GACE® Study Companion

Special Education
Deaf Education Assessment

Last Updated: November 2022

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About the Assessment

Assessment Name	Special Education Deaf Education
Grade Level	P–12
Test Code	Test I: 085 Test II: 086 Combined Test I and Test II: 585
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 100 Test II: 100 Combined Test I and Test II: 200
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the *Guide to Taking a GACE Computer-delivered Test*.
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

The GACE Special Education Deaf Education assessment is designed to measure the professional knowledge of prospective teachers of Deaf Education in the state of Georgia.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, test materials for this assessment will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV-TR) until further notice.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.

- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.

- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Foundations of Deaf Education	30%
II. Collaborative Partnerships in Deaf Education	24%
III. The Deaf and Hard of Hearing Learner	24%
IV. Customizing the Learning Environment for Deaf and Hard of Hearing (DHH) Learners	22%

Test I Objectives

Subarea I: Foundations of Deaf Education

Objective 1: Understands the philosophical and historical foundations of deaf education

The beginning Special Education Deaf Education teacher:

A. Identifies the Individuals with Disabilities Education Act's (IDEA) disability categories and the identification process

B. Describes and applies models, theories, and philosophies of deaf education; e.g., oral versus manual, total communication

C. Explains hearing loss etiologies, resulting difficulties, and types of hearing loss

D. Recognizes and describes issues and trends in special education and deaf education; e.g., cochlear implants, assistive technology, deaf studies

E. Explains and understands the impact of cross-cultural perspectives on DHH children, their families, schools, and communities

F. Explains the cultural, linguistic, academic, and social-emotional impact of educational placement options for DHH students

G. Discusses major contributors to the deaf education knowledge base; e.g., Bell, Gallaudet, Clerc

Objective 2: Understands and applies knowledge of the legal foundations and ethical requirements of professional practice

The beginning Special Education Deaf Education teacher:

A. Explains and interprets the legal foundations of special education; e.g., IDEA, ADA, Deaf Child Bill of Rights, case law

B. Develops an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), and a transition plan, and identifies the roles and responsibilities of students, parents, and school personnel in the design, development, and implementation of IFSPs, IEPs, and transition plans

C. Demonstrates a professional regard for the culture, religion, gender, and sexuality of DHH students

D. Uses communication and collaborative strategies that foster mutual respect and encourage active participation by children, parents, school, and community personnel

E. Explains and has an awareness of cultural biases and differences that can affect an individual's teaching of DHH students

F. Discusses and is familiar with professional organizations, publications, conferences, Web resources, journals, and texts relevant to the education of DHH students; e.g., Georgia PINES, *Journal of Deaf Studies and Deaf Education*, *Volta Review*, National Association of the Deaf (NAD), Georgia Association of the Deaf (GAD)

G. Maintains and improves communication skills consistent with program philosophy

H. Engages in relevant professional activities and practice within the Council for Exceptional Children (CEC) and the Council on the Education of the Deaf (CED) Code of Ethics and other standards and policies of the profession

Subarea II: Collaborative Partnerships in Deaf Education

Objective 1: Understands how to develop and maintain collaborative partnerships with families

The beginning Special Education Deaf Education teacher:

A. Explains the importance of effective interactive communication on the development of family relationships

B. Describes knowledge families need to make informed choices concerning the education and advocacy of their DHH children

C. Demonstrates proficiency in expressive, receptive, and written communication

D. Serves as a role model for DHH students and their families

E. Recommends local, regional, and national services provided for DHH children; e.g., Babies Can't Wait, Georgia PINES, Hands and Voices

F. Understands typical concerns expressed by parents of DHH children

G. Recommends appropriate resources to address typical parental concerns

Objective 2: Understands how to develop and maintain collaborative partnerships with colleagues

The beginning Special Education Deaf Education teacher:

A. Coordinates support personnel to meet the diverse communication needs of DHH students and their parents

B. Plans and conducts collaborative conferences with children, parents, school, and community personnel that enhance educational opportunities and integration for DHH students

C. Facilitates, provides, and accesses resources for communication between DHH children and their families and between DHH students and the support personnel with whom they interact

D. Collaborates and plans with multi-disciplinary team members, school personnel, general education, special education, and other service providers to meet the needs of DHH students

E. Explains techniques of stimulation and utilization of residual hearing for DHH children

Subarea III: The Deaf and Hard of Hearing Learner

Objective 1: Understands and applies knowledge of the special characteristics and needs of DHH learners

The beginning Special Education Deaf Education teacher:

A. Describes the cognitive, physical, cultural, social, academic, and emotional characteristics of typical and atypical development

B. Compares characteristics of typical and atypical development

C. Explains the educational implications of DHH children's needs and abilities

D. Explains the impact of comprehensible communication and incidental learning on the development of DHH children

E. Explains the effects of family systems and family characteristics on the development of DHH children

Objective 2: Understands and applies knowledge of the physical, cultural, and social development of DHH learners

The beginning Special Education Deaf Education teacher:

A. Demonstrates a basic understanding of the anatomy and physiology of the speech and hearing mechanisms and the interrelationships among hearing, speech, language, and communication

B. Describes etiologies that can cause additional sensory, motor, and learning difficulties for DHH children

C. Explains the impact of hearing loss, age of identification, age of amplification, and provision of services on the development of DHH children

D. Explains the cultural and social dimensions associated with DHH individuals and deaf education

E. Describes the various learning styles of DHH students

Subarea IV: Customizing the Learning Environment for DHH Learners

Objective 1: Understands how to help DHH learners establish relationships with others in a safe, nurturing environment

The beginning Special Education Deaf Education teacher:

A. Explains ways to establish ongoing interactions with peers

B. Describes ways to establish interactions with DHH role models

C. Describes ways to establish interactions with local, state, regional, and national DHH communities

D. Applies laws, rules, and regulations when planning, implementing, and managing student behavior

E. Applies procedural safeguards when planning, implementing, and managing student behavior and professional activities

Objective 2: Understands how to use the Expanded Core Curriculum (ECC), technology, and other resources to help DHH learners develop life skills

The beginning Special Education Deaf Education teacher:

A. Understands and explains the Expanded Core Curriculum

B. Employs strategies to teach students the social skills needed for success in educational and functional living environments

C. Develops procedures to increase student self-awareness, self-regulation, self-reliance, self-esteem, and self-enhancing behavior across a variety of social settings

D. Explains appropriate and effective use of interpreters, note takers, volunteers, peer tutors, and other support personnel

E. Explains appropriate and effective use of technology in the learning environment

Test II Subareas

Subarea	Approx. Percentage of Test
I. Evaluation of Deaf and Hard of Hearing (DHH) Students	16%
II. Curriculum Design and Delivery	28%
III. Instructional Content: Language and Literacy	40%
IV. Managing the Teaching and Learning Environment	16%

Test II Objectives

Subarea I: Evaluation of Deaf and Hard of Hearing (DHH) Students

Objective 1: Understands and applies knowledge of evaluation and assessment of DHH students

The beginning Special Education Deaf Education teacher:

A. Explains terminology, legal provisions, and protocols used in the effective application and interpretation of the screening, pre-referral, referral, classification, educational programming, and monitoring of DHH children

B. Explains the influence of diversity and bias on assessments with regard to eligibility, programming, and educational placement decisions

C. Gathers background information by means of various assessment protocols; e.g., informal input, norm-referenced tests, curriculum-based assessments, work samples, observations, task analysis; create and maintain student records

D. Gathers and analyzes verbal and nonverbal language samples

E. Selects exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FAPI) that are appropriate for DHH students

Objective 2: Understands and applies knowledge of program planning for DHH students

The beginning Special Education Deaf Education teacher:

A. Uses data to identify appropriate modifications in the learning environment, develop instructional assessment strategies, and evaluate results of instruction and readiness for program options

B. Explains the relationship between assessment results, referrals, and educational placement decisions for DHH students

C. Collaborates with parents, students, and other professionals in the effective implementation, interpretation, and use of initial and ongoing educational assessment procedures that use a child's preferred mode of communication

Subarea II: Curriculum Design and Delivery

Objective 1: Understands and applies knowledge of curriculum design to plan customized instruction for DHH learners

The beginning Special Education Deaf Education teacher:

A. Explains educational design and practices of comprehensive, oral/aural, and bi/bi programming for DHH students

B. Customizes instruction to address diverse learning needs of DHH students within various learning environments

C. Develops instructional strategies for the development of motor, cognitive, social, communication/language, affective, functional skills, life skills, and employment of DHH students, including those with multiple disabilities

D. Explains techniques for modifying instructional methods that reflect learner needs, diversity, and family dynamics

E. Finds, develops, and uses sources of specialized materials for DHH students

F. Explains curricula and instructional strategies, and has a working knowledge of current state standards used in general and deaf education

G. Interprets and uses assessment data to design instruction that meets individual learning needs

H. Develops or selects assessment tools to monitor students' progress

I. Uses task analysis to develop lesson plans that sequence instructional activities and involves students in setting instructional goals and charting progress

Objective 2: Understands and applies knowledge of how to select, deliver, and modify the curriculum for DHH learners

The beginning Special Education Deaf Education teacher:

A. Selects, adapts, modifies, or uses instructional strategies and materials that meet individual needs and assist in generalization of target abilities across learning environments

B. Chooses and implements instructional strategies and curricula materials that encourage children to use critical thinking skills to meet their individual needs, that integrate social and career/vocational skills with academic curricula, and that facilitate successful transitions

C. Selects, designs, produces, and uses accessible media, technologies, materials, and resources needed to instruct DHH children, including those with multiple disabilities; e.g., DCMP, deafed.net

D. Infuses articulation and auditory skills into instruction and academic areas in a manner that is consistent with program design, and demonstrates proficiency in the languages needed to instruct DHH students

E. Designs and implements instructional strategies to meet individual DHH children's physical, cognitive, cultural, communicative, and academic needs, while facilitating independent communication

Subarea III: Instructional Content: Language and Literacy

Objective 1: Understands how language is acquired and applies this knowledge to promote communication skills of the DHH

The beginning Special Education Deaf Education teacher:

A. Explains language and communication development, use, assessment, and intervention for student's mode of communication

B. Applies first- and second-language teaching strategies that encourage literacy

C. Explains instructional approaches to develop and assess concepts of print, phonemic awareness, phonics, word recognition, comprehension, and fluency

D. Explains and demonstrates instructional approaches to develop and assess word recognition, language comprehension, strategic knowledge, and reading–writing connections

E. Explains and demonstrates instructional approaches to develop visual fluency, visual decoding and encoding, purposeful code switching, and reading in the content areas

F. Explains and demonstrates instructional approaches to develop critical thinking, motivation, and writing skills across the curriculum

G. Understands and explains language conventions, vocabulary acquisition, and use

Objective 2: Applies knowledge of how to differentiate reading and language arts instruction for DHH learners

The beginning Special Education Deaf Education teacher:

A. Uses traditional print, digital, and online resources as instructional tools to enhance student learning at all grade levels

B. Develops and uses instructional approaches and materials that meet the DHH learner's language proficiency

C. Explains and facilitates the transfer of skills from signed systems to English

D. Develops differentiated instructional approaches that meet students' reading needs at all grade levels

E. Develops differentiated instructional approaches that meet students' writing needs at all grade levels

F. Explains and illustrates types of reading assessments and their purposes, strengths, and limitations; e.g., formal and informal reading inventories, graded word lists, running records

G. Uses incidental language experiences to fit and maximize the visual and sensory needs of DHH students

Subarea IV: Managing the Teaching and Learning Environment

Objective 1: Understands and applies knowledge of how to plan a full inclusion environment for DHH learners

The beginning Special Education Deaf Education teacher:

A. Implements best practices in classroom management methods and techniques for DHH students

B. Uses strategies and techniques for facilitating the inclusion of DHH students into various settings

C. Uses technology to assist with planning and managing the teaching and learning environment

D. Creates a safe, positive, and supportive learning environment that values diversity, encourages active participation, and facilitates self-advocacy and independence

E. Prepares lesson plans that include instructional materials, strategies, evaluation protocols, management procedures, classroom routines, and transitions best suited to DHH students

F. Maintains DHH students' attention and uses appropriate pacing during lessons

G. Uses verbal and nonverbal communication strategies to maintain rapport with DHH students

Objective 2: Understands and applies knowledge of how to monitor and maximize learning opportunities for DHH learners

The beginning Special Education Deaf Education teacher:

A. Recommends classroom procedures that ensure smooth transition times during the day for DHH students

B. Manages assistive technology and augmentative devices for DHH students

C. Plans a continuum of effective transition services for DHH students

D. Monitors the implementation of classroom and curriculum modifications for DHH students, including those with multiple disabilities as related to the IEP

E. Designs a classroom environment that maximizes opportunities for visual and auditory learning

F. Organizes the classroom for DHH students who have multiple disabilities

G. Conducts self-evaluation of classroom management strategies and their implementation

H. Selects, adapts, and implements classroom management strategies that consider deaf cultural factors

Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. According to Vygotsky, students are best able to learn a new skill when learning involves which of the following?

    A. Scaffolded practice
    B. Intensive practice
    C. Mastery performance
    D.   Code switching

Answer and Rationale

2. Jon is a 7-year-old student who had a cochlear implantation when he was 18 months old. His functioning in all areas other than expressive language is age appropriate. Which of the following is the most appropriate placement for Jon?

    A. A self-contained special education class, plus speech and language services
    B. A part-time placement in a resource room for developmental and oral reading
    C. A full-time general education placement, plus speech and language services
    D. A full-time general education placement, plus reading support

Answer and Rationale

3. Which of the following is an accurate statement about IDEA requirements for IEPs?

    A. An IEP must include a multiyear outline of instructional objectives customized for each student.
    B. An IEP must include a section on assistive devices, regardless of the nature or degree of a student's disability.
    C. An IEP must be in effect before special education services or related services are provided to an eligible student.
    D. Details of an IEP cannot be made available to any school personnel except special education teachers.

Answer and Rationale

Questions 4-6 are based on the description below of a student, Alex Chen.

STUDENT: Alex Chen

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

A teacher of the deaf and hard of hearing is responsible for planning Alex's first Individualized Education Program (IEP) conference at school.

4. Which of the following is the most important task for the teacher of the deaf to complete first when preparing for Alex's IEP conference?

   A. Making arrangements for a Cantonese interpreter to be present at the meeting
   B. Informing the school psychologist of the IEP conference date
   C. Gathering data on how well Alex functions in all academic areas, as well as on how she functions socially and emotionally
   D. Drafting an IEP covering academics to give to Alex's parents and teachers before the conference

Answer and Rationale

5. The psychologist tells the IEP team that Alex's Wechsler Intelligence Scale for Children (WISC) scores indicate that her IQ is 87. Which of the following is the most appropriate way for the team to respond to this information?

   A. Rejecting the information, because IQ scores are invalid for deaf students
   B. Identifying programs for mildly retarded students who are DHH
   C. Using Alex's IQ score to develop her IEP goals and objectives for the year
   D. Asking the psychologist for the subscores from the performance scale and the verbal scale of the IQ test

Answer and Rationale

6. At the IEP conference, the local education authority (LEA) representative must inform Alex's parents that

   A. the availability of in-school services for Alex is limited.
   B. they will have time to review the proposed IEP plan before signing it.
   C. they are required to keep a record of the means by which Alex communicates at home.
   D. they must pay for Alex's transportation to and from any special services outside the school.

Answer and Rationale

7. Which of the following is most likely to foster the best collaborative relationship between the home and the school?

   A. Assigning daily homework that students can complete independently at home or in class
   B. Ensuring that the paraprofessionals who work directly with students know how to contact students' parents
   C. Increasing time allotted for professional learning communities (PLCs) during the school week
   D. Providing multiple opportunities during the year for parental involvement in school activities

Answer and Rationale

8. Which of the following specialists is trained to collaborate with a teacher of the deaf to ensure that students who are deaf improve their fine motor skills?

   A. Orientation and mobility instructor
   B. Physical therapist
   C. Audiologist
   D. Occupational therapist

Answer and Rationale

9. A medical description of a child with multiple disabilities, including deafness, defines the disabilities in two ways: by etiology, the physiological condition of the child, and by current functioning as determined by average child growth and development scales. Additional information is needed to make decisions about the educational services to be provided for the child. It is most appropriate to include in the additional information all of the following EXCEPT

    A. a school psychologist's evaluation of the child's current academic abilities.
    B. a social worker's description of the child's previous developmental opportunities.
    C. a clinical psychologist's analysis of the child's social skills.
    D. a physician's opinion of the child's ability to achieve academically.

Answer and Rationale

10. Which of the following is the most appropriate way for a teacher of the DHH to encourage reluctant readers to read more?

    A. Involving parents in the reading program
    B. Checking for understanding with easily answered, literal-level questions
    C. Suggesting books that feature deaf characters in challenging situations
    D. Providing a variety of materials at different reading levels in multimodal formats

Answer and Rationale

11. An evaluation of Matthew, a highly gifted deaf 15-year-old student, indicates outstanding achievement in all academic areas. However, observations by several of his teachers, as well as his scores on a personality test battery, indicate that Matthew has difficulty in several affective areas. He tends to be shy, is excessively concerned with perfection, and strongly prefers working by himself to engaging in group projects. Goals for Matthew that address these concerns are most likely to include which of the following recommendations?

    A. Encouraging self-initiated learning in areas of greatest interest to Matthew
    B. Developing skill in making judgments using predetermined criteria and guidelines
    C. Encouraging participation in academic group problem-solving competitions
    D. Developing the habit of reading for pure enjoyment, as well as for academic learning

Answer and Rationale

12. Which of the following is an example of a teaching practice that best addresses the unique needs of a student who is deaf or hard of hearing?

    A. An itinerant teacher and a classroom teacher discussing teaching strategies
    B. Two certified professionals teaching parallel lessons
    C. A classroom teacher and a paraprofessional supervising an experiment
    D. A consultant and a supervisor giving a presentation on available community services

Answer and Rationale

13. Which of the following is the most difficult concept for elementary school children who have been deaf-blind from birth to acquire?

    A. Kernels of corn grow in rows on an axis called a cob.
    B. The horizon is the point where Earth and sky seem to meet.
    C. When liquid water freezes, it becomes a solid called ice.
    D. A songbird can be identified by the song it sings.

Answer and Rationale

14. Which of the following is the most important reason to schedule recess for all students in the elementary grades?

    A. To provide an opportunity for outdoor fitness pursuits
    B. To substitute for physical education classes
    C. To foster positive social interactions with others
    D. To structure time that students spend playing together

Answer and Rationale

15. Bella, a deaf student with behavioral problems, is being taught to interact appropriately with peers on the playground. After each recess, the playground supervisor provides Bella's teacher with feedback on her behavior. Bella earns points when she behaves appropriately during recess, and she loses points when she commits an infraction. This contingent withdrawal of reinforcing stimuli is known as

    A. negative reinforcement.
    B. discrimination learning.
    C. response cost.
    D. generalization training.

Answer and Rationale

16. Students who are hard of hearing will benefit most from a guest speaker who does which of the following when speaking to a class?

    I. Speaks loudly
    II. Faces the students
    III. Uses visual aids

    A. II only
    B. I and III only
    C. II and III only
    D. I, II, and III

Answer and Rationale

17. When a gifted high school student who is deaf is involved in an independent study, what is the major responsibility of the student's teacher or mentor?

    A. Identifying appropriate resources to support the student's learning
    B. Analyzing data and drawing conclusions from the student's projects
    C. Determining an appropriate format for the presentation of results
    D. Helping the student focus on appropriate topics for study

Answer and Rationale

18. Using a student's classwork as a means for evaluating progress and adapting instruction is known as

    A. curriculum-based assessment.
    B. standardized achievement testing.
    C. summative assessment.
    D. guided practice.

Answer and Rationale

19. Which of the following is the most appropriate least restrictive environment (LRE) for a deaf student who has multiple disabilities?

    A. A setting that maximizes contact with other students who have disabilities and reduces exposure to a mainstreamed environment
    B. A traditional early childhood program in which students with disabilities do not receive special services
    C. The same educational program that other students her age are receiving, plus supportive services
    D. An alternative education setting that provides each student with a trained paraprofessional

Answer and Rationale

20. The concept of placing students in the least restrictive educational environment developed as a result of efforts to

    A. equalize educational opportunities for female students and students who belong to a minority group.
    B. normalize the lives of students with disabilities who were being educated in isolation from their peers.
    C. obtain increased federal funding for the noneducational support of children living in poverty.
    D. reduce the overall cost of educating students with special needs.

Answer and Rationale

21. When reinforcing behavior during a discrete trial or when using applied behavior analysis, satiation occurs when

    A. the student desires the reinforcer and performs the desired behavior.
    B. the directions become too complex for the student to respond appropriately.
    C. the reinforcer no longer elicits the desired response.
    D. the stimulus to which the student will respond is effective.

Answer and Rationale

22. Research indicates that a relationship exists between reading and writing. Which of the following supports that finding?

    A. Reading is a constructive process, and writing is a recursive one
    B. Reading emphasizes syllabication, and writing emphasizes semantics
    C. Reading and writing share similar processes and require using the same kinds of knowledge
    D. Readers and writers proceed through the same five stages and in the same order

Answer and Rationale

23. Bart is a ninth-grade student who is hard of hearing and legally blind in one eye. He is of above-average intelligence but is currently functioning slightly below grade level. Which of the following accommodations is most likely to help Bart develop and self-monitor his study skills?

    A. Assigning a paraprofessional to work with him in all his classes
    B. Shortening written assessments and eliminating oral assignments
    C. Allowing additional time to complete tests and classroom assignments
    D. Providing a checklist to use as assigned activities and tasks are completed

Answer and Rationale

24. Which of the following instructional strategies is most commonly observed in middle school classes in which core subjects are integrated into the curriculum?

    A. The teacher focuses on individualized instruction, although small groups are used more for reading than for mathematics
    B. The teacher is careful to prepare students for seat work so that they have opportunities to complete tasks successfully
    C. The teacher focuses on whole-group discussions and uses various questioning, explaining, and probing techniques
    D. The teacher stops and reteaches material whenever necessary for students who do not understand the material

Answer and Rationale

25. Which of the following is the area of the expanded core curriculum that a student who is deaf or hard of hearing is primarily trained to use during a conversation?

    A. Presentation skills
    B. Self-determination skills
    C. Personal responsibility
    D. Social interaction

Answer and Rationale

26. DHH students can find it helpful to use syntactic cues because such cues

    A. rely exclusively on letter-sound correspondences.
    B. encourage the use of spelling patterns to recognize words.
    C. use the structure of the language to provide meaning.
    D. depend on syllabication rules for word pronunciation.

Answer and Rationale

27. Which of the following is the most accurate statement about the language-acquisition process of young children?

   A. Children understand full sentences at a relatively late stage in language development.
   B. Children exhibit random, highly variable errors in sentence construction.
   C. Children infer the underlying rules of the language to which they have been exposed.
   D. Children need planned early instructional intervention to master the grammar of their language.

Answer and Rationale

28. Which of the following is the first step in a directed reading lesson?

   A. The students read the text to themselves or aloud to a partner
   B. The students answer literal comprehension questions
   C. The teacher summarizes the text for the students before they read it
   D. The teacher discusses with the students key concepts related to the text topic

Answer and Rationale

29. A first-grade teacher of deaf and hard of hearing students shows Michael a book opened to the middle of a story and asks, "Where should I begin reading?" By asking that question, the teacher is evaluating which of the following reading skills?

   A. Understanding print conventions
   B. Syntax understanding
   C. Knowledge of phonology
   D. Ability to draw inferences

Answer and Rationale

30. Winston is a deaf student whose first language is ASL and whose second language is English. He reads a story in English but has difficulty writing a summary of the story in English. According to current research, the teacher is likely to get the most accurate assessment of Winston's comprehension of the text by

    A. selecting a less difficult story for Winston to read in English so that summarizing will be easier for him.
    B. signing the story for Winston to determine which words he may be having difficulty understanding.
    C. having Winston read the story with a partner whose first language is English and letting the partner summarize the story.
    D. having Winston retell the story in his first language to someone who can assess his summary in that language.

Answer and Rationale

31. Which of the following is the best classroom seating arrangement for a class that includes a deaf student?

    A. A circle
    B. Paired desks
    C. Paired rows
    D. Individual rows

Answer and Rationale

32. Ms. Smith wants to improve the quality of responses from and the level of participation by all students during class discussion. Which of the following techniques has the greatest potential for improving the thoughtfulness of students' responses and stimulating wider participation?

    A. Keeping a seating chart that includes a record of each student's participation
    B. Using peer tutoring in which students who are more able work with students who are less able
    C. Pausing between posing a question and calling on a student to respond
    D. Giving verbal and visual clues to the kind of response she is seeking

Answer and Rationale

33. A student who is deaf will benefit most from an interpreter who does which of the following during a classroom lesson?

   I. Stands so that the student can see the interpreter and the teacher simultaneously
  II. Answers lesson-related questions from the student
III. Speaks to the teacher on behalf of the student
IV. Stands in a well-lit area that has no glare

  A. I and IV only
  B. II and III only
  C. I, III, and IV only
  D. I, II, III, and IV

Answer and Rationale

34. As mandated in IDEA, the IEP team must consider a student's need for transition services before she or he leaves school. If the team determines that a student requires transition services, which of the following is the most important task for the team to complete when preparing the student's transition plan?

  A. Adopting a transition plan that was previously drafted by officials of the state department of education, the vocational rehabilitation agency, and the local school district
  B. Gathering information from adult agency personnel regarding post-school educational services, community living options, and employment options that are available for the student
  C. Providing written information for the family and student to review, and suggesting a placement for postsecondary special services
  D. Conducting meetings to determine the student's and family's goals and responsibilities, the information they need to provide and when they need to provide it, and the resources needed to meet each goal

Answer and Rationale

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	A	Option (A) is correct. Vygotsky's theory of the zone of proximal development is defined as the level at which a student cannot accomplish a task independently, but could accomplish the task with assistance from another person who has the competency. ***Back to Question***
2	C	Option (C) is correct. Jon's functioning is age appropriate in most respects. It is probable that he could work at the level of the class in a general education setting as long as he is provided with appropriate support services to address his hearing and expressive language deficit. ***Back to Question***
3	C	Option (C) is correct. According to IDEA, an IEP must be in effect before special education and related services are provided to an eligible student. ***Back to Question***

Question Number	Correct Answer	Rationale
4	C	Option (C) is correct. The IEP team needs all of the data that has been gathered in the process of evaluating Alex's functioning. The team will use the data to determine the placement it will recommend for Alex when it meets with her parents at the IEP conference. *Back to Question*
5	D	Option (D) is correct. The IEP team must know the basis for the IQ score so that it can determine whether it is appropriate to use the score when developing Alex's IEP program. The Wechsler Intelligence Scale for Children (WISC) is an administered intelligence test for children between the ages of 6 and 16, inclusive, that can be completed without their having to read or write. The WISC takes 65-80 minutes to administer and generates an IQ score that represents a child's general cognitive ability. It includes verbal and performance subtests. *Back to Question*
6	B	Option (B) is correct. According to federal laws relevant to individuals with disabilities, parents are to have access to all records relevant to their child's evaluation and placement. Parents may have time to consider the evaluation and the placement before signing the IEP. *Back to Question*

Question Number	Correct Answer	Rationale
7	D	Option (D) is correct. Parents who are kept informed by the school administration and staff through newsletters, emails, and conferences, for example, and who are invited to participate in school activities, are more likely to support school personnel and school goals for their children. They are more likely to come to parent conferences and to volunteer even if they have many other commitments. They advocate actively for their children and help teachers understand the special needs of a student who is deaf or hard of hearing. ***Back to Question***
8	D	Option (D) is correct. An orientation and mobility specialist teaches a student who is blind to orient himself or herself in space and move around safely; a physical therapist helps a student develop gross motor skills, such as sitting and standing; an assistive technology specialist teaches a student to use technology to access the curriculum and develop life skills; an occupational therapist teaches a student to develop fine motor skills, such as those involved in eating, writing, and dressing. ***Back to Question***
9	D	Option (D) is correct. Evaluation of children who are deaf with additional disabilities appropriately involves medical professionals, psychologists, and social workers, who provide information specifically related to their respective fields of expertise. However, in making a decision about a child's educational services, it is not appropriate to consider a professional person's opinion when that opinion is not relevant to that person's training. ***Back to Question***

Question Number	Correct Answer	Rationale
10	D	Option (D) is correct. Students who seem to be reluctant readers of school materials often read widely for personal purposes. The teacher of the DHH can therefore encourage such reading by providing access to interesting materials in print and online. *Back to Question*
11	C	Option (C) is correct. This question calls for the selection of an educational activity that meets both the cognitive and affective needs of a particular gifted student. Effective IEPs must build on students' strengths, as well as address areas in need of remediation. Although Matthew, the student in the example, excels in academic achievement, his shyness and his strong preference for solitary work indicate some weaknesses in his social interaction skills. By encouraging him to participate in academic group problem-solving competitions, he has an opportunity to utilize his strengths (i.e., his knowledge and intelligence) to build up one of his weaker areas (i.e., his difficulty with peer interaction). *Back to Question*
12	A	Option (A) is correct. Most general education classroom teachers need assistance when they have a student who is deaf or hard of hearing in their class. An itinerant teacher is trained to teach both deaf students and support the general classroom teacher. Preparing lessons together and devising appropriate instructional strategies is most likely to result in the deaf or hard of hearing student accessing the same curriculum in the same way as his or her classmates, and that is the goal of the Individuals with Disabilities Education Act (IDEA). *Back to Question*

Question Number	Correct Answer	Rationale
13	B	Option (B) is correct. An elementary school child totally deaf-blind from birth can gain a knowledge of the world through use of his or her remaining senses—touch, smell, hearing, and taste. Many things, such as the horizon, are inaccessible because they depend on the physical process of seeing, although they can be explained. *Back to Question*
14	C	Option (C) is correct. Much of what children do during recess, including making choices and developing rules for play, involves the development of social skills. *Back to Question*
15	C	Option (C) is correct. The withdrawal of reinforcing stimuli upon the performance of an undesirable behavior is known as response cost. *Back to Question*

Question Number	Correct Answer	Rationale
16	C	Option (C) is correct. Students who are hard of hearing need to have a clear view of a speaker's face, especially if the students are speech reading. The use of visual aids is also an important component of communicating with students who are hard of hearing. Speaking loudly is not recommended, but speaking slowly is. ***Back to Question***
17	D	Option (D) is correct. An important aspect of independent study for a gifted student is ensuring that the student selects an appropriate topic to serve as a focus for his or her project. However, because students often have difficulty determining the appropriate level of specificity for a study topic, the teacher has a major responsibility to help students focus their study topics in such a way that a productive project is possible, given limitations of time, of resources, and of the student's intellectual maturity. ***Back to Question***
18	A	Option (A) is correct. All student work reflects the curriculum; thus, the assessment is curriculum-based. ***Back to Question***

Question Number	Correct Answer	Rationale
19	C	Option (C) is correct. According to IDEA, to the maximum extent appropriate, students with disabilities should be educated with students who are not disabled, and special classes, separate schooling, or other removal of students with disabilities from the regular educational environment should occur only when the nature or severity of a student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. *Back to Question*
20	B	Option (B) is correct. The concept of least restrictive environment stems from PL 94–142 and subsequent legislation regarding the education of students with disabilities and implies that students with special needs are not to be classified by disability and given permanent special placement on the basis of these classifications. Rather, they are to be moved to special settings only if necessary and only for as long as necessary. *Back to Question*
21	C	Option (C) is correct. Satiation is a term in behavioral psychology that means that a behavior has been reinforced so often with a particular reinforcer that the reinforcer has lost its power to satisfy. An individual has essentially had the appetite for the reinforcer satisfied, and no longer responds to it. *Back to Question*

Question Number	Correct Answer	Rationale
22	C	Option (C) is correct. Research has shown that readers and writers use the same kinds of knowledge when constructing meaning. Both processes, for example, require knowledge of language, language conventions, content, organization, pragmatics, and purpose. Writing is recursive, and good writers do not necessarily progress through the five steps of the writing process in a linear manner. For example, during revision, a writer may realize the need to return to the prewriting step to acquire more information or to change organizational structure. *Back to Question*
23	D	Option (D) is correct. If Bart is to be successful in school, he needs to become an independent and intrinsically motivated student. Of the ways listed, the one that is most likely to help him develop the ability to work independently, completely, and in a timely manner is the use of a checklist provided by his teacher. *Back to Question*
24	C	Option (C) is correct. The most common instructional strategy in middle school is one in which the teacher facilitates whole-class discussions, asks questions, listens carefully to answers, explains, probes, corrects, and asks more questions. Many of the questions focus on short stories or articles that the whole class has read and that address more than one content area, such as science and technology or art and history. The other options are more common in elementary-grade classrooms. *Back to Question*

Question Number	Correct Answer	Rationale
25	D	Option (D) is correct. According to the expanded core curriculum, a student can learn to behave in socially appropriate ways during a conversation by listening politely, taking his or her turn, not interrupting, looking at the speaker, and asking polite questions. *Back to Question*
26	C	Option (C) is correct. Context cues fall into two general categories: semantic cues (using the meaning constructed from the text) and syntactic cues (using the structure of the language and knowledge of how words go together). *Back to Question*
27	C	Option (C) is correct. According to psycholinguists and others who specialize in human growth and development, young children begin to acquire the ability to communicate through hypothesis testing. Children's perception of adult speech helps them form hypotheses about how different ideas are expressed in the language that they are acquiring, and then they test their hypotheses. *Back to Question*
28	D	Option (D) is correct. In a directed reading lesson, a teacher first helps students access background knowledge about the content related to the text they are to read. *Back to Question*

Question Number	Correct Answer	Rationale
29	A	Option (A) is correct. Concepts about print identified by Marie Clay include a basic concept about directionality; i.e., readers and writers move from left to right and top to bottom. Evaluating students' understanding of print concepts helps teachers determine specifically what children know about print so they can establish priorities in the early stages of guided reading. *Back to Question*
30	D	Option (D) is correct. Winston must negotiate his way through a series of sociolinguistic and sociocultural acts to understand the story he has read in English. His comprehension should be assessed in the language of his choice. *Back to Question*
31	A	Option (A) is correct. A circular arrangement provides students with an unobstructed view of the teacher and the other students. *Back to Question*

Question Number	Correct Answer	Rationale
32	C	Option (C) is correct. The question asks about "wait time," an instructional technique that is especially helpful in eliciting responses to higher-level questioning. Providing more time for reflection and using higher-level questioning stimulates students to think at a more complex cognitive level and to provide longer, often unsolicited, more speculative responses. To encourage such responses, teachers must pose questions and then wait for students to think before they respond. ***Back to Question***
33	A	Option (A) is correct. The interpreter should stand in an area that has good lighting and where the student can see both the teacher and the interpreter at the same time. Interpreters should not answer lesson-related questions or speak to the teacher on behalf of the deaf student. ***Back to Question***
34	D	Option (D) is correct. A student's transition to post-school life will be most effective when the student's goals and family are considered, when all responsible agencies work together to develop a plan for the student, and when specific tasks toward the student's goals are scheduled, monitored, and completed. ***Back to Question***

Preparation Resources

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

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at *www.gace.ets.org/prepare*.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at *www.gace.ets.org/prepare*.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at *www.gace.ets.org/prepare* for this free download.

Journals

Journal of Deaf Studies and Deaf Education, Oxford University Press

Other Resources

Gregory, S., Knight, P., McCracken, W., Powers, S., and Watson, L. (2002) Reprinted. *Issues in Deaf Education.* London: David Fulton Publishers.

Marschark, M. (2009). *Raising and Educating a Deaf Child: A Comprehensive Guide to the Choices, Controversies, and Decisions Faced by Parents and Educators,* Second Edition. New York, N.Y.: Oxford University Press.

Marschark, M., Lang, H. G., and Albertini, J. A. (2002). *Educating Deaf Students: From Research to Practice.* New York, N.Y.: Oxford University Press.

McAnally, P. L., Rose, S., and Quigley, S. P. (2007). *Reading Practices with Deaf Learners,* Second Edition. Austin, Texas: Pro ed.

Moores, D. F. (2001). *Educating the Deaf: Psychology, Principles, and Practices,* Fifth Edition. Boston, Mass.: Houghton Mifflin Company.

Ogden, P. W. (1996). *The Silent Garden: Raising Your Deaf Child.* Washington, District of Columbia: Gallaudet University Press.

Paul, P. V. (1997). *Literacy and Deafness: The Development of Reading, Writing, and Literate Thought.* Upper Saddle River, N.J.: Allyn and Bacon.

Rose, S., McAnally, P. L., and Quigley, S. P. (2004). *Language Learning Practices with Deaf Children,* Third Edition. Austin, Texas: Pro ed.

Scheetz, N. A. (2000). *Orientation to Deafness,* Second Edition. Needham Heights, Mass.: Allyn and Bacon.

Schirmer, B. R. (2000). *Language and Literacy Development in Children Who Are Deaf,* Second Edition. Needham Heights, Mass.: Allyn and Bacon.

Stewart, D. A., and Clarke, B. R. (2003). *Literacy and Your Deaf Child: What Every Parent Should Know.* Washington, District of Columbia: Gallaudet University Press.

Stewart, D. A., and Kluwin, T. N. (2001). *Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum.* Needham Heights, Mass.: Allyn and Bacon.

Online Resources

Alexander Graham Bell Association for the Deaf and Hard of Hearing — ***www.agbell.org***

American Society for Deaf Children — ***www.deafchildren.org***

American Speech and Hearing Association — ***www.asha.org***

CEC − CED Standards — ***www.deafed.net/PublishedDocs/sub/cec-ced1.htm***

Bill of Rights for Deaf and Hard of Hearing Children — ***www.nad.org/issues/education/k-12/bill-of-rights***

Gallaudet Research Institute — ***www.research.gallaudet.edu***

Journal of Deaf Studies and Deaf Education — ***www.jdsde.oxfordjournals.org***

National Association of the Deaf — ***www.nad.org***

National Deaf Education Project — ***www.ndepnow.org***

Georgia Department of Education — ***www.doe.k12.ga.us***