Contents

1 Test and Study Guide Development 1

2 Preparation for the Test 3

3 Competencies and Skills 5

4 Sources for Review 13

5 Test Format and Sample Questions 23

6 Test-taking Advice 35

7 Additional Information 37

Acknowledgments 39
Test and Study Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge that is tested on the Hearing Impaired K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Study Guide

The purpose of this study guide is to help candidates taking the Initial Teacher Subject Area Test in Hearing Impaired K-12 to prepare effectively for the exam. The guide was designed to familiarize prospective test takers with various aspects of the exam, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This study guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.
College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This study guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The list of references is not exhaustive, and the sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.
Preparation for the Test

The following outline may help you to prepare for the exam. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

• Look over the organization of the study guide.
  Section 1 discusses the development of the test and study guide.
  Section 3 presents information about the content of the test.
  Section 4 contains an annotated bibliography of review sources.
  Section 5 lists question formats and includes sample test items.
  Section 6 offers strategies for taking the test.
  Section 7 identifies sources of further information.

Self-assessment

• Decide which content areas you should review.
  Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area. It also cross-references each skill with the review sources found in Section 4.

Research

• Choose the study resources you need.
  Section 4 lists sources you can use for a quick review, for specialized study, or for extensive test preparation.

Review

• Study according to your needs.
  Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

• Acquaint yourself with the format of the exam.
  Section 5 describes types of questions you may find on the exam.

• Answer sample test questions.
  Section 5 also gives you an opportunity to test yourself with sample test questions and an answer key.

Final preparation

• Review test-taking advice.
  Section 6 includes suggestions for improving your performance on the exam.
3 Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Hearing Impaired K-12 exam. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The percentage weightings and review sources should help you to organize your review.

The following excerpt illustrates the components of the table:

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of philosophical, historical, and legal foundations and their impact on the education of students who are deaf or hard of hearing</td>
<td>5</td>
<td>33, 34, 54</td>
</tr>
</tbody>
</table>

1 Identify federal and Florida laws, rules, and legal decisions that pertain to persons who are deaf or hard of hearing.
2 Identify and compare philosophical bases of current educational practices.
3 Relate significant historical events, persons, institutions, and controversies in the education of students who are deaf or hard of hearing to current events, trends, and theorists.

Competencies are areas of content knowledge.

Skills identify behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test items that represent the competencies on the test.

Review sources for a particular skill are listed by number. Each number is keyed to a reference listed in Section 4 of this guide.
Table of Competencies and Skills, Percentages, and Review Sources

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Knowledge of philosophical, historical, and legal foundations and their impact on the education of students who are deaf or hard of hearing</strong></td>
<td>5</td>
<td>33, 34, 54</td>
</tr>
<tr>
<td>1 Identify federal and Florida laws, rules, and legal decisions that pertain to persons who are deaf or hard of hearing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Identify and compare philosophical bases of current educational practices.</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>3 Relate significant historical events, persons, institutions, and controversies in the education of students who are deaf or hard of hearing to current events, trends, and theorists.</td>
<td>21, 22, 33</td>
<td></td>
</tr>
<tr>
<td><strong>2 Knowledge of the auditory mechanism and hearing loss and its impact upon communication and learning</strong></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1 Identify the primary components and functions of the auditory mechanism.</td>
<td>36, 37</td>
<td></td>
</tr>
<tr>
<td>2 Identify causes of hearing loss and additional handicapping conditions associated with specific etiologies.</td>
<td>10, 33, 36, 37, 42</td>
<td></td>
</tr>
<tr>
<td>3 Compare the nature and characteristics of unilateral, bilateral, conductive, mixed, and sensorineural hearing impairments.</td>
<td>10, 20, 36, 37</td>
<td></td>
</tr>
<tr>
<td>4 Identify current educational definitions of hearing loss, identification criteria, labeling issues, and current incidence and prevalence data.</td>
<td>20, 33, 36, 42</td>
<td></td>
</tr>
<tr>
<td>5 Identify the potential impact of cochlear implants on the communicative and social-emotional development of students who are deaf or hard of hearing.</td>
<td>20, 35</td>
<td></td>
</tr>
<tr>
<td><strong>3 Knowledge of language development and methods of communication for students who are deaf or hard of hearing</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>1 Identify the developmental sequence of normal language development.</td>
<td>16, 38</td>
<td></td>
</tr>
<tr>
<td>Competency/Skill</td>
<td>%</td>
<td>Review Sources</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----</td>
<td>----------------</td>
</tr>
<tr>
<td>2 Analyze the relationships between reading and writing skills and the communication and language development of students who are deaf or hard of hearing.</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>3 Analyze language samples of students who are deaf or hard of hearing based on a linguistic model.</td>
<td>27</td>
<td>28, 44</td>
</tr>
<tr>
<td>4 Compare and contrast the various communication methods and their rationale used with students who are deaf or hard of hearing.</td>
<td>33</td>
<td>36</td>
</tr>
<tr>
<td>5 Select methods to maximize speech reception and recognition through the use of residual hearing, including amplification and cochlear implants.</td>
<td>24</td>
<td>25, 42, 43, 51</td>
</tr>
<tr>
<td>6 Apply a hierarchy of auditory skills, including vowel and consonant acoustic information, to structure an individual auditory training program.</td>
<td>24</td>
<td>25, 43, 51</td>
</tr>
<tr>
<td>7 Identify the primary components and functions of the speech mechanism.</td>
<td>24</td>
<td>25, 38</td>
</tr>
<tr>
<td>8 Identify articulation and voice quality errors and their causes found in the speech of students with various degrees and configurations of a hearing loss.</td>
<td>11</td>
<td>24, 43, 49, 51</td>
</tr>
<tr>
<td>9 Identify the factors that influence the visual reception of speech and the visual reception of sign language.</td>
<td>8</td>
<td>24, 25, 37, 43</td>
</tr>
<tr>
<td>10 Contrast the linguistic features of ASL with sign systems and with spoken English.</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>11 Differentiate the communication and linguistic development of children who are deaf or hard of hearing (a) with parents who are deaf or hard of hearing and (b) hearing parents.</td>
<td>22</td>
<td>27, 28, 31, 44</td>
</tr>
</tbody>
</table>

| 4 Ability to comprehend signing                                                                                                                      | 10 |                |
| 1 Translate a basic message given in English-based signs.                                                                                           | 4  | 8, 17          |
| 2 Translate a basic message given in ASL.                                                                                                          | 8  | 18             |
| 3 Identify the correct sign(s) when given a written phrase or sentence.                                                                               | 4  | 8, 17, 18      |
Table of Competencies and Skills, Percentages, and Review Sources

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5  Knowledge of the psychosocial aspects of students who are deaf or hard of hearing</td>
<td>8</td>
<td>2, 22, 47</td>
</tr>
<tr>
<td>1  Compare the stages of adjustment deaf and hearing parents go through in accepting a child’s hearing loss.</td>
<td></td>
<td>19, 22, 30, 33</td>
</tr>
<tr>
<td>2  Identify common perceptions frequently held (a) by hearing persons of persons who are deaf or hard of hearing and (b) by persons who are deaf or hard of hearing of hearing persons.</td>
<td></td>
<td>21, 33</td>
</tr>
<tr>
<td>3  Identify the social effects of hearing loss.</td>
<td></td>
<td>27, 28, 30</td>
</tr>
<tr>
<td>4  Identify the psychosocial impact of severe language delay on a student who is deaf or hard of hearing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6  Knowledge of deaf and family cultures and their impact on students who are deaf or hard of hearing</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1  Identify the cultural practices and defining characteristics unique to the Deaf Community.</td>
<td></td>
<td>21, 22, 33, 39</td>
</tr>
<tr>
<td>2  Identify the role of ASL in the Deaf Community.</td>
<td></td>
<td>22, 33, 53</td>
</tr>
<tr>
<td>3  Identify the potential family conflicts that may arise when a child who is deaf or hard of hearing enters the family.</td>
<td></td>
<td>2, 22, 33, 47</td>
</tr>
<tr>
<td>4  Apply a multicultural model to an understanding of deafness.</td>
<td></td>
<td>22, 39, 53</td>
</tr>
<tr>
<td>5  Recognize the psychosocial implications for students who are culturally diverse and deaf or hard of hearing.</td>
<td></td>
<td>22, 39, 53</td>
</tr>
<tr>
<td>6  Identify cultural practices unique to the deaf and hard of hearing populations as these practices relate to the psychosocial development of the child.</td>
<td></td>
<td>22, 39, 53</td>
</tr>
<tr>
<td>7  Knowledge of service delivery models for students who are deaf or hard of hearing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1  Demonstrate knowledge of Florida Administrative Code applying to the identification and placement procedures for students who are deaf or hard of hearing.</td>
<td>13, 20</td>
<td></td>
</tr>
<tr>
<td>2  Identify the variety of service delivery models for students who are deaf or hard of hearing.</td>
<td>33, 45, 48</td>
<td></td>
</tr>
</tbody>
</table>

8
### Competency/Skill

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Analyze the factors involved in the placement of students who are deaf or hard of hearing related to the least restrictive environment.</td>
<td></td>
<td>33, 45, 54</td>
</tr>
<tr>
<td>4 Identify and differentiate the roles and responsibilities of the various professionals who provide educational and support services for students who are deaf or hard of hearing.</td>
<td></td>
<td>20, 45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8 Knowledge of the design, development, and implementation of an Individualized Education Plan (IEP), an Individualized Family Service Plan (IFSP), and an Individualized Transition Plan (ITP)</th>
<th>7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify the components of the IEP, IFSP, and the ITP and the required participants and their roles.</td>
<td></td>
<td>2, 3, 6, 9, 20, 54</td>
</tr>
<tr>
<td>2 Relate the accountability implied by the IEP to the procedural safeguards associated with the process.</td>
<td></td>
<td>2, 6, 9, 54</td>
</tr>
<tr>
<td>3 Identify appropriate present level of functioning statements based on specific assessment data for the following areas: communication, academic achievement, developmental functioning, social-emotional functioning, and independent living.</td>
<td></td>
<td>2, 6, 9</td>
</tr>
<tr>
<td>4 Demonstrate the ability to use assessment data for instructional planning on the IEP.</td>
<td></td>
<td>2, 3, 6, 9, 20</td>
</tr>
<tr>
<td>5 Identify methods for assessing mastery of objectives of the IEP and determining an appropriate timeline for mastery.</td>
<td></td>
<td>2, 6, 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9 Knowledge of assessments appropriate for students who are deaf or hard of hearing</th>
<th>8</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Interpret the results of an audiological assessment that include unaided/aided test results.</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>2 Identify audiological tests available for the assessment of hearing and middle ear function.</td>
<td></td>
<td>10, 20</td>
</tr>
<tr>
<td>3 Distinguish among assessment instruments and procedures of assessing speech production and intelligibility of students with varying types and degrees of hearing loss.</td>
<td></td>
<td>24, 49</td>
</tr>
</tbody>
</table>
### Table of Competencies and Skills, Percentages, and Review Sources

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Distinguish among assessment instruments and procedures used for evaluating expressive and receptive language of students with varying types and degrees of hearing.</td>
<td></td>
<td>25, 37, 43, 49, 51</td>
</tr>
<tr>
<td>5 Identify informal assessment techniques used for determining preferred communication mode and competency for students who are deaf or hard of hearing.</td>
<td></td>
<td>50, 52</td>
</tr>
<tr>
<td>6 Identify standardized and criterion-referenced tests appropriate for the assessment of developmental, academic, psychomotor, and social-emotional abilities of students who are deaf or hard of hearing.</td>
<td></td>
<td>2, 43, 50, 52</td>
</tr>
<tr>
<td>7 Identify methods to informally assess the academic performance of students who are deaf or hard of hearing.</td>
<td></td>
<td>50, 52</td>
</tr>
<tr>
<td>8 Analyze and interpret assessment information to determine curriculum needs of students who are deaf or hard of hearing.</td>
<td></td>
<td>50, 52</td>
</tr>
<tr>
<td>9 Recognize the behaviors associated with deaf or hard of hearing students who have other exceptionalities and determine the referral process for evaluation.</td>
<td></td>
<td>28, 33, 37</td>
</tr>
<tr>
<td>10 Identify appropriate and allowable modifications and accommodations in assessment procedures.</td>
<td></td>
<td>2, 3, 50, 52</td>
</tr>
<tr>
<td>11 Identify assessment instruments for speechreading and apply their results.</td>
<td></td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 Knowledge of instructional strategies and modifications for students who are deaf or hard of hearing</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify current curricula, methods, and procedures of language instruction for students who are deaf or hard of hearing.</td>
<td></td>
</tr>
<tr>
<td>2 Apply teaching strategies to enhance the acquisition of syntactic, semantic, and pragmatic competence of students who are deaf or hard of hearing.</td>
<td></td>
</tr>
<tr>
<td>3 Demonstrate the ability to use information about language development in hearing and deaf children to develop an instructional program for students who are deaf or hard of hearing.</td>
<td></td>
</tr>
<tr>
<td>Competency/Skill</td>
<td>%</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>4 Analyze the language level in academic materials and adapt language to the</td>
<td></td>
</tr>
<tr>
<td>linguistic competence of students who are deaf or hard of hearing.</td>
<td></td>
</tr>
<tr>
<td>5 Identify procedures to adapt textbooks and other instructional materials used</td>
<td></td>
</tr>
<tr>
<td>in general education for students who are deaf or hard of hearing.</td>
<td></td>
</tr>
<tr>
<td>6 Apply appropriate strategies for the remediation of speech production errors.</td>
<td></td>
</tr>
<tr>
<td>7 Identify current curricula, methods, and procedures of academic instruction</td>
<td></td>
</tr>
<tr>
<td>for students who are deaf or hard of hearing.</td>
<td></td>
</tr>
<tr>
<td>8 Apply an appropriate hierarchy in questioning skills.</td>
<td></td>
</tr>
<tr>
<td>9 Identify ways to individualize instruction to accommodate students with</td>
<td></td>
</tr>
<tr>
<td>additional handicaps.</td>
<td></td>
</tr>
<tr>
<td>10 Apply a variety of instructional strategies for diverse learning styles in</td>
<td></td>
</tr>
<tr>
<td>individual or group lessons.</td>
<td></td>
</tr>
<tr>
<td>11 Identify methods to foster positive social-emotional growth for students</td>
<td></td>
</tr>
<tr>
<td>who are deaf or hard of hearing.</td>
<td></td>
</tr>
<tr>
<td>12 Identify postsecondary programs and alternatives for students who are deaf</td>
<td></td>
</tr>
<tr>
<td>or hard of hearing, given career interests and abilities.</td>
<td></td>
</tr>
<tr>
<td>13 Relate content areas to career awareness, exploration, and preparation for</td>
<td></td>
</tr>
<tr>
<td>students who are deaf or hard of hearing.</td>
<td></td>
</tr>
</tbody>
</table>

**11 Knowledge of unique technologies, media, and resources for students who are**
**deaf or hard of hearing**

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify the major parts of amplification devices, including cochlear implants,</td>
<td></td>
<td>10, 20, 35, 42, 51</td>
</tr>
<tr>
<td>and the minor problems that may occur with these devices and skills necessary to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>monitor and maintain them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Identify special media and apply assistive devices for students with hearing</td>
<td></td>
<td>7, 10, 23</td>
</tr>
<tr>
<td>losses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Identify the acoustical components involved in designing an appropriate</td>
<td></td>
<td>10, 20, 42, 51</td>
</tr>
<tr>
<td>classroom environment and ways to make accommodations in the existing school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>environment for students who are deaf or hard of hearing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table of Competencies and Skills, Percentages, and Review Sources

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Identify sources of curriculum materials and services available and appropriate for students who are deaf or hard of hearing.</td>
<td>7, 27, 28, 33</td>
<td></td>
</tr>
<tr>
<td>5. Identify appropriate procedures for the evaluation and selection of technology for use with students who are deaf or hard of hearing.</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>6. Identify roles and responsibilities of educational interpreters.</td>
<td>15, 27, 46, 48</td>
<td></td>
</tr>
</tbody>
</table>

#### 12 Knowledge of content design and requirements for general education

<table>
<thead>
<tr>
<th>Competency</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify major content areas and strands in general education for prekindergarten through grade 12.</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>2. Compare course requirements for a standard diploma, special diploma, and certificate of attendance.</td>
<td>12, 13</td>
<td></td>
</tr>
<tr>
<td>3. Identify the content components of a balanced instructional day for a variety of grade levels.</td>
<td>32, 41</td>
<td></td>
</tr>
</tbody>
</table>

#### 13 Knowledge of professional communication, advocacy, and collaboration to meet the needs of students who are deaf or hard of hearing

<table>
<thead>
<tr>
<th>Competency</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify activities, literature, resources, and references designed to help parent/guardian participation in the development and enhancement of their child’s communicative, social-emotional, and academic skills.</td>
<td>7, 30, 33, 45</td>
<td></td>
</tr>
<tr>
<td>2. Identify strategies for assisting general education teachers in the successful mainstreaming or inclusion of students who are deaf or hard of hearing.</td>
<td>3, 25, 27, 28, 43</td>
<td></td>
</tr>
<tr>
<td>3. Identify strategies for collaborating with a variety of support personnel (e.g., speech language pathologists, paraprofessionals, mainstream facilitators).</td>
<td>2, 20, 47</td>
<td></td>
</tr>
<tr>
<td>4. Identify strategies for enhancing students’ abilities for self-advocacy in the home, school, and community.</td>
<td>2, 30, 47</td>
<td></td>
</tr>
<tr>
<td>5. Identify the names and functions of the major associations and organizations related to deafness and hearing loss.</td>
<td>1, 2, 33</td>
<td></td>
</tr>
</tbody>
</table>
Sources for Review

The annotated bibliography that follows includes basic references that test candidates may use to prepare for the exam. These sources provide a framework for review of subject area knowledge learned through books, course work, and practical experience. The references have been coded to the table of competencies and skills, percentages, and review sources in Section 3 of this guide.

Committees of content consultants compiled the bibliography to address the entire range of competencies and skills on the exam. The consultants selected references that provide relevant material, giving preference to sources that are available in college bookstores and libraries.

This bibliography is representative of sources that can be used to prepare for the exam. The Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

   A quarterly publication that provides information gathered from current research projects related to the education of students who are deaf or hard of hearing. An annual issue provides a list and a description of associations and organizations that provide services for and influence deaf education.

   A resource designed to assist parents, teachers, and administrators to understand the special education system. Applicable components cover prekindergarten through transition to the workplace, including eligibility, evaluation, and the Individual Education Plan (IEP). Explains important provisions of the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act. Includes charts, checklists, and listings of parent groups, state agencies, and disability organizations.

Defines accommodations and eligibility criteria. Offers ideas for incorporating accommodations in lessons and assessments and identifies allowable accommodations. Available from the Bureau of Instructional Support and Community Services, 325 West Gaines Street, Suite 614, Tallahassee, Florida 32399-0400.


Provides a basic, functional sign vocabulary, a systematic progression in the use of the 14 sign markers, discussion of the unique features of signed English, and a glossary of terms and exercises.


Examines career and vocational education for exceptional students. Includes curriculum guidelines with objectives in personal-social skills, life management, career development, and employability skills. Presented in a manner applicable to all grade levels.


Provides an overview of the components of an Individualized Educational Plan (IEP), team members' responsibilities, and how to prepare and develop an IEP. Available from the Bureau of Instructional Support and Community Services, 325 West Gaines Street, Suite 614, Tallahassee, Florida 32399-0400.


A comprehensive listing of captioned educational films for use with the elementary grades through college that is updated periodically. Identifies special media and curricula for use with students who are deaf or hard of hearing. Available from Captioned Media Program, National Association of the Deaf, 1447 East Main Street, Spartanburg, South Carolina 29307, telephone (800) 237-6213 (voice) or (800) 237-6819 (TTY).

A comprehensive guide to learning the signs, semantics, and syntax of American Sign Language.


Provides an overview of the components of an IEP, the composition of an IEP team, and methods to prepare and develop an IEP.


Offers comprehensive coverage of basic audiological information as it pertains to children and the acquisition of spoken language. Includes information on audiological assessment; unilateral and conductive hearing loss; amplification systems, including Cochlear implants and FM systems; and classroom acoustics.


Describes the major concepts, intended outcomes, and suggested student performance standards for English language skills for hearing impaired learners.


Presents an analysis of state standards for students with disabilities. Designed for teachers to assist students achieve the state standards for a special diploma. Available from the Clearinghouse Information Center, Florida Department of Education, 325 West Gaines Street, Suite 628, Tallahassee, Florida 32399-0400.
Contains graduation requirements for exceptional students. Graduation requirements for hearing impaired students are detailed in Chapter 6A-6.03013. Available from Clearinghouse Information Center, Florida Department of Education, 325 West Gaines Street, Suite 628, Tallahassee, Florida 32399-0400.

Identifies major content areas and strands for general education for prekindergarten through grade 12.

Provides guidance on defining the role of an interpreter, including a code of ethics, certification levels, and appropriate behavior by the interpreter. Directed toward individuals who are learning to interpret using manual communication.

An introduction to language and normal language development, including syntax, semantics, and phonology.

Introduces the SEE II communication method and discusses the signs it uses.

Provides pictorial representations of signs, descriptions, and examples of American Sign Language (ASL) syntax, as well as a curriculum for practicing ASL.

Examines the experience of growing up deaf and the problems encountered by a deaf person. Written from the author's personal experience as a deaf person and an educator.
Provides an overview of audiology in an educational setting, 
including screening and assessment practices. Includes a 
description of types of classroom amplification and 
implications for IEPs.

Offers a historical perspective on deafness written from the 
vantage point of Laurent Clerc, the first deaf teacher of deaf 
students in the United States. Clerc's speeches, articles, and 
written communication greatly enhance the book.

Highlights language, culture, community, and the daily lives 
of people living in the deaf world. Relates significant events 
and their impact in the life of deaf people.

23 Lewis, R. B. (1993). *Special education technology: Classroom 
Focuses on ways teachers can use computers and other 
technologies to improve the education of students with 
disabilities.

and practice.* Washington, DC: Alexander Graham Bell 
Association for the Deaf.
A key text on developing and assessing speech in hearing 
impaired students.

impaired children.* Washington, DC: Alexander Graham Bell 
Association for the Deaf.
Presents information and strategies related to the 
development of spoken language in hearing impaired 
children.

thesaurus for hearing-impaired children.* Washington, DC: 
Alexander Graham Bell Association for the Deaf.
A guide containing vocabulary for instructing the hearing 
impaired. Primarily for use with elementary-level students.

Details models and techniques for assessment and facilitation of subject area skills for students who are deaf or hard of hearing.


Presents theories, issues, and procedures for language assessment and facilitation with students who are deaf or hard of hearing. Includes strategies to facilitate language development.


Emphasizes an integrated understanding of social, language, and cognitive development affected by childhood deafness.


Provides information for parents and teachers concerning growing up deaf. Outlines issues related to language development, communication, cognition, deaf education, and the impact of deafness on the family.


Addresses issues related to the development of language and reading in deaf children. Explores basic theoretical and research knowledge and principles for fostering the development of language and reading.


Assists teachers in finding effective practices to facilitate the instruction of students with learning problems and provides the knowledge future teachers will need as they assess, teach, and counsel students with disabilities.

A basic text on a variety of topics relevant to the education of the hearing impaired, such as historical, philosophical, and legal foundations, knowledge of the auditory mechanism, and language development and methods of communication. Also explores psychosocial aspects of deafness, deaf culture, service delivery models, assessment, instructional strategies, technologies, media, and resources for instruction. Covers professional communication, advocacy, and collaboration.


Discusses state and federal statutes and administrative procedures that prohibit discrimination against deaf and hard of hearing people. Explains requirements for federal buildings and other new structures to provide full access and describes methods to assist public schools meet acoustical standards for classrooms.


Addresses social and political issues surrounding implantation, explains the medical procedure and how the implant functions, and presents guidelines for candidate selection. Highlights the role of school professionals in helping a center evaluate candidacy.


A collection of easy-to-read essays about the diagnosis, treatment, and management of ear diseases and hearing disorders.


An introduction to hearing, deafness, and the communication process in deaf children. Topics include etiologies of hearing loss, multiple disabilities, the anatomy and physiology of hearing, and the assessment of hearing.
   Introduces language and normal language development, including syntax, semantics, and phonology.

   Presents knowledge about the deaf culture, including cultural practices and defining characteristics unique to the Deaf Community. Offers a multicultural model for the understanding of deafness.

   Provides an overview of language development in deaf children, as well as the concept of bilingualism and language assessment.

   Presents approaches to curriculum development and general teaching methods for fostering educational success in students with special needs.

   Examines various tests of hearing, types of hearing loss, and their educational implications. Covers the use and maintenance of amplification systems.

   Provides information on speech perception and production as related to the audiogram, including methods of remediation. Also addresses language, academic, and psychosocial assessment of students with varying types and degrees of hearing loss.

   Contains comprehensive information on how children who are deaf learn to use language in reading, writing, and face-to-face communication.

A resource for information on communication and educational options for children who are deaf or hard of hearing. Also includes medical, audiological, and educational information.


Applies a developmental approach to curriculum and instruction regarding students who use interpreters from preschool through graduate school. Contains comprehensive information about the practice of interpreting in educational settings, including the administration of interpreting services and best practices at all academic levels.


Focuses on strategies for working with parents of exceptional students. Addresses conferencing and communication skills, as well as dealing with multicultural issues. Analyzes legal considerations and ways in which classroom teachers can communicate with parents.


Examines the types of exceptionalities that may be found in the classroom and examines other disabilities that may accompany hearing impairment.


A collection of readings on the development of speech in hearing impaired students, including sections on suprasegmental and prosodic feature development.


Contains sections on formal and informal assessment methods.
   Covers speech perception, auditory skill development, speechreading, and communication strategies. Includes information on the use and troubleshooting of amplification devices, including cochlear implants.

   Details essential knowledge and skills necessary to meet the unique assessment needs of individuals with disabilities from preschool through adulthood. Written from an applied practical perspective.

   A resource for teachers to understand the role of deaf culture in the education of students who are deaf.

   Presents information regarding the history and development of special education laws and the requirements of these laws. Reviews the necessary skills for locating pertinent information concerning the constant changes and developments in the special education field.

**Additional Resources:**

Deaf Education Web Site: http://www.educ.kent.edu/deafed

Florida Department of Education, Exceptional Student Education Services: http://www.firn.edu./doe/bin00014/ese-home.htm

Resource Materials Center for the Hearing Impaired:
http://www.fsdb.k12.fl.us/rmc
Test Format and Sample Questions

The Hearing Impaired K-12 subject area test consists of approximately 120 multiple-choice questions. You will have two-and-one-half hours to complete the test.

You will receive a test booklet with a separate answer sheet. Each question will contain four response options, and you will record your selection by bubbling in A, B, C, or D on the answer sheet.

The table below presents types of questions on the exam and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

<table>
<thead>
<tr>
<th>Type of question</th>
<th>Sample item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct question</td>
<td>Item 3, page 25</td>
</tr>
<tr>
<td>Choose the response option that best answers the question.</td>
<td></td>
</tr>
<tr>
<td>Sentence completion</td>
<td>Item 1, page 25</td>
</tr>
<tr>
<td>Select the response option that best completes the sentence.</td>
<td></td>
</tr>
<tr>
<td>Command</td>
<td>Item 9, page 27</td>
</tr>
<tr>
<td>Select the best response option.</td>
<td></td>
</tr>
<tr>
<td>Scenario</td>
<td>Item 33, page 33</td>
</tr>
<tr>
<td>Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.</td>
<td></td>
</tr>
<tr>
<td>Videotape</td>
<td>Item 3, page 25</td>
</tr>
<tr>
<td>After viewing a videotape of a deaf person signing a basic message in English-based signs, ASL, and Pidgin Sign English, select the response option that contains the corresponding message.</td>
<td></td>
</tr>
</tbody>
</table>
Sample Items

The following items represent both the form and content of questions you will encounter on the exam. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual exam questions. However, these items will acquaint you with the general format of the exam.

An answer key follows on page 34.
DIRECTIONS: Read each item and select the best response.

1. A deaf education program that advocates the use of aural, oral, and manual modes of communication is using
   A. signed English.
   B. cued speech.
   C. total communication.
   D. American Sign Language.

2. In the education of students who are deaf or hard of hearing, current practices focus on individual need whereas historical emphasis addressed
   A. social functioning.
   B. subject matter.
   C. degree of hearing loss.
   D. methodology.

3. Which of the following is a list of common causes of deafness?
   A. heredity, cytomegalovirus, meningitis
   B. meningitis, rubella, maternal drug addiction
   C. scarlet fever, measles, maternal drug addiction
   D. heredity, poor maternal nutrition, meningitis

4. Which factor must be considered in determining a student's eligibility for a deaf or hard of hearing program in Florida?
   A. parent request
   B. audiometric criteria
   C. motor skills
   D. use of amplification
5. In the next stage of language development, a child who now expresses the idea "The boy is going home" by saying "The boy go home" is most likely to say
   A. "The boy is go home."
   B. "The boy going home."
   C. "The boy is going home."
   D. "The boy will be going home."

6. Which of the following most appropriately describes the relationship of reading, writing, and language development to a student who is deaf or hard of hearing?
   A. Reading, writing, and language development are interrelated.
   B. Reading skills increase writing skills, which increase language development.
   C. Writing skills increase reading skills, which in turn promote language development.
   D. Language development is only indirectly related to reading and writing.

7. A method of communication that uses hand formations placed on or near the face to allow a student who is deaf or hard of hearing to differentiate among homophonous sounds is called
   A. total communication.
   B. oral communication.
   C. auditory/oral speech.
   D. cued speech.

8. Which of the following methods would best assure that students who are deaf or hard of hearing receive the clearest auditory signal in a classroom?
   A. use of personal hearing aids
   B. use of an FM amplification system
   C. use of acoustic ceiling tiles in the room
   D. use of carpeting on the floors in the room
9. Identify the adjustment stage during which a parent separates from a significant lost dream, fantasy, illusion, or projection into the future.
   A. coping
   B. counseling
   C. grieving
   D. medication

10. A deaf child who is a member of a hearing family is excessively protected and controlled by his parents. What is the most likely outcome on the child’s behavior?
   A. social competence in group settings
   B. immaturity or learned helplessness
   C. decreased ability to communicate
   D. increased impulsivity

11. A significant psychological consequence of having a profound sensorineural hearing impairment is the absence of
   A. auditory-vocal skills.
   B. group learning.
   C. visual acuity.
   D. incidental learning.

12. Johnny’s preferred language is American Sign Language (ASL). The teacher consistently encourages him to use his voice while signing because she believes using his voice will improve his speech and his English. When he tries to add speech to his signs, the richness of his language diminishes. According to bilingual-bicultural theory, a better practice for the teacher to use would be to
   A. keep the languages of English and ASL separate.
   B. require spoken English half of the day and ASL half of the day.
   C. use Pidgin Sign English.
   D. teach English as a first language and ASL as a second language.
13. According to the literature, students from diverse cultures who are deaf or hard of hearing would most likely experience
   A. lower academic achievement compared to deaf peers of the majority culture.
   B. optimal accommodations to their learning styles.
   C. opportunities for the inclusion of their home culture and language in the school setting.
   D. role models reflective of their racial and ethnic group.

14. Assistive devices that alert a deaf child to events, such as the doorbell, promote the development of self-esteem by
   A. forcing the child to confront his disability at an early age.
   B. allowing the deaf child visual access to auditory information in his environment.
   C. fostering the child's dependence on technology.
   D. providing the child and his family with a constant reminder of his differences.

15. Which data is NOT required when considering eligibility for a deaf or hard of hearing program in Florida?
   A. audiological evaluation
   B. developmental or achievement level
   C. occupational therapy evaluation
   D. speech and language evaluation

16. What is the most important factor in selecting the least restrictive environment for a student who is deaf or hard of hearing?
   A. needs of the student
   B. methods of the teacher
   C. age at onset of hearing impairment
   D. availability of support service
17. Marie is able to match upper- and lower-case letters, identify five letters of the alphabet, and identify her first and last name in print.

The above statement represents a portion of which component of an IEP?
A. annual goal
B. short-term objective
C. present level of performance
D. post-school outcome

18. If an annual goal for mathematics is to increase a hearing impaired student's grade level functioning to second grade, which is an appropriate skill?
A. measurement in hectometers
B. two-column addition
C. decimals
D. fractions

19. Which symbol indicates an air conduction response for the right ear?
A. ○
B. X
C. ∧
D. □

20. What part of the ear does tympanometry assess?
A. inner ear
B. cochlea
C. conductive
D. middle ear
21. To obtain a spontaneous language sample for a performance-based assessment procedure, a teacher should
   A. sign a message and ask the student to give the message to another teacher.
   B. give a vocabulary test.
   C. perform an informal reading inventory.
   D. observe and record the child's interactions during center time.

22. Which of the following tests has a norm for hearing impaired students?
   A. Meadow-Kendall Social Emotional Assessment Inventory
   B. Goldman-Fristoe Test of Articulation
   C. Stanford Binet
   D. California Achievement Test

23. A team of teachers is planning the adaptation of computer software for a hearing impaired student. The most important factor to consider is the student's
   A. grade point average.
   B. amplification devices.
   C. functioning level.
   D. motor skills.

24. A hearing impaired student in a seventh grade social studies class is reading at the fifth grade level. Which of the following textbook adaptations is most appropriate?
   A. using the seventh grade textbook as a guide and developing or selecting supplementary materials written at the fifth grade level
   B. analyzing the textbook to identify complex linguistic structures and working with the English teacher to be sure the structures are taught
   C. using the seventh grade textbook as a teacher's guide and selecting a fifth grade textbook
   D. using a fifth grade textbook with some students and the seventh grade textbook with others
25. A teacher asks, "Where is the class going on Friday?" Which of the following questions would be the next most difficult in the hierarchy of questioning skills?
   A. "Who is going?"
   B. "Why is the class going?"
   C. "How is the class going?"
   D. "When is the class going?"

26. A teacher is presenting a chapter in a history text about the American colonies to a student who is hard of hearing, is a visual learner, and has low linguistic abilities. Which of the following is the best way to supplement the chapter?
   A. signing the text to the student
   B. asking the student to write a summary of the chapter
   C. using a timeline that marks the important dates and events
   D. replacing the questions at the end of the chapter with alternative comprehension questions

27. Feedback from a hearing aid may be caused by
   A. a loose-fitting ear mold.
   B. weak batteries.
   C. broken or fragile cords.
   D. an inappropriate battery.

28. Which of the following actions is taken in the maintenance of a group amplification device?
   A. checking voltage drain
   B. recharging and replacing batteries
   C. determining signal-to-noise ratio
   D. repositioning antenna placement
29. Identify the most appropriate factor to be considered when evaluating computer software for a student who is deaf or hard of hearing.
   A. speech intelligibility of the student
   B. grade level
   C. dependence on auditory information for comprehension
   D. length and speed of the program

30. Which of the following would be best to include as part of a general education kindergarten program?
   A. structural analysis, context clues, concepts of print
   B. structural analysis, comprehension, concepts of print
   C. letter recognition, sound/symbol relationships, concepts of print
   D. independent sustained silent reading, sound/symbol relationship, concepts of print

31. Francis is a 12th grade general education student who has completed her senior year and has a grade point average of 2.0. She passed the mathematics portion of the High School Competency Test but failed the communication portion. At graduation, she will receive a
   A. special diploma.
   B. regular diploma.
   C. special diploma-Option 1.
   D. certificate of attendance.

32. Teachers report that the major barrier to effective collaboration is
   A. lack of time.
   B. lack of interest.
   C. no previous training.
   D. lack of confidentiality.
33. A student in a general education geography class is hard of hearing and uses oral/aural communication. The student informs the itinerant teacher that the geography teacher speaks facing the board when using maps and overheads. What should the itinerant teacher do to encourage the student’s self-advocacy?

A. Request a transfer of the student to another class.
B. Suggest that the student move to the front of the room.
C. Speak with the geography teacher about the problem at an appropriate time.
D. Suggest that the student talk to the geography teacher about the problem at an appropriate time.
# Answer Key

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>D</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>B</td>
<td>19</td>
</tr>
<tr>
<td>9</td>
<td>C</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>B</td>
<td>21</td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td>22</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
<td>23</td>
</tr>
<tr>
<td>13</td>
<td>B</td>
<td>24</td>
</tr>
<tr>
<td>14</td>
<td>B</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>C</td>
<td>26</td>
</tr>
<tr>
<td>16</td>
<td>A</td>
<td>27</td>
</tr>
<tr>
<td>17</td>
<td>C</td>
<td>28</td>
</tr>
<tr>
<td>18</td>
<td>B</td>
<td>29</td>
</tr>
<tr>
<td>19</td>
<td>A</td>
<td>30</td>
</tr>
<tr>
<td>20</td>
<td>D</td>
<td>31</td>
</tr>
<tr>
<td>21</td>
<td>D</td>
<td>32</td>
</tr>
<tr>
<td>22</td>
<td>A</td>
<td>33</td>
</tr>
</tbody>
</table>
Test-taking Advice

- Go into the exam prepared, alert, and well-rested.
- Complete your travel arrangements prior to the exam date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - admission ticket
  - picture identification
  - watch
  - money for lunch and change for vending machines
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
- Read each question and all the response options carefully before marking your answer. Pay attention to all of the details.
- Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
- Check periodically to be sure that you are correctly coding your answers on the answer sheet. When you answer questions out of sequence, be certain that the answers you mark on your answer sheet correspond to the correct question numbers in the test booklet.
- When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
- Be certain to mark your answers clearly on the answer sheet. If you change an answer, erase the first pencil mark completely. Also make sure there are no stray marks on the answer sheet.
- After completing the exam, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.
Additional Information

Write to the following address to request an FTCE registration bulletin. You may also request information on test administration, retakes, and score reports, or offer comments about this study guide.

FTCE Inquiries
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

Write to the address below for an order form and price list if you wish to order additional copies of this study guide or guides for other subject areas, the Professional Education Test, the General Knowledge Test, or the Florida Educational Leadership Exam.

Study Guides / USF
The Institute for Instructional Research and Practice
HMS 401
4202 Fowler Avenue
Tampa, Florida 33620-8360

Refer to the following Web site for additional FTCE information including upcoming test dates, test registration, pass/fail status, and score reports.

www.cefe.usf.edu
Acknowledgments

The Department of Education wishes to thank the following people for their work with the Florida Teacher Certification Examination program.

**Project Administration**
Institute for Instructional Research and Practice
College of Education
University of South Florida

**Study Guide Development and Review**
Vivian Bender-Walker, Teacher, Abraham Lincoln Middle School, Alachua County Public Schools
Tricia Blake-Rahter, Instructor and Audiologist, Clinical Supervision, Communication Sciences and Disorders, University of South Florida
Karen Burnside, Mainstream Facilitator, Seminole Middle School, Broward County Public Schools
Paul Fetsko, Coordinator of Low Incidence Programs, Escambia County Public Schools
Len Roberson, Professor, College of Education, University of North Florida
Robyn Shipp, Program Specialist, Broward County Public Schools

**Test Development and Validation**
Vivian Bender-Walker, Teacher, Abraham Lincoln Middle School, Alachua County Public Schools
Tricia Blake-Rahter, Instructor and Audiologist, Clinical Supervision, Communication Sciences and Disorders, University of South Florida
Karen Burnside, Mainstream Facilitator, Seminole Middle School, Broward County Public Schools
Jan Cook, Curriculum Specialist, Allen Park Elementary School, Lee County Public Schools
Donna Drake, Teacher Supervisor, Florida School for the Deaf High School, St. Johns County Public Schools
Paul Fetsko, Coordinator of Low Incidence Programs, Escambia County Public Schools
Margaret Finnegan, Professor, Education Department, Flagler College
Wendy Gonsher, Coordinator of Medicaid, Broward County Public Schools
Shelley Kirchenbaum, Clinical Supervisor and Instructor, Communication Sciences and Disorders, Nova Southeastern University
Debbie Lietzke, Supervisor, Deaf, Hard of Hearing, and Visually Impaired, Broward County Public Schools
Barbara Loeding, Professor, Special Education, University of South Florida
Julianne McQuaid, Teacher, Ashton Elementary School, Sarasota County Public Schools
Barbara Packer, Professor and Director of Doctoral Programs, Nova Southeastern University
Len Roberson, Professor, College of Education, University of North Florida
Gail Rosenberg, Coordinator, Sarasota County Public Schools
Tom Serwatka, Associate Dean and Professor, College of Education, University of North Florida
Robyn Shipp, Program Specialist, Broward County Public Schools
Renato Sindicic, Teacher, Florida School for the Deaf High School, St. Johns County Public Schools
LeAnn Talley, Teacher, Bay County Public Schools
Mary Ann Ziegler, Supervisor, Programs for Communication Disorders, Pinellas County Public Schools
Barbara Zucker, Coordinator of Clinical Services, Nova Southeastern University

Study Guide Development

Institute for Instructional Research and Practice
College of Education
University of South Florida