

EDUCATIONAL AUDIOLOGY (ED AUD) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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1. What best describes the roles of TSDHH in relation to IDEA and Educational Audiology?

- A. Are explicitly defined in IDEA
- B. Are unrelated to educational audiology
- C. Are the same as general classroom teachers
- D. Not mentioned in IDEA, but related service providers with overlap with educational audiology

2. Which element is included in the Present Levels section of an IEP?

- A. Present Levels include strengths and weaknesses in every area of concern
- B. Parental input is optional in Present Levels
- C. Only lists goals
- D. Only includes test scores

3. Which option correctly expands FLE?

- A. Functional Language Evaluation
- B. Flexible Learning Evaluation
- C. Functional Listening Evaluation
- D. Frequency Level Examination

4. Which action best increases autonomy when using a hearing assistive technology (HAT)?

- A. Allow for mute time
- B. Only use in core classes
- C. Reward system (prizes for consistent use)
- D. Acknowledging the fear of being different or not wanting to be made fun of

5. Internal noise in a classroom typically refers to which sources?

- A. Classroom, building noise (HVAC)
- B. Noise outside the building
- C. Noise from the microphone
- D. Noise from the outside ceiling tiles

- 6. In the context of deaf or hard of hearing individuals, habilitation refers to what?**
- A. Diagnosing hearing loss
 - B. Medical treatment
 - C. Getting functional skills
 - D. Getting skills back that we lost
- 7. Which statement best reflects the disparity between teachers' and principals' ratings of classroom acoustics?**
- A. 28% of teachers unsatisfied with classroom acoustics
 - B. 86% of principals rate acoustics satisfactory in permanent buildings (77% in temporary classrooms)
 - C. 12% of principals say acoustics would interfere with instruction (18% in temporary)
 - D. 50% of teachers are unsatisfied with classroom acoustics
- 8. PEACH/TEACH is described as evaluating listening while the child uses which devices?**
- A. Glasses.
 - B. Hearing aids and/or cochlear implant.
 - C. Pacemakers.
 - D. Wheelchairs.
- 9. Which statement describes Utah's criterion for DHH IEP qualification?**
- A. Loss of hearing that adversely affects educational performance but is not included under the definition of deafness.
 - B. Any hearing loss qualifies as deafness.
 - C. Only permanent loss qualifies.
 - D. Deafness is not defined in the rule.
- 10. Why is the age transition from IFSP to IDEA vague?**
- A. Depends on district budget
 - B. Depends on parental consent
 - C. Depends on student age
 - D. Depends on when peers start school

Answers

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1. D
2. A
3. C
4. A
5. A
6. C
7. A
8. B
9. D
10. D

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Explanations

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1. What best describes the roles of TSDHH in relation to IDEA and Educational Audiology?

- A. Are explicitly defined in IDEA
- B. Are unrelated to educational audiology
- C. Are the same as general classroom teachers
- D. Not mentioned in IDEA, but related service providers with overlap with educational audiology**

The key idea is how IDEA organizes support for students with hearing loss and where teachers of the deaf and hard of hearing fit in. IDEA defines related services as those supports that help a student with a disability access and benefit from education. It lists services like audiology, speech-language pathology, and others, but it does not name every professional by title. Teachers of the deaf and hard of hearing are best understood as related service providers who bring specialized instructional expertise for students with hearing loss. They collaborate closely with educational audiologists to ensure the student can access instruction and participate fully in class. This collaboration often involves making sure amplification and assistive listening devices are functioning in the classroom, adapting communication strategies and materials, supporting language and literacy development, and informing teachers and families about effective practices. They are not the same as general classroom teachers, who typically do not have the specialized training needed to address the unique needs of students with significant hearing loss. And they are not unrelated to educational audiology; their roles overlap in aims—maximizing audibility, access to instruction, and meaningful participation in learning environments. So the best description is that teachers of the deaf and hard of hearing are not named in IDEA by that title, but they function as related service providers whose work overlaps with educational audiology to support students with hearing loss.

2. Which element is included in the Present Levels section of an IEP?

- A. Present Levels include strengths and weaknesses in every area of concern**
- B. Parental input is optional in Present Levels
- C. Only lists goals
- D. Only includes test scores

Present Levels describe where a student stands right now by detailing both strengths and needs across all areas of concern and showing how the disability affects involvement and progress in the general education setting. This section should be grounded in data from multiple sources—formal assessments, classroom performance, work samples, observations, and input from parents and teachers—so the baseline is accurate and comprehensive. From this current level, the IEP team then designs goals and determines appropriate services, accommodations, and supports. Because Present Levels cover both strengths and weaknesses across relevant areas and incorporate diverse data rather than just test scores or a list of goals, and because parental input is part of the data considered, the description that emphasizes strengths and weaknesses in every area of concern is the best fit.

3. Which option correctly expands FLE?

- A. Functional Language Evaluation
- B. Flexible Learning Evaluation
- C. Functional Listening Evaluation**
- D. Frequency Level Examination

In educational audiology, FLE stands for Functional Listening Evaluation, which evaluates how well a student uses their hearing in real classroom listening situations—considering factors like noise, distance, and reverberation. This helps determine what supports are needed, such as amplification settings, FM systems, seating arrangements, and instructional adjustments to boost listening and comprehension in everyday learning. The other phrases don't fit typical Ed Aud terminology: Functional Language Evaluation would focus on language abilities rather than how listening works in context; Flexible Learning Evaluation isn't a standard term in this field; Frequency Level Examination suggests a frequency-specific test and isn't an abbreviation used for FLE.

4. Which action best increases autonomy when using a hearing assistive technology (HAT)?

- A. Allow for mute time**
- B. Only use in core classes
- C. Reward system (prizes for consistent use)
- D. Acknowledging the fear of being different or not wanting to be made fun of

Giving students control over their HAT use promotes autonomy because the ability to decide when to engage with amplification directly supports self-directed management of their listening experience. Allowing mute time lets the learner choose moments to participate or tune out, reducing anxiety about drawing attention and enabling quicker shifts between listening and focus as needed. This fosters independence, self-advocacy, and ongoing use across different classroom moments, not just in a limited setting. Restricting use to core classes limits opportunities for autonomous control in other contexts, which can hinder long-term independence. Relying on rewards for consistent use may improve short-term compliance but doesn't teach the learner how to manage the device themselves. Acknowledging fears about being different is important for social-emotional support, yet it doesn't directly enhance the student's practical control over the HAT. So, enabling mute time best increases autonomy by putting the learner in charge of their own listening experience.

5. Internal noise in a classroom typically refers to which sources?

- A. Classroom, building noise (HVAC)**
- B. Noise outside the building
- C. Noise from the microphone
- D. Noise from the outside ceiling tiles

Internal noise refers to sounds that originate within the room or its own infrastructure, contributing to the background sound level students hear while listening. The HVAC system is a classic internal source because it operates inside the classroom and often produces a steady hum that masks or competes with speech, reducing the clarity of what students hear. Noise from outside the building is external and not part of the classroom's ambient sound, while noise from a microphone is an equipment-related issue rather than a persistent room-originating background noise, and noise from ceiling tiles outside the room doesn't capture the typical ongoing internal background. Therefore, the classroom's HVAC noise is the quintessential internal source.

6. In the context of deaf or hard of hearing individuals, habilitation refers to what?

- A. Diagnosing hearing loss
- B. Medical treatment
- C. Getting functional skills**
- D. Getting skills back that we lost

Habilitation is about teaching someone to acquire new, functional skills needed to communicate and participate in daily life after hearing loss. It focuses on developing abilities that the person did not have before or could not use effectively, such as listening and spoken language, communication strategies, and everyday functioning with amplification or other supports. It's not about diagnosing a hearing loss or providing medical treatment. And it's different from rehabilitation, which aims to restore abilities that were lost due to injury or illness. In deaf or hard of hearing contexts, habilitation emphasizes building new communication and learning skills so the individual can participate in school and everyday activities.

7. Which statement best reflects the disparity between teachers' and principals' ratings of classroom acoustics?

- A. 28% of teachers unsatisfied with classroom acoustics**
- B. 86% of principals rate acoustics satisfactory in permanent buildings (77% in temporary classrooms)
- C. 12% of principals say acoustics would interfere with instruction (18% in temporary)
- D. 50% of teachers are unsatisfied with classroom acoustics

Disparity shows up when you compare how teachers experience the classroom with how principals assess it. The best choice highlights teachers' view directly: 28% of teachers are unsatisfied with classroom acoustics. This signals a notable dissatisfaction from those who work in the rooms daily and are most affected by acoustics. The other statements report principals' ratings (high satisfaction in permanent and temporary settings) or principal-focused impact (interference with instruction), which doesn't by itself illustrate the gap between teacher experience and principal perception. So listing teachers' dissatisfaction at 28% best reflects the mismatch between the two groups.

8. PEACH/TEACH is described as evaluating listening while the child uses which devices?

- A. Glasses.
- B. Hearing aids and/or cochlear implant.**
- C. Pacemakers.
- D. Wheelchairs.

PEACH and TEACH are used to measure functional listening in real-world settings for children with hearing loss, specifically while the child is using amplification devices. The focus is on how well the child can listen and respond in daily environments when wearing devices like hearing aids or a cochlear implant. These tools rely on reports from parents or teachers about everyday listening behaviors, rather than controlled lab tests. They are not about vision aids (glasses), cardiac devices (pacemakers), or mobility devices (wheelchairs).

9. Which statement describes Utah's criterion for DHH IEP qualification?

- A. Loss of hearing that adversely affects educational performance but is not included under the definition of deafness.
- B. Any hearing loss qualifies as deafness.
- C. Only permanent loss qualifies.
- D. Deafness is not defined in the rule.**

In Utah, the criteria for qualifying a student for a Deaf and Hard of Hearing (DHH) IEP does not come with a formal, state-defined definition of "deafness" in the rule. That's why the statement that deafness is not defined in the rule is the best fit. Since there isn't a strict medical or fixed threshold defined in the rule, eligibility is determined through evaluation and the IEP team's determination of educational need, rather than fitting the student into a predefined label. Other options imagine a specific definition (such as any hearing loss, only permanent loss, or a loss that isn't covered by a definition), but those aren't how the Utah rule is framed. The absence of a defined term means the team focuses on how the hearing condition impacts learning and whether specialized services are required, rather than applying a fixed blanket definition.

10. Why is the age transition from IFSP to IDEA vague?

- A. Depends on district budget
- B. Depends on parental consent
- C. Depends on student age
- D. Depends on when peers start school**

The timing is vague because the transition is tied to when the child's peer group begins to participate in school or preschool, not to a fixed calendar date. While the child ages out of early intervention around age 3 and is eligible to move to IDEA Part B, the actual start of services depends on the local school-entry date and when the district places a child into a preschool or kindergarten program. Different districts have different start times and calendars, so the transition date can vary widely even for children who turn 3 at the same time. Parental consent or district budget can influence processes, and the child's age is a factor, but the primary reason for the vagueness is that the transition is synchronized with peers starting school, which is not uniform across districts.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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