an important component of the Ling method for developing speech skills in children who are hard of hearing?
- A. instruction based upon a sequence of phonetic and phonologic skills organized into seven stages
 - B. daily drill and practice using specialized software programs
 - C. instruction using speech and manually coded English simultaneously
 - D. weekly group therapy sessions emphasizing using functional speech through role-playing
15. Which of the following personnel would most likely be involved in conducting screening programs to identify students who may have a hearing loss?
- A. physical therapist
 - B. school nurse
 - C. classroom teacher
 - D. school counselor

16. It would be most appropriate for a special educator to schedule two sign language interpreters for a student who is deaf if that student will be:
- A. going on an all-day field trip to a zoo.
 - B. attending parent-teacher conferences.
 - C. attending a school play that lasts two hours.
 - D. presenting a project in social studies class.
17. The parents of a preschooler who is hard of hearing have expressed concern to the special educator about their child's transition to kindergarten. They are uncertain which communication choices would be best for their child. Which of the following would be the most effective way for the teacher to help the parents develop the knowledge and problem-solving skills that they need?
- A. inviting the parents to visit their child's preschool to observe
 - B. providing the parents with copies of their child's most recent assessment results
 - C. suggesting a list of textbooks that the parents could read about children who are deaf or hard of hearing
 - D. encouraging the parents to participate in a support group for parents of children who are deaf or hard of hearing

18. **Use the information below to answer the question that follows.**

Ms. Chen, a special educator, is planning a presentation for a civic group about teaching students who are deaf or hard of hearing. She hopes that the group will be willing to purchase specialized equipment and materials to use with students in the local public schools, and she is going to invite several students who are deaf or hard of hearing to participate in the presentation.

In planning the presentation, which of the following steps would be most important for Ms. Chen to make?

- A. sending the civic group a list of needs and costs
- B. obtaining permission from the students' parents/guardians
- C. informing the media about the presentation
- D. inviting the students' parents/guardians to attend

19. The primary benefit of mentorship for new teachers of students who are deaf or hard of hearing is that it enables them to:

- A. engage in practitioner research projects with experienced teachers.
- B. promote stronger relationships among special education teachers and their students.
- C. expand their knowledge of the types of disabilities that commonly affect school-aged children.
- D. obtain support and guidance from accomplished professionals.

20. According to the Council for Exceptional Children's Standards of Practice, special education teachers have an obligation to:

- A. employ diverse instructional methods from various areas of professional practice.
- B. base grading and promotion decisions on standards used throughout the school district.
- C. create effective learning environments that contribute to students' self-concept.
- D. design classroom activities that emphasize the development of students' cognitive abilities.

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	C	Understand processes of human development and factors that affect development and learning.
2.	C	Understand characteristics of students with hearing loss.
3.	A	Understand the significance of hearing loss for human development and learning.
4.	B	Understand various types of disabilities and the characteristics of students with special needs.
5.	D	Understand types and characteristics of assessment instruments and methods.
6.	A	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students who are deaf or hard of hearing.
7.	D	Understand procedures used for screening, identifying, and referring students who are deaf or hard of hearing.
8.	B	Understand how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for students who are deaf or hard of hearing.
9.	A	Understand principles and techniques for preparing, selecting, using, and adapting specialized materials, equipment, and assistive technology for individuals with hearing loss and multiple disabilities.
10.	C	Understand strategies for creating learning experiences that make content meaningful to all students.
11.	D	Understand the scope, sequence, and concepts of the general education program.
12.	A	Understand strategies and techniques used to support the development of social competency and life skills for students who are deaf or hard of hearing.
13.	B	Understand cognitive, linguistic, and communication principles and theories related to students who are deaf or hard of hearing.
14.	A	Understand strategies for promoting the communication skills of students who are deaf or hard of hearing.
15.	B	Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students who are deaf or hard of hearing.
16.	C	Understand how to work effectively with paraprofessionals and support personnel.
17.	D	Understand how to promote positive school-home relationships.
18.	B	Understand how to encourage school-community interactions that enhance learning opportunities for students with disabilities.
19.	D	Understand the practices and purposes of reflection, self-evaluation, and continuing education.
20.	C	Understand legal and ethical issues relevant to special education.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

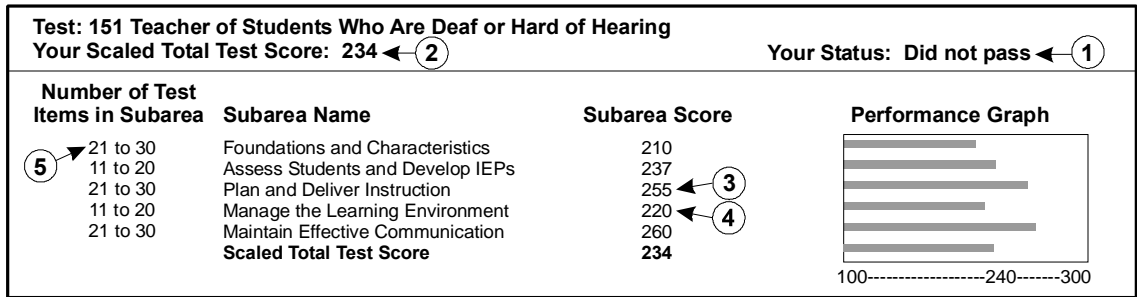
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a Teacher of Students Who Are Deaf or Hard of Hearing test score report is provided below.



According to the above sample, the examinee did not pass the Teacher of Students Who Are Deaf or Hard of Hearing test ①, because the examinee's total test score of 234 ② is below the passing score of 240.

The examinee did better on the Plan and Deliver Instruction section (score of 255) ③ of the test than on the Manage the Learning Environment section (score of 220) ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.