

# 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%

### HUMAN DEVELOPMENT AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

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**TEST OBJECTIVES**  
**FIELD 062: HEARING IMPAIRED**

**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.

**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.

**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.

**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.

**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.

**HEARING IMPAIRMENTS**

**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.

**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**

**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.

**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.

**Identify linguistic features of English.**

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

**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.

**Understand the hearing mechanism.**

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

**Understand the process involved in speech production.**

Includes anatomical structures involved in speech production and their functions.

**Understand the basic principles of acoustics.**

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

**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**  
**FIELD 062: HEARING IMPAIRED**

**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.

**ASSESSMENT**

**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.

**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.

**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.

**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.

**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.

**TEST OBJECTIVES**  
**FIELD 062: HEARING IMPAIRED**

**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.

**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.

**PROGRAM DEVELOPMENT AND INTERVENTION**

**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.

**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.

**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.

**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.

**TEST OBJECTIVES**  
**FIELD 062: HEARING IMPAIRED**

**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.

**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.

**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.

**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.

**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.

**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.

**TEST OBJECTIVES**  
**FIELD 062: HEARING IMPAIRED**

**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.

**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.

**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.

**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.

**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.

**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.

**TEST OBJECTIVES**  
**FIELD 062: HEARING IMPAIRED**

**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.

**PROFESSIONAL KNOWLEDGE**

**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.

**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.

**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.

**Identify organizations involved with special education.**

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

**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**  
**FIELD 062: HEARING IMPAIRED**

**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.

**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.