

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 062: HEARING IMPAIRED

Subarea	Approximate Percentage of Questions on Test
Human Development and Students with Special Educational Needs	20%
Hearing Impairments	20%
Assessment	16%
Program Development and Intervention	31%
Professional Knowledge	13%

I. HUMAN DEVELOPMENT AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

001 Understand normal human development from infancy to 11 years.

Includes the characteristics and sequence of physical, sensory, motor, cognitive, and language development from infancy to 11 years; social and emotional characteristics of individuals from infancy to 11 years; and other developmental issues of particular importance from infancy to 11 years.

002 Understand normal human development during adolescence.

Includes characteristics of physical and cognitive development during adolescence; social and emotional characteristics of adolescents; and other developmental issues of particular importance during adolescence.

003 Analyze the effects of physical, biological, and environmental factors on human development.

Includes the effects of physical, biological, and environmental factors on cognitive, language, social, emotional, physical, and sensorimotor development.

004 Apply theories of human development and behavior.

Includes theories of human development and behavior; characteristics of human development and behavior as they relate to various theories; and the different approaches of various theories of language acquisition and development.

005 Understand mental impairments.

Includes types, levels, characteristics, and known causes of mental impairments; and the effects of mental impairments on human development, learning, and behavior as they relate specifically to students with hearing impairments.

TEST OBJECTIVES
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006 Understand specific learning disabilities.

Includes types of learning disabilities and their characteristics; theories and assumptions related to the causes of learning disabilities; and the effects of learning disabilities on human development, learning, and behavior as they relate specifically to students with hearing impairments.

007 Understand emotional impairments.

Includes types of social/emotional and behavioral disorders and their characteristics; theories and assumptions related to the causes of emotional impairments; and the effects of emotional impairments and behavior disorders on human development, learning, and behavior as they relate specifically to students with hearing impairments.

008 Understand speech and language impairments.

Includes speech and language impairments and their characteristics, causes, and effects on human development, learning, and behavior as they relate specifically to students with hearing impairments.

009 Understand physical and health impairments.

Includes types of physical and health impairments and their characteristics, causes, and effects on human development, learning, and behavior as they relate specifically to students with hearing impairments.

010 Understand visual impairments.

Includes visual impairments and their characteristics, causes, and effects on human development, learning, and behavior as they relate specifically to students with hearing impairments.

II. HEARING IMPAIRMENTS

011 Identify characteristics and levels of hearing impairment.

Includes terms related to hearing impairment; types and levels of hearing impairment and their characteristics; behaviors that may indicate the presence of a hearing impairment; and audiological assessment data that illustrate specific hearing impairments.

012 Analyze the influence of hearing impairments on human development.

Includes psychological aspects of hearing impairments; and the influence of hearing impairments on cognitive development, language and speech development, communication systems, and social and emotional development.

TEST OBJECTIVES
FIELD 062: HEARING IMPAIRED

013 Understand the causes of hearing impairments and their consequences on the individual.

Includes the causes of hearing impairments; the role of physical factors, diseases, drugs, and birth trauma that result in hearing impairments; and the variables that affect the impact of hearing impairment on the individual.

014 Understand the prevention and rehabilitation of hearing impairments.

Includes methods of preventing hearing impairments and preserving auditory function; surgical procedures for improving hearing and treating hearing impairments; rehabilitation measures for hearing impairments; and personnel involved with the treatment of hearing impairments.

015 Identify linguistic features of English.

Includes phonemic, morphemic, semantic, and syntactic features of English; and the forms and functions of language in communication.

016 Apply principles of phonetics.

Includes the classification of consonant sounds according to manner and place of production; and the classification of vowel sounds according to relative tongue placement for production.

017 Understand the hearing mechanism.

Includes anatomical structures involved in hearing and their functions; and the processes involved in auditory perception.

018 Understand the process involved in speech production.

Includes anatomical structures involved in speech production and their functions.

019 Understand the basic principles of acoustics.

Includes properties of sound; and speech sounds and units used to measure sound.

020 Identify acoustic and visible aspects of speech.

Includes acoustic aspects of speech; visible aspects of speech and factors that influence their visibility; and distinctive features of speech that are used to discriminate among speech sounds.

**TEST OBJECTIVES
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021 Understand the historical development of education for individuals with hearing impairments.

Includes trends in the education of individuals with hearing impairments; the achievements of persons who have influenced the education of individuals with hearing impairments; and major goals and philosophies of education for individuals with hearing impairments.

III. ASSESSMENT

022 Understand legal requirements relating to assessment.

Includes state and federal requirements related to screening, referral, and assessment; the rights of children and parents; and procedures for addressing and correcting violations of rights in relation to assessment.

023 Understand formal assessment instruments.

Includes types, characteristics, uses, advantages, and disadvantages of formal assessment instruments; criteria for their evaluation; and principles and procedures for their selection.

024 Understand methods of informal assessment.

Includes methods, characteristics, uses, advantages, and disadvantages of informal assessment; and principles and procedures for selecting or creating informal assessment methods.

025 Understand methods used to assess auditory functioning.

Includes types, uses, and characteristics of tests and procedures for assessing auditory functioning; procedures for administering auditory assessments to students with hearing impairments; and the interpretation and use of auditory test data in the development of intervention procedures.

026 Understand instruments used in assessment of cognitive functioning.

Includes types, characteristics, examples, and uses of instruments appropriate for the assessment of cognitive functioning of students with hearing impairments; the interpretation and use of data from assessments of cognitive functioning in the development of IEPs; and advantages and disadvantages of instruments used in intellectual assessment.

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027 Understand methods used to assess the speech and language development of children with hearing impairments.

Includes types, characteristics, and uses of speech and language tests for children with hearing impairments; appropriate procedures for administering speech and language tests to children with hearing impairments; and the interpretation and use of speech and language assessment data in intervention procedures.

028 Apply ongoing classroom assessment procedures.

Includes procedures and methods for using and maintaining ongoing classroom assessment; and the interpretation and use of ongoing classroom assessment data in the revision of classroom intervention procedures.

IV. PROGRAM DEVELOPMENT AND INTERVENTION

029 Identify procedures for conducting a comprehensive evaluation.

Includes components of a comprehensive evaluation to determine eligibility for special education and related services; and requirements and procedures for conducting a comprehensive evaluation.

030 Understand the development of Individualized Education Programs (IEPs) for students with hearing impairments.

Includes members of the multidisciplinary evaluation team and the individualized educational planning committee and their roles; information that must be specified in an IEP; requirements for reviewing and revising an IEP; and the rights of students and parents in the development of an IEP.

031 Understand the implementation of Individualized Education Programs (IEPs) for students with hearing impairments.

Includes appropriate activities and curriculum components to meet various IEP objectives; procedures for evaluating progress toward IEP objectives and goals; appropriate ways of communicating with persons involved in the implementation of an IEP; and procedures for modifying and updating an IEP.

032 Analyze the continuum of alternative placements and programs available to individuals with hearing impairments.

Includes school and community placement options for students with hearing impairments; community-based services and their characteristics; employment opportunities for youths and adults with hearing impairments; and the advantages and disadvantages of placement options and programs within the continuum of services.

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033 Identify the roles of personnel who provide ancillary and other related services to students with hearing impairments.

Includes the roles of ancillary and related service personnel who provide direct services and consultative services for students with hearing impairments.

034 Understand early intervention for young students with hearing impairments.

Includes procedures used to identify and refer students who may have hearing impairments; and theories relating to early intervention for young students with hearing impairments.

035 Understand personal and group methods of utilizing amplification systems and other assistive listening devices.

Includes the components of a hearing aid; types of amplification and assistive listening devices; and procedures and criteria for maintaining and monitoring the appropriate use of hearing aids and other assistive listening devices.

036 Apply techniques for developing the listening skills of students with hearing impairments.

Includes techniques, activities, and appropriate sequences of activities for developing listening skills; instructional media and materials for teaching listening skills in various situations; and activities and techniques appropriate for family members to use to aid the development of listening skills in students with hearing impairments.

037 Apply techniques for stimulating the language development of students with hearing impairments.

Includes techniques, activities, and appropriate sequences of activities for stimulating language development; instructional media and materials for stimulating language development in various situations; and activities and techniques appropriate for family members to use to aid language development in students with hearing impairments.

038 Understand techniques for developing and improving the speech production of students with hearing impairments.

Includes techniques and activities for teaching speech production in an appropriate skill-level sequence; instructional media and materials for improving speech production in various situations; and activities and techniques appropriate for family members to use to help improve speech production in students with hearing impairments.

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039 Understand modes of communication used by individuals with hearing impairments.
Includes modes of communication and their characteristics; the components of total communication; characteristics of forms of manual communication; and techniques used in teaching receptive communication skills.

040 Understand techniques for content-area instruction for students with hearing impairments.
Includes appropriate techniques and activities for content-area instruction; appropriate ways to adapt instructional methods and materials for students with hearing impairments; and ways to integrate reading and language development in content-area instruction.

041 Apply intervention and instruction techniques to the education of hearing-impaired students with additional handicapping conditions.
Includes appropriate intervention and instruction techniques; and ways to adapt the classroom environment to meet the needs of students with hearing impairments who have additional handicapping conditions.

042 Understand ways to develop the social skills of students with hearing impairments.
Includes the social needs of students with hearing impairments; appropriate techniques for developing their social skills; and ways to counsel parents and involve them in meeting the social and emotional needs of students with hearing impairments.

043 Apply techniques for providing prevocational and vocational training to students with hearing impairments.
Includes appropriate techniques for providing prevocational and vocational training; appropriate methods for assessing prevocational and vocational interests and skills; prevocational and vocational training objectives and activities; and prevocational and vocational needs and opportunities for students with hearing impairments.

044 Understand various types of behavior management techniques.
Includes types of behavior management techniques and their characteristics; the advantages, disadvantages, and applications of behavior management techniques in classroom situations; and appropriate ways to ensure coordination of a behavior management program among persons involved in the implementation of an IEP.

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045 Understand techniques for managing a classroom effectively.

Includes techniques for managing a classroom effectively; features that contribute to the safety, comfort, and usefulness of a classroom; appropriate ways of adapting a classroom to meet the needs of a student with a hearing impairment; and classroom factors that may affect learning.

V. PROFESSIONAL KNOWLEDGE

046 Identify technological advances in special education.

Includes appropriate uses of new technology related to materials and equipment in special education; and appropriate equipment and materials for various situations.

047 Understand the rights of students with special educational needs, and the rights and responsibilities of their parents, teachers, administrators, and other advocates.

Includes the rights of students with special educational needs; and the rights and responsibilities of parents, teachers, administrators, and other advocates.

048 Apply procedures and processes for consulting with school personnel.

Includes appropriate procedures for consulting with regular education personnel; and appropriate methods for reporting information to teachers and other professionals.

049 Identify organizations involved with special education.

Includes national, state, and local organizations that provide services to augment the special education program.

050 Understand methods of communicating with and counseling students with hearing impairments and their families.

Includes appropriate ways to discuss assessment results and convey information about a student's educational program and progress to family members; appropriate ways of helping parents to understand child development and the special needs of children at all ages; appropriate ways of providing counseling and guidance services to students with hearing impairments; and appropriate methods of coordinating techniques used in the school with those used at home.

TEST OBJECTIVES
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051 Demonstrate sensitivity to cultural differences among students and their families.

Includes cultural similarities and differences that exist among various racial, ethnic, religious, disabled, and socioeconomic groups; and the impact of cultural group differences on student learning and behavior, and on placement decisions in special education.

052 Understand current research on hearing impairments.

Includes criteria for evaluating research; sources of current research on hearing impairments; recent research findings on hearing impairments; and appropriate ways to apply research findings in the school.