

Praxis Education of Deaf and Hard of Hearing Students (5272) Practice Exam (Sample)

Study Guide



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SAMPLE

Questions

- 1. How can hearing kids of deaf parents significantly contribute to the deaf community?**
 - A. By avoiding social interactions with both deaf and hearing peers**
 - B. By acting as cultural mediators between deaf and hearing environments**
 - C. By focusing exclusively on individual achievements**
 - D. By promoting hearing technologies to deaf individuals**
- 2. Which of the following best defines morphology?**
 - A. The study of sounds in language**
 - B. The structure and formation of words**
 - C. The arrangement of clauses in sentences**
 - D. The interpretation of meaning in language**
- 3. What aspect does pragmatics focus on?**
 - A. The phonetic characteristics of language**
 - B. The morphological structure of words**
 - C. The social use of language in context**
 - D. The syntax and arrangement of sentences**
- 4. What type of phonemes do bilabials consist of?**
 - A. Sounds formed using both lips**
 - B. Sounds formed with the teeth and lips**
 - C. Sounds formed with the tongue and roof of the mouth**
 - D. Sounds produced using the vocal cords**
- 5. In Humanistic Educational Theory, which characteristic is NOT emphasized?**
 - A. Non-threatening environment**
 - B. Knowledge and feelings**
 - C. Standardized testing**
 - D. Self-directed learning**

- 6. What does Maslow's fifth level of needs focus on?**
- A. Safety and security**
 - B. Self actualization**
 - C. Relationships and love**
 - D. Physiological aspects**
- 7. Which area does the Stanford Achievement Test NOT focus on?**
- A. Math skills**
 - B. Social skills**
 - C. Reading skills**
 - D. Writing skills**
- 8. According to Gardner's Intelligence Theory, how many types of intelligence are identified?**
- A. 6**
 - B. 7**
 - C. 8**
 - D. 9**
- 9. What does the Family Education Rights and Privacy Act (FERPA) grant students the right to do?**
- A. Access their school records**
 - B. Challenge school curriculums**
 - C. Participate in school board meetings**
 - D. Transfer to another school freely**
- 10. What is Maslow's Hierarchy of Needs primarily used to illustrate?**
- A. The stages of cognitive development**
 - B. The physiological and psychological needs of humans**
 - C. The classification of learning outcomes**
 - D. The different types of teaching styles**

Answers

SAMPLE

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

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Explanations

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1. How can hearing kids of deaf parents significantly contribute to the deaf community?
- A. By avoiding social interactions with both deaf and hearing peers
 - B. By acting as cultural mediators between deaf and hearing environments**
 - C. By focusing exclusively on individual achievements
 - D. By promoting hearing technologies to deaf individuals

Hearing children of deaf parents play a vital role in bridging gaps between the deaf and hearing communities. Acting as cultural mediators, they facilitate communication and understanding between these two different environments. They often have unique insights and experiences, having been raised in a bilingual and bicultural setting, which allows them to navigate both worlds effectively. This mediation includes not only translating linguistic elements—such as sign language to spoken language—but also conveying cultural nuances, social norms, and emotional contexts that may not be readily apparent to either community. By fulfilling this role, they help promote inclusivity and foster relationships between deaf and hearing individuals, thereby strengthening the overall community. Their contributions can enhance mutual understanding, respect, and collaboration, which are essential for the integration and support of deaf individuals within the larger society. The other options, such as avoiding social interactions or focusing solely on personal achievements, do not support community integration or collaboration, which are essential for the deaf community's advancement. Promoting hearing technologies may also not address the cultural and social needs of the deaf community and could perpetuate the disparity in understanding between the two groups.

2. Which of the following best defines morphology?
- A. The study of sounds in language
 - B. The structure and formation of words**
 - C. The arrangement of clauses in sentences
 - D. The interpretation of meaning in language

Morphology is defined as the study of the structure and formation of words. It focuses on how words are built and the rules governing their construction, including the analysis of prefixes, suffixes, roots, and how these elements combine to create meaningful expressions. Understanding morphology is essential in language development, particularly for students who are deaf or hard of hearing, as it influences literacy and vocabulary skills. This understanding helps educators provide targeted instruction in word formation, which is crucial for effective communication and comprehension. The other options refer to different aspects of linguistics: phonology pertains to sounds in language, syntax relates to the arrangement of clauses and sentences, and semantics deals with the interpretation of meaning. Each of these areas is important in its own right, but they do not encompass the definition of morphology as accurately as the emphasis on word structure and formation does.

3. What aspect does pragmatics focus on?

- A. The phonetic characteristics of language
- B. The morphological structure of words
- C. The social use of language in context**
- D. The syntax and arrangement of sentences

Pragmatics is a branch of linguistics that deals with the social aspects of language use, emphasizing how context influences the interpretation of meaning. This includes understanding how language functions in different social situations, the intentions behind utterances, and how meaning can change based on factors like the speaker's and listener's relationship, cultural norms, and situational context. In this way, pragmatics involves recognizing that spoken and signed language is not just about the words or sentences themselves but also about how they are used and understood in interaction. This understanding is particularly significant when working with deaf and hard of hearing students, as it influences their communication strategies and social interactions. The other options focus on different components of language. Phonetics examines the sounds of speech, while morphology looks at the structure of words, and syntax is concerned with sentence structure. Each of these areas plays a critical role in language development but does not encapsulate the social nuances that pragmatics addresses.

4. What type of phonemes do bilabials consist of?

- A. Sounds formed using both lips**
- B. Sounds formed with the teeth and lips
- C. Sounds formed with the tongue and roof of the mouth
- D. Sounds produced using the vocal cords

Bilabial phonemes are sounds that are produced by bringing both lips together. This articulation occurs when the lips touch or come close, allowing air to escape while forming the sound. Examples of bilabial sounds in English include the consonants /p/, /b/, and /m/. These sounds are characterized specifically by their production method, which involves the two lips creating a closure that momentarily stops airflow and then releases it. In contrast, the other types of phonemes involve different articulatory methods. For instance, sounds formed with teeth and lips would be labiodental phonemes, and those using the tongue and the roof of the mouth would include alveolar or palatal phonemes. Additionally, sounds produced using the vocal cords refer to voiced sounds but do not specify the place of articulation, which is what is essential for defining bilabials. Therefore, the definition of bilabials as sounds formed using both lips is precise and aligns with phonetic terminology.

5. In Humanistic Educational Theory, which characteristic is NOT emphasized?

- A. Non-threatening environment**
- B. Knowledge and feelings**
- C. Standardized testing**
- D. Self-directed learning**

In Humanistic Educational Theory, the focus is primarily on the individual's experience, personal growth, and emotional well-being within the learning environment. A non-threatening environment is emphasized because it encourages students to express themselves freely and engage in meaningful learning. Knowledge and feelings are regarded as integral components of the learning process, as this theory acknowledges the importance of emotional intelligence and the subjective experience of learners. Self-directed learning is also a key characteristic, as it empowers students to take responsibility for their own learning and fosters independence and critical thinking. In contrast, standardized testing does not align with the principles of Humanistic Educational Theory. This approach often promotes a more rigid, one-size-fits-all method of assessment that can undermine the individual learning experiences and emotional needs of students. Such testing can create a high-pressure environment, contradicting the theory's emphasis on a supportive atmosphere that nurtures personal growth and well-being.

6. What does Maslow's fifth level of needs focus on?

- A. Safety and security**
- B. Self actualization**
- C. Relationships and love**
- D. Physiological aspects**

Maslow's fifth level of needs focuses on self-actualization, which represents the highest stage in his hierarchy of needs. This level pertains to the realization of an individual's potential, self-fulfillment, seeking personal growth, and peak experiences. Individuals at this stage are on a quest for self-discovery and to achieve their fullest potential, utilizing their talents and abilities to the maximum extent. This concept emphasizes that once an individual has satisfied the lower levels of needs—physiological, safety, relationships (love and belonging), and esteem—they are then motivated to pursue self-actualization. This pursuit can manifest in various forms, including creativity, personal insights, and the desire to better oneself and contribute to society. Understanding this fifth level is crucial for educators and professionals working with deaf and hard of hearing students, as it highlights the importance of fostering an environment that supports learners in achieving their true potential.

7. Which area does the Stanford Achievement Test NOT focus on?

- A. Math skills**
- B. Social skills**
- C. Reading skills**
- D. Writing skills**

The Stanford Achievement Test primarily assesses students' academic skills in key areas such as math, reading, and writing, which are fundamental components of educational curricula. It categorizes and measures achievement across these disciplines to evaluate student performance against established benchmarks. The test does not focus on social skills because social skills typically involve interpersonal abilities, emotional understanding, and contextual behaviors that are often assessed through different methods or observations rather than standardized testing. Therefore, while social skills are important for overall development, they fall outside the scope of what the Stanford Achievement Test evaluates. This distinction is crucial for understanding the purpose and limitations of various assessment tools in education.

8. According to Gardner's Intelligence Theory, how many types of intelligence are identified?

- A. 6**
- B. 7**
- C. 8**
- D. 9**

Gardner's Intelligence Theory, also known as the Theory of Multiple Intelligences, identifies a total of eight distinct types of intelligence. This theory expands the traditional understanding of intelligence beyond the general cognitive ability often measured by IQ tests. The eight intelligences outlined by Gardner include linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligence. This framework emphasizes the diversity of learners and suggests that individuals possess varying strengths in these intelligences. By recognizing the existence of these multiple forms of intelligence, educators can tailor their teaching strategies to meet the diverse needs of all students, including those who are deaf or hard of hearing. Understanding that intelligence is multifaceted allows for a more inclusive approach to education, benefiting all learners. The choice reflecting eight types of intelligence aligns accurately with Gardner's model, reinforcing the importance of recognizing and nurturing individual strengths in educational settings.

9. What does the Family Education Rights and Privacy Act (FERPA) grant students the right to do?

- A. Access their school records**
- B. Challenge school curriculums**
- C. Participate in school board meetings**
- D. Transfer to another school freely**

The Family Education Rights and Privacy Act (FERPA) is a federal law that grants students the right to access their own education records maintained by educational institutions. This access allows students and their parents or guardians to review the information contained in these records and ensure its accuracy. Under FERPA, students also have the right to request corrections if they believe that their records contain inaccuracies or misleading information. This provision is crucial as it empowers students to be actively involved in their educational journey, promoting transparency and accountability within schools. Access to educational records helps parents and students make informed decisions about their education and enables them to understand the performance and evaluation metrics used by educational institutions. The other options listed do not directly relate to the rights granted under FERPA. While they may be rights or responsibilities associated with being a student or a parent in the education system, they are not specifically covered by FERPA.

10. What is Maslow's Hierarchy of Needs primarily used to illustrate?

- A. The stages of cognitive development**
- B. The physiological and psychological needs of humans**
- C. The classification of learning outcomes**
- D. The different types of teaching styles**

Maslow's Hierarchy of Needs is primarily utilized to depict the range of physiological and psychological needs that humans experience. This framework is structured in a hierarchical model where basic physiological needs, such as air, food, and shelter, must be satisfied before individuals can focus on higher-level psychological needs like belonging, esteem, and ultimately self-actualization. By addressing these needs, educators and caretakers can create a supportive environment conducive to learning and personal development. This approach is particularly relevant when working with diverse populations, including deaf and hard of hearing students, as it highlights the importance of fulfilling basic needs to enhance motivation and engagement in educational settings. Understanding this hierarchy helps educators recognize that learning cannot occur effectively unless students' foundational needs are first addressed.