# TExES Deaf and Hard-of-Hearing (181) Practice Test (Sample)

## Study Guide

BY EXAMZIFY

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# Questions

**1. What part of the ear does the cochlear implant bypass?**

**A. The outer ear**

**B. The middle ear**

**C. The damaged parts of the ear**

**D. The inner ear**

**2. Which of the following best describes a characteristic of deaf students?**

**A. They engage primarily through written communication**

**B. They exclusively rely on oral language**

**C. They use sign language and visual cues**

**D. They generally avoid communication**

**3. Which type of hearing loss combines elements of both conductive and sensorineural hearing loss?**

**A. Conductive hearing loss**

**B. Sensorineural hearing loss**

**C. Mixed hearing loss**

**D. Temporary hearing loss**

**4. What is the purpose of the acoustic reflex?**

**A. To amplify quiet sounds for better hearing**

**B. To protect the hearer from sudden, loud sounds**

**C. To improve speech clarity**

**D. To measure auditory thresholds**

**5. What is the primary definition of speech reading?**

**A. A method of reading written texts aloud**

**B. A technique for lip reading**

**C. A form of non-verbal communication**

**D. A type of phonetic transcription**

**6. Meniere's disease primarily affects which system of the body?**

**A. Cochlear system**

**B. Vestibular system**

**C. Auditory nerve**

**D. Middle ear**

**7. Which type of hearing loss may require different educational approaches?**

**A. Severe loss only**

**B. Unilateral loss**

**C. Profound loss**

**D. Bilateral loss**

**8. What can help engage students in developing their reading skills?**

**A. Choosing any book regardless of interest**

**B. Assessing current reading levels**

**C. Reading only for homework**

**D. Completing reading logs without reflection**

**9. What does American Sign Language primarily serve as for its users?**

**A. A writing system for the deaf**

**B. A spoken language alternative**

**C. A manual visual language**

**D. A form of assistive technology**

**10. Why is it important to connect students with audiences outside their classroom?**

**A. To isolate their learning experience**

**B. To expose them to diverse perspectives and feedback**

**C. To minimize their exposure to technology**

**D. To limit their understanding of local contexts**

# Answers

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

# Explanations

## 1. What part of the ear does the cochlear implant bypass?

**A. The outer ear**

**B. The middle ear**

**C. The damaged parts of the ear**

**D. The inner ear**

**The cochlear implant is designed to bypass the damaged parts of the ear, specifically the hair cells in the cochlea that are not functioning properly due to sensorineural hearing loss. While the device does interface with structures in the ear, its primary function is to directly stimulate the auditory nerve, which necessitates bypassing the impaired elements of the ear responsible for converting sound vibrations into neural signals. By focusing on the damaged parts of the ear, the cochlear implant can restore some level of hearing for individuals who do not benefit from traditional hearing aids. This is particularly relevant for those whose inner ear (cochlea) has sustained significant damage, as traditional hearing aids amplify sound but cannot effectively address the underlying issues of sensorineural hearing loss. In this context, the cochlear implant's ability to work around the malfunctioning components of the auditory system is what distinguishes it from other forms of assistive listening devices.**

## 2. Which of the following best describes a characteristic of deaf students?

**A. They engage primarily through written communication**

**B. They exclusively rely on oral language**

**C. They use sign language and visual cues**

**D. They generally avoid communication**

**The characteristic that best describes deaf students is their use of sign language and visual cues. Deaf individuals often communicate through sign language, which is a fully developed language capable of expressing a wide range of ideas and concepts. This form of communication utilizes hand signs, facial expressions, and body language, making it a natural fit for those who are deaf or hard of hearing. Visual cues are also crucial for deaf students as they often rely on them to understand spoken language and social interactions. This reliance on visual inputs enhances their ability to engage and interact with their peers, educators, and the surrounding environment effectively. In contrast, those who engage primarily through written communication may not capture the full breadth of human interaction that occurs in both formal and informal settings. While some deaf individuals may use oral language, it is not exclusive to their communication. Additionally, avoiding communication is not a general trait among deaf students; instead, they seek out and develop their communication methods to connect and express themselves in meaningful ways.**

## 3. Which type of hearing loss combines elements of both conductive and sensorineural hearing loss?

**A. Conductive hearing loss**

**B. Sensorineural hearing loss**

**C. Mixed hearing loss**

**D. Temporary hearing loss**

**Mixed hearing loss is characterized by the presence of both conductive and sensorineural components. This means that a person with mixed hearing loss experiences issues related to both the outer or middle ear (which typically contribute to conductive hearing loss) and the inner ear or auditory nerve (which are generally associated with sensorineural hearing loss). In cases of mixed hearing loss, the conductive aspect can prevent sound from being transmitted effectively to the inner ear, while the sensorineural aspect can limit the ability to process sound, even when it reaches the inner ear. This combination often leads to a more complex hearing impairment that requires specific diagnostic and treatment approaches to address both components effectively. Understanding mixed hearing loss is crucial for developing effective intervention strategies, such as hearing aids or surgical options, tailored to the individual's specific hearing loss profile.**

## 4. What is the purpose of the acoustic reflex?

**A. To amplify quiet sounds for better hearing**

**B. To protect the hearer from sudden, loud sounds**

**C. To improve speech clarity**

**D. To measure auditory thresholds**

**The purpose of the acoustic reflex is primarily to protect the ear from sudden, loud sounds. When a loud sound occurs, a reflexive action takes place in which the muscles of the middle ear contract. This contraction moves the bones in the middle ear and helps to reduce the amount of sound energy that is transmitted to the inner ear. By doing so, the acoustic reflex acts as a natural defense mechanism against potentially harmful loud noises, thereby preventing damage to the delicate hair cells within the cochlea that are responsible for hearing. The other options describe functions that are not associated with the acoustic reflex. Amplifying quiet sounds relates more to the function of hearing aids or the sensitivity of hearing mechanisms rather than protection. Improving speech clarity hinges on various factors including auditory processing, not specifically the reflex. Lastly, measuring auditory thresholds pertains to audiological assessments, which do not involve the protective aspects of the acoustic reflex.**

## 5. What is the primary definition of speech reading?

**A. A method of reading written texts aloud**

**B. A technique for lip reading**

**C. A form of non-verbal communication**

**D. A type of phonetic transcription**

**Speech reading, often referred to as lip reading, is primarily defined as a technique that involves understanding speech by visually interpreting the movements of the lips, face, and sometimes the body of the speaker. This method is particularly significant for individuals who are Deaf or hard of hearing, as it allows them to comprehend spoken language by watching a speaker while also considering contextual cues and facial expressions. The effectiveness of speech reading can vary depending on several factors, including the speaker's clarity of articulation, the lighting conditions, and the viewer's ability to discern different lip movements. This skill is critical in facilitating communication for those who may not rely heavily on auditory information. Other options do not align with the definition of speech reading; for instance, reading written texts aloud is more related to literacy skills than visual speech comprehension. Non-verbal communication encompasses a broader range of gestures and expressions that are not specific to speech. Additionally, phonetic transcription deals with representing sounds in written form and does not focus on visual cues for understanding speech.**

## 6. Meniere's disease primarily affects which system of the body?

**A. Cochlear system**

**B. Vestibular system**

**C. Auditory nerve**

**D. Middle ear**

**Meniere's disease primarily affects the vestibular system. This condition is characterized by episodes of vertigo, hearing loss, tinnitus, and a feeling of fullness or pressure in the ear, all of which are related to the inner ear's fluid balance. The vestibular system, which is responsible for balance and spatial orientation, is particularly impacted, leading to the characteristic dizzy spells experienced by individuals with this disease. While the cochlear system and auditory structures may also be influenced, the defining symptoms of Meniere's disease, including vertigo, clearly point to vestibular involvement as the primary focus of the disorder.**

## 7. Which type of hearing loss may require different educational approaches?

**A. Severe loss only**

**B. Unilateral loss**

**C. Profound loss**

**D. Bilateral loss**

**The choice of profound loss as the correct answer is grounded in the significant impact that this degree of hearing loss can have on communication, language development, and social interactions. Individuals with profound hearing loss typically lack sufficient auditory perception to hear everyday sounds, which can require more specialized and individualized educational approaches to accommodate their unique needs. For example, students with profound hearing loss may rely heavily on alternative communication methods, such as sign language or other visual communication supports, to access the curriculum. This often necessitates the incorporation of specialized teaching strategies, tailored resources, and possibly even intensive therapies to support language acquisition and social skills development. Given the challenges they face in accessing auditory information, educators are tasked with implementing strategies that ensure these students receive a comprehensive and equitable education. In contrast, the other types of hearing loss, such as severe, unilateral, or bilateral, may not always demand the same level of specialized instructional adaptation. While each type of hearing loss presents its own challenges, profound loss generally warrants a more distinct educational approach due to its profound effect on communication capabilities and learning modalities.**

## 8. What can help engage students in developing their reading skills?

**A. Choosing any book regardless of interest**

**B. Assessing current reading levels**

**C. Reading only for homework**

**D. Completing reading logs without reflection**

**Engaging students in developing their reading skills is effectively supported through assessing their current reading levels. This approach allows educators to tailor instruction and reading material to match individual students' abilities and needs, fostering a sense of success and motivation. By understanding where each student stands in their reading proficiency, teachers can choose texts that are appropriately challenging yet within reach, segment lessons to address specific skills, and provide targeted support. This personalized approach not only enhances comprehension but also encourages students to develop a more genuine interest in reading, as they are more likely to connect with materials that resonate with their current skills and interests.**

## 9. What does American Sign Language primarily serve as for its users?

**A. A writing system for the deaf**

**B. A spoken language alternative**

**C. A manual visual language**

**D. A form of assistive technology**

**American Sign Language (ASL) primarily serves as a manual visual language, which is significant for its users because it allows individuals who are deaf or hard of hearing to communicate effectively through visual gestures, facial expressions, and body language. ASL is distinct in that it has its own grammar and syntax, which differs from spoken English. This visual modality makes it accessible to those who are unable to hear, enabling them to express complex ideas, emotions, and concepts in a fully expressive manner. A written system or spoken language alternative does not capture the essence of ASL. Unlike options that imply ASL functions primarily as a text-based or auditory form of communication, recognizing it as a manual visual language emphasizes its reliance on visual-spatial elements rather than auditory cues. Additionally, categorizing ASL as assistive technology overlooks its role as a natural language that serves a cultural and communal purpose for the Deaf community rather than functioning as a tool to assist in communication.**

## 10. Why is it important to connect students with audiences outside their classroom?

**A. To isolate their learning experience**

**B. To expose them to diverse perspectives and feedback**

**C. To minimize their exposure to technology**

**D. To limit their understanding of local contexts**

**Connecting students with audiences outside their classroom is vital because it exposes them to diverse perspectives and feedback. Engaging with different audiences allows students to see their work and ideas through various lenses, fostering a richer understanding of the subject matter. This interaction encourages critical thinking and helps them develop communication skills as they learn to articulate their thoughts to a variety of stakeholders. Additionally, receiving feedback from outside sources can enhance their learning by introducing new viewpoints and encouraging reflection on their work. This broader engagement enhances the educational experience and prepares students for real-world interactions and collaborations.**