

**EIPA Written Standards Review
By Robin Evans and Shannon Simon**

STUDENT DEVELOPMENT

1.) As students grow and develop they become more independent, confident and their social skills mature. An interpreter should have a good understanding of these important developmental stages, when they develop and the effects they have on a child in order to adjust their interpreting accordingly. T or F

Age-Specific Development

2.) What is one major affect hearing loss has on a child early on?

- A.) They cannot talk.
- B.) The inability to acquire language that is age-appropriate.
- C.) They cannot learn to read.
- D.) The inability to produce spoken language.

3.) The main reason children who are deaf do not have access to a language in early development is

- A.) Because they do not have hearing aids.
- B.) Because most deaf children have hearing parents.
- C.) Because most deaf children have deaf parents.
- D.) Because deaf children cannot talk.

4.) Between the ages of 6-11 a child develops their confidence (ability to achieve) or feelings of inferiority (an inability to achieve). Experiences at school, at home and with peer's can effect a child's development in these areas. T or F

5.) The capability to work and cooperate with others is not as important for a child as their factual knowledge that they acquire in school. T or F

Maturity Level

6.) During adolescence students naturally demonstrate more initiative; interpreters should increase the amount of support in order to guide the student during this confusing time of life. T or F

7.) When responding to a student's inattentiveness, the interpreter should consider the student's level of maturity. T or F

8.) Interpreters should be aware that students who have a weak sense of trust, autonomy, or initiative may be unprepared for the challenges of adulthood. T or F

Skill Level

9.) Higher skilled interpreters are better equipped to work with older children since their vocabulary, and skills can better match the older student than the younger. T or F

10.) In order to understand a student's current level of functioning, interpreters should meet with past interpreters and teachers to gain as much insight from them as possible. T or F

Relationships

11.) Is it healthy for a student to create a bond with the professionals they work with? Yes or No, Why or Why not?

12.) Adolescents may be more comfortable with same-gender interpreters. T or F

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STUDENT DEVELOPMENT Continued..

- 13.) Peer relationships can have a big effect on what two developments throughout student's school years?
- A.) Social and maturity
 - B.) Social and cognitive
 - C.) Emotional and physical
 - D.) Cognitive and emotional
- 14.) During middle school students develop friendships that are dependent on a great deal of communication. If a student does not have age-appropriate pragmatic skills what may his peers view him as?
- A.) Deaf and dumb
 - B.) Socially awkward
 - C.) Emotionally instable
 - D.) Distant and unfriendly

COGNITIVE DEVELOPMENT

- 15.) What is cognitive development?
- A.) Cognitive development is the ability to process language and understand it.
 - B.) Cognitive development is the ability to analyze math problems and find an answer.
 - C.) Cognitive development is the understanding of concepts, and the ability to think and reason.
 - D.) Cognitive development is the ability to hear understand and respond using intelligent age appropriate language.

Core Standards
Cognition

- 16.) What approach to cognitive development assumes that cognitive development is independent from language development?
- A.) Cognition Independence approach
 - B.) Piagetian approach
 - C.) Language Independence approach
 - D.) Parochialism approach
- 17.) Which statement below is true?
- A.) Socialization is an important aspect of cognitive development
 - B.) Socialization is not an important aspect of cognitive development
 - C.) Socialization can sometimes over stimulate cognitive development
 - D.) Socialization is an important aspect of cognitive development in older age group children.
- 18.) It is important for interpreters to be skilled and be able to communicate concepts that are simple or used often, however it is not necessary to have the burden of handling the more complex task of communicating concepts that are new, abstract or difficult. T or F
- 19.) Cognitive organization helps students store and remember concepts. Providing students with repetition allows them to see.....which all help them learn.
- A.) patterns, parallels, comparisons, and similarities
 - B.) repetitions, consistency, differences, and duplication
 - C.) equivalents, proportions, series, and repetitions
 - D.) parallels, series, differences and comparisons

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COGNITIVE DEVELOPMENT Continued...

- 20.) In terms of cognitive development what causes a student to learn?
- A.) when a child begins to read
 - B.) When new information is presented at a level of language the student understands and then can apply it.
 - C.) When a student begins to put together what they see and hear and match it with the words they know.
 - D.) When there is a conflict between what a student thinks and new information that they receive.
- 21.) What is the definition of cognitive scheme?
- A.) Cognitive scheme is a cognitive structure that organizes information, making sense of experience.
 - B.) Cognitive scheme is mapping of information based on the input received.
 - C.) Cognitive scheme is the understanding of information experienced.
 - D.) Cognitive scheme is a plan use to present mathematical information to help children grasp concepts.
- 22.) What different levels of abstraction in terms of cognitive skills can teachers questions require?
- A.) Demonstration of student; participation, obedience, respect for others and follow through
 - B.) Demonstration of knowledge; Comprehension; Application; Analysis; Synthesis and Evaluation
 - C.) Demonstration of sensory; hearing, seeing, tasting, smelling and feeling
 - D.) Demonstration of educational; Advancement; Performance; Success and Completion

Conceptualization

- 23.) Name three good supports that can aid students learning new concepts.
- A.) practice, repetition and experience
 - B.) verbalizing, writing and memorization
 - C.) memorization, practice and verbalizing
 - D.) repetition, writing and acting it out
- 24.) A student's ability to repeat a concept does not mean the student understands it. Students can memorize language without understanding what it means. What are some evidences that will help to determine if a student has learned?
- A.) A student's ability to recite what they know in front of the class with confidence.
 - B.) A student's ability to pass an exam on first try, and remember the concepts a week later.
 - C.) A student's ability to write what they understand in a meaningful paragraph or present the information learned on a graph or chart.
 - D.) A student's ability to answer questions spontaneously about concepts or show that they understand.

Learning

- 25.) How do students learn?
- A.) Students learn by doing experiments, participating in class projects and completing their homework.
 - B.) Students learn from exploration, making mistakes, and self-correction.
 - C.) Students learn when they review information until their memory sets in.
 - D.) Students learn from watching peers and doing what they do.

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COGNITIVE DEVELOPMENT Continued...

- 26.) Behavioral approaches to learning propose that....
- A.) Positive behavior can be encouraged by reward and negative behavior can be decreased by ignoring bad behavior until the child corrects it.
 - B.) Positive behavior can be increased with soft voices and gentle coaxing to do the right thing, where bad behavior can be solved through a discipline plan set up with the parent that can be enforced at home and in school.
 - C.) Positive behavior can be increased by the use of positive re-enforcers, and negative behavior can be decreased by the use of punishment or withdrawal of privileges.
 - D.) Positive behavior can be increased by giving special attention to a student, and bad behavior can be corrected through note home to the parent, grades reflecting the negative behavior, and privileges taken away.
- 27.) What is the goal of education?
- A.) The goal of education is for students to acquire thinking skills, and not to just memorize facts.
 - B.) The goal of education is to teach children the basic skills of reading, writing and arithmetic.
 - C.) The goal of education is to prepare children to be productive adults in our society by getting college educations.
 - D.) The goal of education is for students to achieve knowledge in reading, math, history and the sciences, which will support them in the career they desire as an adult.

LANGUAGE DEVELOPMENT

- 28.) What is an essential part of language development?
- A.) hearing
 - B.) reading
 - C.) interaction with people
 - D.) pre-k
- 29.) Does an educational interpreter have any influence on a hard of hearing student's language development?
Y or N
- 30.) To help the interpreter become familiar with the student's current level of function the interpreter should...
- A.) Talk with interpreters who worked with the student previously to find out where the student's level of functioning is.
 - B.) review the students IEP with a professional
 - C.) Should ask the teacher who is currently with the student.
 - D.) Should discuss it with the ESE director of the school.

Core Standards
Language Skills

- 31.) What three things impact a student's ability to learn new concepts?
- A.) language level, world knowledge, and vocabulary
 - B.) hearing level, ability to process information, and practice
 - C.) language level, ability to process information, and vocabulary
 - D.) hearing, repetition of knowledge, and memorization skills

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LANGUAGE DEVELOPMENT Continued...

32.) Language Development in American Sign Language is not parallel to the development of spoken languages.
T or F

33.) Students who are deaf or hard of hearing may have language skills that are delayed compared with their hearing peers due to

- A.) a learning problem
- B.) an environmental problem
- C.) a family problem
- D.) a speech problem

34.) How is academic language different from daily conversation?

- A.) Daily conversation takes place at home or with friends and academic language is how we write and talk at school.
- B.) Conversations have more turn taking about topics that reflect a shared experience, and allow correction of mistakes, where academic language has less turn taking, longer monologues, more complex vocabulary and syntax as well as provides fewer contexts to understand the topic.
- C.) Daily conversations consists of generally topics about friends, home, and activities connected with those relationships, where academic language is conversing about subjects like Science, Math, Geography, and History.
- D.) Conversations have interrupted turn taking that never offer an opportunity to make corrections and is full of idioms and expressions, where academic language is always polite and offers much opportunity to correct grammatical errors as well as covers a multitude of academic topics.

35.) All students and adults gesture. Gesture can be very communicative and useful as well as a linguistic part of our language. T or F

36.) Deaf and Hard of hearing students are often in the process of learning language in school while they are learning new concepts. Hearing students are using their language to learn new concepts. What can an interpreter do to help the deaf and hard of hearing student, if anything, to facilitate learning for the deaf or hard of hearing student?

- A.) There is nothing an interpreter can do to facilitate learning; they are to facilitate communication only. The teacher of the deaf is responsible for facilitating learning.
- B.) The interpreter can tutor the deaf or hard of hearing student on concepts they miss once they have mastered their language.
- C.) Interpreters may need to include an explanation of a concept in the interpretation in order to facilitate learning.
- D.) The interpreter must stay in their role and allow the teacher to teach, therefore the teacher can explain concepts that the student may miss.

37.) Who should conduct language evaluations for deaf or hard of hearing students?

- A.) The ESE director should conduct all language evaluations for the deaf or hard of hearing student.
- B.) A professional who has training specific to language and the students who are deaf or hard of hearing.
- C.) The school language assessment resource person is the only person who can conduct language evaluations for the deaf or hard of hearing student(s).
- D.) The teacher of the deaf is always the person who conducts language evaluations for the deaf or hard of hearing student(s).

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LANGUAGE DEVELOPMENT Continued...

Development

- 38.) Students begin to produce their first words at about 16 months old. T or F
- 39.) Students begin to produce their first words or signs into a sentence at about age 2 years. T or F
- 40.) Students begin to produce complex language at about 4 years of age. T or F
- 41.) By 3 to 4 years of age, hearing students are able to use English morphology correctly most of the time. By 3 to 4 years of age, deaf students learning ASL from their deaf families are able to use verb agreement correctly much of the time. T or F
- 42.) By early elementary years, students have mastered much of their foundational use of language. T or F
- 43.) What is one of the earliest exhibits of decontextualized language?
- A.) being able to talk about past events
 - B.) being able to use context clues in writing assignments
 - C.) being able to talk about what is here and now
 - D.) being able to use correct punctuation in sentences
- 44.) What do young students use in language to help them determine how to segment language at the word sentence level, and can communicate a great deal of information about the speaker's intention, which can benefit students in the process of learning language?
- A.) prosody
 - B.) commas
 - C.) syllables
 - D.) sight words
- 45.) At what grade do the textbook demands increase significantly, and the language becomes more complex in terms of syntax and vocabulary.
- A.) first grade
 - B.) fifth grade
 - C.) eighth grade
 - D.) third grade

- 46.) The development of classifiers happens rather quickly and students grasp them almost effortlessly because they are so descriptive, causing students to master them completely by age 7. T or F

Learning

- 47.) Students learn best when a teacher knows what they know and what they don't know T or F
- 48.) Deaf and hard of hearing students who have ASL as their first language typically learn English from reading. T or F
- 49.) Hearing students do not need to be taught language except in special circumstances and deaf and hard of hearing students with a good command of ASL can get their language from reading. T or F
- 50.) Students do not learn words by learning a definition, they learn over time through multiple exposures, including making mistakes. T or F

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LANGUAGE DEVELOPMENT Continued...

51.) Learning Sign Language can inhibit a student's ability to learn speech. T or F

52.) Student often are taught explicitly by metalinguistic teaching therefore, they master the rule of language before they truly understand the rule itself. This is not true for hard of hearing students learning sign language. T or F

Interaction

53.) Interaction with other students is crucial in the development of language in children. Children are not as critical of other children's language where, adults present during the student interaction can actually alter the interaction. T or F

54.) What has a large effect on language, especially in terms of the rules of interaction, how much we may talk with other students and adults and what we believe is the role of communication in our daily lives.

- A.) parental influences
- B.) education
- C.) cultural background
- D.) hearing loss

Environment/Circumstance

55.) Why is early detection of hearing loss important?

- A.) Because detection can allow deaf and hard of hearing students to develop language that is more age appropriate when compared with their hearing peers.
- B.) Because early detection will get the student fitted with auditory equipment and the student can get a better quality education.
- C.) Because early detection can help a deaf and hard of hearing student progress in their speech training.
- D.) Because detection can allow deaf and hard of hearing students hear well and therefore can be more dependent on their hearing and less on sign language.

56.) Interpreting for a student with a cochlear implant can mean that the student is receiving some of the teacher's spoken message as well as the interpreted message. T or F

57.) There is a difference between a student who has had a hearing loss before learning a language and a student who learned speech and language and then experienced a hearing loss. T or F

58.) What typically causes a student you have a delay in language development?

- A.) A delay in language development typically is caused when a student has additional disabilities.
- B.) A delay in language development typically is caused when a student has not started school early enough.
- C.) A delay in language development typically is a sure sign that there is something much more seriously wrong with the student.
- D.) A delay in language development typically is caused because the student's environment has not provided them sufficient access to language.

59.) The students communication at home with family and communication at school do not have to be the same and will not have any real effect on the student's classroom performance as long as they have an interpreter at school. T or F

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LANGUAGE DEVELOPMENT Continued...

- 60.) When a student does not have age-appropriate pragmatic skills, his peers may view him as socially awkward. T or F
- 61.) Sign Systems were designed to represent English and developed by educators, and are respected by the Deaf community and used by them when around educated people. T or F
- 62.) Educators who use sign system believes that exposure to visual English will facilitate English development. Has this been proven to be true?
A.) This has been proven to be true
B.) This has not been proven to be true.
- 63.) Iconicity in sign language makes learning signs easier. T or F
- 64.) What is the "Individuals with Education Disabilities Act" (IDEA)?
A.) IDEA is a state law that protects the rights of the student with disabilities, and mandates that all students with disabilities receive a free and appropriate education.
B.) IDEA is a federal law that protects the rights of the student with disabilities, and mandates that all students with disabilities receive a free and appropriate education.
C.) IDEA is a state law that guarantees all children who are deaf or hard of hearing will have a qualified interpreter.
D.) IDEA is federal law that guarantees all disabled children will have a qualified specific support provider.

EDUCATION

- 65.) What is an I.E.P?
A.) An I.E.P. is an Interpreter Educational Performance.
B.) An I.E.P. is an Individual Education Plan.
C.) An I.E.P. is an Independent Evaluation of Parents.
D.) An I.E.P. is an Individual Evaluation Plan.
- 66.) What is an I.E.P. for?
A.) An I.E.P. is the required form parents of disabled children must fill out upon entering their disabled child into public education.
B.) An I.E.P. is the performance part of the RID National Certification for Educational Interpreters.
C.) An I.E.P. is a legal document required by IDEA to detail each disabled student's developmental program.
D.) An I.E.P. is the Individual Evaluation Plan that interpreters follow when organizing their Professional Development Plan (PDP).
- 67.) Who may be members of the I.E.P. team?
A.) The interpreter, the RID president, the teacher of the deaf and the Supervisor of Schools.
B.) The qualified interpreter, the student's family, general classroom teacher, speech language pathologist, audiologist, an administrator, a deaf educator, and the student when appropriate.
C.) The student's family, general classroom teacher, the deaf educator, the principal, the child psychologist, and the student when appropriate.
D.) the interpreter supervisor, the student's family, a classroom teacher, the school nurse, the audiologist and the principal, attorneys, a union representative

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EDUCATION Continued...

Core Standards

IEP and the Educational Team

- 68.) The interpreter is an essential member of the IEP team. T or F
- 69.) The interpreter's job is to help ensure that language and communication needs of the student are met, including opportunities for direct communication and instruction in Manually Codes for English only. T or F
- 70.) What are some of the support services that can be provided for the student and specified on the students I.E.P.?
- A.) Occupational or physical therapy, counseling, note-taking, training in the use of assistive technology and help learning to work with an interpreter.
 - B.) Note-taking, training in the use of assistive technology, after school tutoring, occupational or physical therapy, and Braille.
 - C.) Occupational or physical therapy, vocational training, counseling, life skills, and the use of assistive technology.
 - D.) Occupational or physical therapy, auditory training, note-taking, counseling, help learning American Sign Language, and after school tutoring.
- 71.) The acronym LRE stand for...?
- A.) Lessons Requiring Education
 - B.) Least Restricted Environment
 - C.) Learners Reading Enrichment
 - D.) Legal Reading Enhancement
- 72.) The most important intent of the concept of LRE is to...
- A.) Allow student to be educated in the most appropriate environment for the student.
 - B.) Allow the student to enhance their reading skills by being in the most appropriate reading class for their age.
 - C.) Allow students to take lessons that are applicable to their disability and will allow them to grow educationally.
 - D.) allow students to take legal testing that is applicable to their reading level
- 73.) I.D.E.A. mandates that the IEP is reviewed how often?
- A.) at least every other year
 - B.) at least every 5 years
 - C.) at least every 3 months
 - D.) at least once a year
- 74.) As a part of the IDEA mandate deaf or hard of hearing students must receive a comprehensive communication assessment in the mode of communication required by the school system. T or F
- 75.) The IEP team should consider the interpreter's input on the student's language use and comprehension when making modifications regarding how the interpretation is to be conducted. T or F
- 76.) Can an IEP team modify interpreting of a classroom to support the student's learning, rather than providing a direct interpretation of classroom content? Y or N
- 77.) Families who are unable to resolve a conflict with their school district regarding their student's IEP may request an independent review by a hearing. T or F

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EDUCATION Continued...

Roles & Responsibilities

- 78.) All the members within a classroom, teachers and students should understand the roles and responsibilities of the interpreter, and how to interact within the interpreted classroom. T or F
- 79.) Interpreters need specialized training regarding disabilities commonly encountered in students, including students who are deaf and hard of hearing. T or F
- 80.) Educational interpreters are often asked to tutor. This is perfectly acceptable without special training since they are in the classroom and aware of what is being taught. T or F
- 81.) The classroom teacher has the responsibility for educational planning, teaching and evaluation for only the hearing students in the classroom, and the teacher of the deaf is responsible for the deaf and hard of hearing students. T or F
- 82.) All adults who work in a public school have responsibility for behavior management and student safety. T or F
- 83.) Professionals working with students are required by law to report any suspicion of student abuse. T or F

Federal, State & Local Educational Agencies

- 84.) When the State Education Agency does not have minimum requirements for educational interpreters, the Local Education Agency (LEA) cannot establish their own. T or F
- 85.) School districts are accountable to the state department of education. T or F
- 86.) A school district's financial resources are typically related to the income level of the County. T or F
- 87.) All State Education Agencies have regulatory roles in the education of students in terms of credentialing teachers and interpreters, establishing minimal standards for curriculum, and requiring annual achievement tests. T or F
- 88.) The Local Education Agency (LEA) is responsible for complying with state and federal requirements. They are responsible for staffing, placement, and delivery of services. T or F

Educational Assessment and Achievement Tests

- 89.) Is there a time when an interpreter can interpret an annual academic achievement tests?
- A.) No only instructions can be interpreted on academic achievement tests.
 - B.) No only instructions can be interpreted as to not unintentionally give the student answers.
 - C.) Yes, if the goal of the test is to assess content knowledge and not literacy.
 - D.) Yes, all academic achievement tests can be interpreted since the students first language may not be English.

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EDUCATION Continued...

- 90.) Name one major problem with most standardized tests.
- A.) Most standardized tests are written at a higher reading level than most deaf students can read and therefore is almost impossible for them to score well on
 - B.) Most standardized tests have been developed and standardized with hearing students in mind, therefore, some items may not be appropriate for students who are deaf or hard of hearing and may not reflect their underlying abilities.
 - C.) Most standardized tests are timed and it does not give the deaf child enough time to watch the interpreter and then answer the question, causing them to be behind and under more stress than hearing students.
 - D.) Most standardized tests are only allowed to have the instructions interpreted leaving the deaf or hard of hearing student left to figure out the remainder of the test on their own accord.
- 91.) Which type of test uses target skills that a student is expected to have mastered by a given age.
- A.) Criterion-referenced tests
 - B.) Achievement tests
 - C.) Intelligence tests
 - D.) Statistical tests
- 92.) Achievement tests are used to determine a student's improvement in...
- A.) linguistic knowledge of their native language
 - B.) reading, writing and other content subjects
 - C.) visual memory and motor coordination
 - D.) psychosocial development
- 93.) Which type of test generally results in scores which underestimate the cognitive and processing strategies of deaf students?
- A.) Criterion-referenced tests
 - B.) Achievement tests
 - C.) Intelligence tests
 - D.) standardized tests
- 94.) Which test attempts to measure the cognitive abilities and the processing strategies of a student?
- A.) Criterion-referenced tests
 - B.) Achievement tests
 - C.) Intelligence tests
 - D.) Personality tests

Educational Interpreter Judgment

- 95.) Interpreting a lesson always makes the lesson accessible for the student. T or F
- 96.) The interpreter should continue to interpret for the student even if the student chooses to watch the teacher. T or F
- 97.) Educational Interpreters make judgments about language use with deaf and hard of hearing students based on.....
- A.) The educational plan, language expressed by the student, communication with the educational team, with the goal of an interpreting product that is accessible to the student.

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EDUCATION Continued...

- B.) communication with the educational team, with the students reading level in mind, sign system specified by the school system, with an academic goal set by the IEP team
 - C.) the academic level, signed vocabulary level expressed by the student, communication with the teacher of the deaf, with goals for the semester
 - D.) the age of the student and emotional maturity of the student, written language skill of the student, communication of the student and the suggestions from the student's family
- 98.) When signing a visual message for a hard of hearing student, it is often the case that the interpreter will ...
- A.) interpret
 - B.) transliterate
 - C.) use S.E.E. sign
 - D.) use Cued Speech

Classroom

- 99.) What is the major goal of education because it serves as the foundation for learning throughout life and why?
- A.) Reading, Writing and Arithmetic, because these subjects are the foundations of learning. If a child learns those three subjects they can do and become anything
 - B.) To follow directions, because if a child can learn to follow directions they will do well in the work force and it will keep them out of jail
 - C.) Literacy, because students use what they know about the world to help them read, and read to learn about the world
 - D.) To reason, if a child can reason then as they mature they will be able to think for themselves and make wise decisions in their adult life.
- 100.) The major goal of Deaf Education is to help a student...
- A.) Learn sign language so they can communicate with the deaf population and fit in with that culture.
 - B.) Learn signed English so they can read and therefore be successful in their required school work.
 - C.) Master the English language so they can learn the subjects required to graduate.
 - D.) Acquire sufficient language skills to participate in the general curriculum.
- 101.) The curriculum specifies what a student should learn and the sequence in which it should be taught. There are different philosophies behind different curricula. To remain compliant with their role interpreters do not need to be concerned with this information since it is the teacher's responsibility to be concerned with the curriculum. T or F
- 102.) Typical development is more likely to be fostered in schools with a large number of students and adults who sign fluently. T or F
- 103.) Deaf adults generally agree that students who are deaf or hard of hearing should be educated in an environment that allows free and open communication. T or F
- 104.) The philosophy of simultaneous communication is a practice in which a person signs simultaneously in English as the other person speaks. T or F
- 105.) Bilingual education for deaf and hard of hearing students involves ASL as a first language. These students learn English through print and speech. T or F

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EDUCATION Continued...

106.) A self-contained deaf education classroom is typically a classroom within a public school, which includes a variety of ESE students. T or F

107.) Mainstreaming, or inclusion, typically means that a deaf or hard of hearing student receives his or her education within a general education classroom, often with the use of an interpreter. T or F

108.) when hard of hearing students can obtain some of the information in the classroom without the help of the interpreter they generally never need the assistance of an interpreter. This can be taken care of by the classroom Para. T or F

109.) Once obtaining an EIPA certification educational interpreters rarely need specialized training in order to appropriately interpret specialized subjects, such as foreign language, physics, computer programming, etc. T or F

INTERPRETING

110.) When does interpreting occur?

- A.) Interpreting occurs when a signer moves their hands to represent words that are being conveyed.
- B.) Interpreting occurs when an interpreter mimics what the person is saying and doing.
- C.) Interpreting occurs when an interpreter conveys information following the conventions of American Sign Language and English.
- D.) Interpreting occurs when an interpreter gestures, uses facial expression, and fingerspells the conversation being produced.

111.) What three “hats must the educational interpreter wear to fulfill their duty?

- A.) that of teacher, facilitator and tutor
- B.) that of facilitator, IEP team member and tutor
- C.) that of facilitator, IEP team member and substitute teacher
- D.) that of Para, facilitator and IEP team member

112.) as a facilitator the duties of the educational interpreter include:

Facilitates all communication in the classroom, adapts his or her signing level to the communication needs of the student, interprets at school functions as needed and prepares for content and message delivery, assists students and professionals in understanding the role of the interpreter, ensures appropriate logistics (i.e., lighting seating) and provides clear and appropriate information for substitute interpreters. T or F

113.) Many individuals assume that the interpreter works for the student, but this is not really true. Pick the statement that gives the best explanation based on the EIPA Standards.

- A.) The interpreter works for the school district.
- B.) The interpreter works for the principal of the school.
- C.) The interpreter works for the whole class, including teacher and all students, and is accountable to the educational team.
- D.) The interpreter is accountable to the county coordinator of related services.

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INTERPRETING Continued....

114.) The interpreter also plays a vital role as a member of the IEP team. Which list best describes the role of the interpreter as a member of the IEP team.

- A.) The interpreter's role on the team is to provide, consultation regarding strategies to promote student learning, advice regarding language development or the lack thereof, consult with parents regarding student behavior, interpret all class room instructions, and voice all student signing, encourage student independence, and educate all school staff on the uses of the educational interpreter.
- B.) The interpreter's role on the team is to provide, consultation regarding strategies to promote student language development in ASL, encourage independence in student work, interpret content and non-content areas, promote student participation in classroom discussions and group activities, also educating others on the use of the interpreter as well as certification levels and organizations.
- C.) The interpreter's role on the team is to provide, consultation regarding student behavior and reading level, provide strategies to promote student language development, encourage student independence in socialization, interpret all content and instructional directions, promote student class participation, and educate the school staff on the proper use of the interpreter in the classroom.
- D.) the interpreters role on the team is to provide, consultation regarding strategies to promote student independence, encourage direct, promote student participation in classroom discussions and activities addressing discipline problems and procedures, also responsible for concerns related to a student's needs, and educating others regarding the implication of hearing loss.

115.) Educational Interpreters also provide tutoring services where they reinforce concepts and class content under the direction of a certified teacher. Which best describes the responsibilities of the interpreter in the tutor role?

- A.) Work with small groups, create a PowerPoint or hand out materials, provide students plenty of practice time observe their progress, give answers on occasion to encourage students, and quiz them over the material until it is mastered.
- B.) Preparing for content by implementing instructional strategies into materials you create for the students, evaluating skills learned and reinforcing those skills not yet mastered, creating a summary of the results and presenting your findings to the IEP team, assisting the student and others in understanding the role of the tutor.
- C.) Preparing for content, implementing instructional strategies as identified by the IEP team, reinforcing and supervising practice of skills with individual and small groups, assisting the student and other professionals in understanding the role of the tutor and providing clear and appropriate information for the substitute.
- D.) Preparing for content, implementing IEP team strategies, reviewing problems not understood by the student and creating other methods that may be understood easier by the student or students provide answers and homework when needed.

Core Standards

116.) There are multiple levels or layers to analyzing a message, including...

- A.) linguistic, discourse, phrasal and sentential
- B.) lexical, metalinguistic, phrasal, and sentential
- C.) lexical, linguistic, phrasal, and sentential
- D.) lexical, phrasal, sentential and discourse

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INTERPRETING Continued....

Process and Message

- 117.) Message comprehension is the key or goal of interpretation or transliteration. T or F
- 118.) If message equivalency is not achieved on a consistent basis, the student does not have equal access to the classroom content. T or F
- 119.) What are some factors that influence the message equivalency?
- A.) Interpreter's language ability and content knowledge, speaker's rate of delivery, discourse organization, communicative intent, register etc.
 - B.) Interpreter's attitude, whether they are interpreting or transliterating, speaker's accent, register, topic etc.
 - C.) Interpreter's years experience, content knowledge, preparation time, time lag, register and discourse organization, etc.
 - D.) interpreter's ability to think fast on their feet, knowledge of deaf culture, knowledge of linguistics of ASL, speaker's rate of speed, and content knowledge, etc.
- 120.) It is not important for an educational interpreter to have time to prepare prior to class if they have a college education. T or F
- 121.) What can be the result when there is not message equivalency between the source text and the interpreting product?
- A.) the student may miss important vocabulary
 - B.) the student may not learn the intended concept or content
 - C.) the student may get content but miss concept
 - D.) The student will grasp the information as long as it is interpreted clearly even if it is not equivalent.
- 122.) Encoding is not necessarily message equivalency. T or F

Core Standards

Educational Team and the Individual Education Plan

- 123.) Name three things an interpreter must know regarding their student.
- A.) the student's birth order, the language they use and their educational goals
 - B.) The parents language skills, their reading and math level, and educational goals set for the student the by teacher of the deaf.
 - C.) the student's name, grade level, and if they use American Sign Language or Transliteration
 - D.) The student's language skills both expressively and receptively, the student's cognitive potential, and the educational goals as outlined in the student's IEP.
- 124.) What should be considered by an interpreter when they make judgments regarding a student's language use?
- A.) An interpreter should never make judgments regarding a student's language, the student's language level that is determined by the educational team so the student is appropriately placed so the transliterated words will be clearly understood by the student when the interpreter transliterates them.
 - B.) An interpreter should consider the educational plan, the language expressed by the student, and communication with the educational team with a goal of an interpreted product that is accessible to the student.

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- C.) An interpreter should consider how the student expressed themselves and what communication method he/she used, the age and maturity of the student, the communication with the student's parents and the teacher of the deaf.
- D.) An interpreter should consider the language the student uses, the student's comprehension on the written word, the goals set up by the educational team, the goals of the general education teacher for the class, then the sign vocabulary that should be used.

Classroom Learning

125.) Is it a good idea for interpreters to invent signs? Yes/No

Why or why not: _____

126.) Interpreting a lesson does not necessarily make it accessible. T or F

127.) It is impossible to produce an interpretation or a transliteration product that reflects 100% message equivalency. T or F

128.) It is not the job of the interpreter to determine what information in the classroom is informative or what may be distracting to the student, everything should be interpreted in the classroom regardless of what it is to give the student equal access. T or F

Assessment

129.) The best assessment for an educational interpreter is a state or national screening or test, after that no other assessments are needed. T or F

130.) Name four benefits of annual assessment of an interpreter's skill?

131.) An evaluation provides basically what two forms of information?

- A.) What the interpreters strengths are and where they are suited to work best.
- B.) What an interpreter can do and what areas in need of development.
- C.) What an interpreter's level is and what % of the material they can interpret.
- D.) Specific situations the interpreter can work in and the number of words per minute they can successfully convey.
- E.) What an interpreter needs to work on and feedback on where to get help.

Models of Interpreting

132.) The interpreter functions within the guidelines that all educational team members share. T or F

133.) Name the two "models" of interpreters that can have negative impact on the student.

- A.) Bi Bi model and Conduit model
- B.) the Helper model and the Ally model
- C.) the Helper model and the Conduit model
- D.) d.). the Ally model and the Bi Bi model

134.) In the Ally model of interpreting for adults, decisions regarding interpreting are made within the social and political culture surrounding deaf and hard of hearing adults. The interpreter needs to make a conscious effort to be aware of power imbalances within the educational setting.

What does this mean to you? _____

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INTERPRETING Continued....

Resources & Requirements

- 135.) Name three benefits of an interpreter having access to resources.
- 136.) Interpreters need the support of _____ and _____ to develop skills.
- 137.) Interpreters should be aware of what their state requires in terms of _____ and _____.

Preparation and Professional Development

- 138.) Why do interpreters need a preparation time?
A.) To rest, and practice their receptive skills and to read a good book
B.) To plan for future lessons, to contact parents with any new updates on their child, and to confer with the educational team.
C.) to create signs that will be needed, to chat with other peers, to read professional material
D.) To plan for future lessons, to read text book assignments, to research and learn new vocabulary, etc.
- 139.) Standing near the speaker or any visual display of information is highly desirable. T or F

Health-Related Issues

- 140.) Name three health related issues interpreters can deal with if they do not take care of themselves.
- 141.) Is it important for educational interpreters to have scheduled breaks for rest? Y or N

LINGUISTICS

- 142.) What is Linguistics?
A.) Linguistics is a rule-governed system composed of symbols that is shared by a group of people.
B.) Linguistics is the history and study of literature.
C.) Linguistics is the systematic study of language.
D.) Linguistics is the study of speech and language.

Core Standards

Language Function

- 143.) Language and communication are different concepts. T or F
- 144.) A common set of rules are used by a community of language users. T or F
- 145.) Language has the same structure level at the sentence and discourse level. T or F

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LINGUISTICS Continued...

146.) Words used in language typically have many different meanings. These meanings are best learned by memorization of definitions. T or F

147.) Language and Speech are the same concepts. T or F

Terms

148.) Syntax refers to how a language stresses words and phrases, and uses intonation to communicate meaning and grammatical concepts. T or F

149.) Register can indicate different intentions of the speaker. T or F

150.) Form refers to the grammatical structure of a language. T or F

151.) English morphology has more complex morphology than ASL. T or F

152.) Pragmatics refers to a person's ability to use a language for different functions. T or F

153.) Phonology refers to speech sounds or the individual parts of a sign. T or F

154.) Prosody refers to whether a language is spoken, written or signed. T or F

155.) Arbitrary signs are signs that are chosen or determined at random with no particular resemblance to the word they refer to. ASL contains signs that are both iconic and arbitrary but the largest number is arbitrary. T or F

156.) Schools teach students metalinguistic awareness of English. Deaf and hard of hearing students can gain metalinguistic knowledge of sign language if they have deaf parents. T or F

Signed Languages

157.) Signed languages are natural languages that have developed through _____

- A.) Residential schools.
- B.) Design.
- C.) Miming.
- D.) Use.

158.) How do sign languages compare and contrast concepts?

- A.) Through initialization.
- B.) Through use of space.
- C.) Through body language.
- D.) Through explanation.

159.) Sign languages use _____ to show spatial relationships, which in English are communicated using words such as "on, under, between, beside, over".

- A.) signs
- B.) fingerspelling
- C.) space
- D.) facial expression

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LINGUISTICS Continued...

- 160.) Signed languages use _____ to represent grammatical information.
- A.) Punctuation in the air (?)
 - B.) facial expression
 - C.) body movement
 - D.) pictures
- 161.) Signed languages use facial expressions and sign rhythm to show _____
- A.) Music.
 - B.) The use of verbs and nouns and their differences.
 - C.) The beginning and ends of linguistic units, such as sentences and topics.
 - D.) The expression of feelings.
- 162.) How do we know that ASL is truly a language?
- A.) We know ASL is a language because it is used by a group of people that agree upon the signs and its uses.
 - B.) We know ASL is a language because it is successfully used by a diverse group of people to communicate, no matter their location, race or schooling, and is part of their culture.
 - C.) We know ASL is a true language because it is rule-governed, it can communicate abstract thoughts and emotions, it is used by the community, and students can learn it from a young age.
 - D.) We know ASL is a true language because it is used by all Americans who are deaf, is culturally accepted, and is made for the eyes.
- 163.) The Deaf community has a form of English signing, typically referred to as Pidgen Sign English or PSE, sometimes also called Contact Signing. T or F

Fingerspelling

- 164.) Is Fingerspelling is an important aspect in ASL? Y or N
- 165.) Fingerspelling is simply hand shaped versions of the English alphabet, which does not follow any grammatical rules. T or F
- 166.) Deaf students can learn fingerspelled words around 2 years of age although they are not aware of its relationship to English spelling. T or F

MEDICAL ASPECTS OF DEAFNESS

Core Standards

- 167.) The environment of the class room (quiet vs. noisy) can affect the performance of a student. T or F
- 168.) Hearing aids amplify sound which corrects the hearing loss? T or F
- 169.) Most hearing aid problems are minor and can be easily corrected by school personnel. T or F
- 170.) An audiogram is a graph that depicts sounds a student can hear and cannot hear. T or F

SIGN SYSTEMS

- 171.) There are many different sign systems and although they all are different the Deaf community can understand and communicate with those who sign any of these systems. T or F

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MEDICAL ASPECTS OF DEAFNESS Continued...

Core Standards

- 172.) Sign systems designed to represent English were developed by educators. T or F
- 173.) English sign systems invent signs to represent words and morphemes that occur in ASL. T or F
- 174.) All sign systems have borrowed elements from ASL, such as prosody, fingerspelling some elements of use of space and some grammatical markers that appear on the face. T or F
- 175.) Interpreters may have more knowledge of the skills in the use of ASL than a licensed teacher of the deaf. T or F

TUTORING

- 176.) Educational interpreters must understand basic tutoring techniques. T or F
- 177.) Educational interpreters should seek assistance on tutoring from local and national resources. T or F
- 178.) Educational interpreters do not need to seek direction from the classroom teacher regarding tutoring goals, timelines and outcomes, since they are highly skilled on the matter. T or F
- 179.) The relationship between the tutor and the student and the relationship between the interpreter and the student is different. T or F
- 180.) Name three reasons why sometimes it is best for the interpreter to tutor the deaf or hard-of-hearing student.
- 181.) The interpreter needs to be knowledgeable in the subject matter for tutoring to be effective. T or F

Core Standards (Tutoring & Aiding)

- 182.) The I.E.P. educational team or classroom teacher decides on the tutoring services. T or F
- 183.) Tutoring may be a more appropriate support service for deaf or hard of hearing students than interpreting services. T or F
- 184.) A student's ability to repeat a concept means the student understands it. T or F
- 185.) Tutoring within a subject matter area does not directly address language, communication or problems with interpretation. T or F

GUIDELINES FOR PROFESSIONAL CONDUCT

Core Standards
General Ethics

- 186.) Communication regarding content knowledge should be conveyed to the teacher; however communication regarding the interpreting process can remain between the student and the interpreter. T or F

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GUIDELINES FOR PROFESSIONAL CONDUCT continued..

187.) Interpreters need to inform the student of his or her responsibility to share information of a personal nature with parents. T or F

188.) Interpreters may communicate with the educational team regarding aspects of interpreting; however information of a more personal nature should be discussed with Administration. T or F

189.) What three ways can an interpreter respond to a situation that will prove they have the ability to recognize moral challenges and they are “Ethically Fit”.

Expectations

190.) Educational Interpreters must follow the educational programs standards for staff behavior, just like all other staff in the Educational program. T or F

191.) Educational Interpreters are the language expert, therefore, would be the best qualified to teach formal sign language classes. T or F

192.) Interpreters do not have to follow a professional dress code when interpreting since their surroundings are in constant change, ex. physical education to advanced placement classroom environments. T or F

193.) Can involvement in professional interpreting organizations benefit the interpreter’s professional development? Y or N if yes, how?

194.) It is not the Interpreters responsibility to share information regarding their role and function in the classroom to the general education teacher, that is the role of the teacher of the deaf. T or F

RID & NAD

195.) The two leading national organizations that have guided the development of the field of sign language/English interpreting today are the Registry for Interpreters for the Deaf and the National Association of the Disabled. T or F

196.) The Code of Ethics developed by the RID is a vital reference tool for the freelance interpreter. Some states also offer Codes of Ethics developed specifically for interpreters who work in public schools. T or F

197.) RID awards interpreter certifications and approves presentations and workshops for their own certificate maintenance for RID Continuing Education Units. T or F

Responsibilities

198.) The classroom teacher is responsible for developing the philosophy of behavior management and for communicating with the parents. T or F

Requirements

199.) Interpreters should be aware of what their state requires in terms of certification and standards. T or F

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GUIDELINES FOR PROFESSIONAL CONDUCT continued..

200.) Once meeting state requirements interpreters are then qualified to interpret in a multitude of interpreting situations. T or F

201.) Once certified and interpreter no longer needs to attend workshop, and continue education. T or F

DEAF CULTURE

202.) The deaf community is one of many diverse cultures or communities that exist in the United States. T or F

203.) The perception from the hearing community that Deaf are less capable than hearing persons has left deaf people to be less than self-sufficient, needy and dependent people. T or F

204.) Deaf adults typically do not like the term "Hearing Impaired" because it implies they are broken and need to be fixed rather than simply being deaf. T or F

205.) In general, deaf adults view themselves as a linguistic minority, and not a handicapped group. T or F

206.) There are many aspects of the Deaf community that do not need to be understood by the educational interpreter, because it is not difficult for the interpreter and the deaf or hard of hearing student to communicate on an equal level. T or F

Core Standards
Culture

207.) In the field of deafness, the word "Deaf" is often capitalized in order to convey a medical condition. T or F

208.) Culturally deaf people tend to view cochlear implants as representing a medical model which views deaf and hard of hearing students as needing to be fixed and becoming hearing. T or F

209.) As with all minority populations, deaf and hard of hearing students learn about other deaf and hard of hearing people and Deaf culture in order to help develop their identity as a deaf or hard of hearing person. T or F

210.) Which statement is true about culture?

- A.) Cultures change due to generational changes that take place in society and due to language influences.
- B.) Cultures never change.
- C.) Cultures change in order to represent and integrate new experiences of its members and as the needs and interests of its members change.
- D.) Cultures change as members of its culture become more educated and member begin to feel more accepted by other cultures.

211.) Why is cultural identity important?

- A.) Cultural identity creates belonging within a group.
- B.) Cultural identity contributes to self-esteem, self-awareness and is a resource for decision-making.
- C.) Cultural identity gives a genealogy and provides role models to identify with.
- D.) Cultural identity helps a member understand their language.

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DEAF CULTURE Continued...

Access to Technology

212.) The federal government requires states to provide a relay system in which the deaf can contact emergency agencies when needed. T or F

213.) Closed captioned movies and television programs allow the hard of hearing student to have full access to the program presented, with the same ease as their hearing peers. T or F

Organizations & Associations

214.) There are national and international deaf associations that are deeply valued by the Deaf community, such as the National Association of the Deaf, and the Deaf Olympics. T or F

215.) The Junior National Association of the Hearing Impaired is an organization of Deaf youth that sponsors an annual conference for all deaf and hearing impaired adolescents. T or F

216.) There are appropriate attention-getting strategies in the Deaf community such as;

- A.) gently grabbing the deaf persons hand while they sign, waving a hand, or tapping a table
- B.) Tapping firmly on the shoulder, yelling loudly while jumping up and down, and waving your arms.
- C.) Stepping in front of the deaf person, waving a hand or stomping your foot.
- D.) Gently tapping someone, waving a hand or tapping a table.

217.) There are several national and international associations that are deeply valued by both Deaf and hearing people of color. These associations include;

- A.) National Association of Black Deaf Advocates, National Association for the Advancement of Colored People, Intertribal Deaf Council, National Hispanic Council, National Asian Deaf Congress, National Council of La Raza, League of United Latin American Citizens, Deaf and Hard of Hearing in government, Congress of Racial Equity and Women of Color Resources Center.
- B.) National Association of Black Deaf Advocates, National Association for the Advancement of Colored People, Intertribal Deaf Council, National Hispanic Council, National Asian Deaf Congress, National Council of La Raza, League of United Latin American Citizens, Deaf and Hard of Hearing in government, Congress of Racial Equity and Equal Rights for Deaf Women.
- C.) National Association of Black Deaf Advocates, National Association for the Advancement of Colored People, Intertribal Deaf Council, National Hispanic Council, Federal Deaf Congress Association, National Council of La Raza, League of United Latin American Citizens, Deaf and Hard of Hearing in government, Congress of Racial Equity and Equal Rights for Deaf Women.

Language

218.) Deaf people typically create name signs based on the physical characteristic or personality trait. T or F

219.) The Deaf community has its own forms of language play, such as...

- A.) signing songs in ASL
- B.) signing hearing jokes in ASL
- C.) ABC stories
- D.) signing their ABC's

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DEAF CULTURE Continued...

- 220.) It is appropriate to negotiate logistics of the interpreting environment prior to beginning interpreting.
- A.) Standing near the speaker or visual display of information is highly distractible.
 - B.) Sitting the student in the front of the class and sitting right in front of them is highly desirable.
 - C.) Standing off to the side of the speaker, as to know be in the way is highly desirable.
 - D.) Standing near the speaker or visual display of information is highly desirable.

Resources

- 221.) Deaf Adults can be an important resource for public schools, providing information about sign language, social opportunities, identity, and strategies for being a successful deaf or hard of hearing adult. T or F
- 222.) Who is an excellent resource for providing information about what technology is available for the deaf.
- A.) the principal
 - B.) deaf and hard of hearing adults
 - C.) the interpreter
 - D.) the audiologist

Interpreters

- 223.) List three things an interpreter who works with students from diverse cultures should do:

LITERACY

Core Standards

- 224.) What three subjects are interrelated?
- A.) reading, writing and arithmetic
 - B.) writing, language and reading
 - C.) spelling, reading and writing
 - D.) language, spelling and writing
- 225.) If a student has a strong sign language base they will always be able to read better. T or F
- 226.) At which grade level does the language demands in textbooks increase significantly and why?
- A.) Fifth grade because the student needs to increase vocabulary to prepare them for the Middle school experience.
 - B.) Ninth grade, because at this level the child is learning more adult, complex subjects as well as reading from higher level content, with more independent self study.
 - C.) Third grade, because language becomes more complex in terms of syntax and vocabulary, and there is more text and fewer pictures to help interpret the text.
 - D.) First grade, this step takes a child from baby to child, they begin to learn to formulate words and read, as well as increase their counting and math skills.

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ROLES AND RESPONSIBILITIES

- 227.) List four essential things to helping a child improve their reading.
- A.) Reading to them, having vocabulary knowledge and when students use what they know about the world, and when they are motivated to read.
 - B.) having a child use their imagination and tell stories, reading to a child, having a child repeat a story, and fingerspelling to the child
 - C.) Acting out a story as they read it, having the child summarize the story after they read it, learning new vocabulary in the story before reading it, and watching a movie (story) with captioning.
 - D.) Fingerspell new vocabulary to the student, writing about the story after they hear it, encouraging them to read a book every night, and reading stories that have questions in the end.
- 228.) Signing a story to a deaf child will help them read it better. T or F
- 229.) Watching a program and reading captions simultaneously is more difficult than listening to the text and viewing the movie simultaneously. T or F

Core Standards

IEP Team

- 230.) The interpreter should be present at IEP meetings to interpret and as a member of the educational team. T or F
- 231.) As part of the IEP team the interpreter can share about;
- A.) the student's grades, behavior and if they are finishing their homework at home
 - B.) the student's attentiveness or lack thereof, you hunches regarding if you feel they are learning and improving, and how well they pay attention to the teacher
 - C.) Observations about how well the student understands the interpreted classroom or any other issues related to interpreting.
 - D.) How well the student is doing academically and whether they are keeping up with their hearing peers.
- 232.) Interpreters should not alter communication in order to protect a deaf or hard of hearing student from potential emotional hurt. T or F
- 233.) The interpreter should inform the educational team about limitations associated with the interpreting process including the individual interpreter's limitations in skills. T or F
- 234.) Interpreting expansions of the classroom communication even if they are major and extensive interpreting expansions are okay to assure the student understands what is taking place in class. T or F
- 235.) The educational interpreter is responsible for making decisions regarding seating arrangements, lighting, use of media, turn-taking and other factors that may impact the interpreting process and access to the classroom content. T or F

Interpreter/Student Boundaries

- 236.) Interpreters may be required to help the deaf/hard of hearing student understand the role of the interpreter vs. tutor, teacher or friend. T or F

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ROLES AND RESPONSIBILITIES Continued

237.) Students often create bonds with professionals who work with them. It is important the educational interpreter create a more significant bond with their deaf/hard of hearing student. T or F

238.) Interpreters need to understand that they work with the deaf or hard of hearing student and not the entire educational program. T or F

Understanding Interpreter Roles

239.) School administrators should be informed about the role and function of the educational interpreter. T or F

240.) Interpreters may need to provide the administrators and teachers information regarding their role of interpreting as well

241.) Who is responsible for communication with the parents?

- A.) the interpreter
- B.) the principal
- C.) the administrator
- D.) the teacher

242.) The teacher has the responsibility for:

- A.) Teaching, grading papers, determining grades.
- B.) setting up IEP meetings, teaching, writing report cards
- C.) educational planning, teaching and evaluation of all students in the classroom
- D.) Supervising the interpreter, education of all students, supervising the classroom aide.

243.) Interpreters should never tutor. T or F

244.) Interpreters should never be in charge of supervising lunchtime and playtime activities. T or F

245.) It is the responsibility of the educational interpreter to prepare for assignments by reviewing textbook content, lesson plans and other resource material that is available. T or F

246.) Sign Language should only be taught by a Deaf adult. T or F

Professional Guidelines

247.) What is needed to help define the roles and responsibilities of an educational interpreter?

- A.) an interpreter handbook and a job title
- B.) a job title and a job description
- C.) an ID badge and EIPA certification
- D.) job description and an ID badge

248.) Educational interpreters need:

- A.) a work area, appropriate chairs, and a schedule with identified breaks
- B.) a work area, a desk and a computer
- C.) a schedule with identified breaks, a lunch, and a desk
- D.) a comfortable chair, flash light, and a schedule

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ROLES AND RESPONSIBILITIES Continued

- 249.) When asked to do extra-curricular activities, the interpreter is to:
- A.) be sure you are paid at your school rate for the time they worked
 - B.) give the school a list of their interpreting demands
 - C.) negotiate time and pay in a professional manner
 - D.) Explain that you are a professional and you expect to be treated and paid as such.
- 250.) Educational interpreters can acquire increased self-awareness and professional maturity through...
- A.) becoming a member of RID, being active in the deaf community and by getting mentored
 - B.) active involvement in professional associations, the educational team, and through collegial and mentor relationships with more experienced practitioners
 - C.) actively being involved with community interpreting, becoming a member of the Parent Student Association and socializing with the deaf
 - D.) attending all school inservice, participating in an ITP program and getting mentoring

TECHNOLOGY

- 251.) What is a Cochlear Implant?
- A.) A Cochlear Implant is a hearing aid surgically installed in the person's head that does not require batteries.
 - B.) A Cochlear Implant is a medical device that is intended to improve a person's hearing.
 - C.) A Cochlear Implant is a hearing aid that attaches to the back of the deaf persons head so sound is conducted through the bone in the head rather than through the ear canal that does not work.
 - D.) A Cochlear Implant is a medical device put on young children to help them hear surrounding sounds better as well as the teacher's voice louder.
- 252.) What is the relay system?
- A.) The relay system is a federal required system in which hearing and deaf can telephone each other using a third person (relay operator).
 - B.) The relay system is a system the deaf community set up with hearing people so they can tell a hearing person a message, and that hearing person can then use a telephone to relay the message to the third party.
 - C.) The relay system is a system where deaf people use a TTY device to communicate with each other.
 - D.) The relay system is an established system where special operators interpret deaf signs into emails that are then forwarded to hearing people.
- 253.) How do deaf children know when there is a fire in the school?
- A.) The deaf children are visual learners therefore when they see the children line up and leave and the deaf children just follow.
 - B.) The fire alarms are so loud that with their hearing aids on, the deaf can hear the alarm.
 - C.) Flashing lights on the fire alarm gives a visual clue or warning to the deaf student that an emergency is taking place.
 - D.) When the student uses their sense of smell to detect smoke they then get low and crawl on the floor.
- 254.) What is Video Relay Service (VRS)?
- A.) VRS are recorded messages put into ASL that are broadcast via internet so deaf people can watch them.
 - B.) A video service that uses videos and TTY's so deaf can see who is sending them a message on the TTY.

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- C.) Video Relay is where an interpreter gets a message from a hearing person and sends a video of the message interpreted to the deaf person through email.
- D.) Video Relay Service uses the internet to convey real-time interpreting services, where the interpreter is at a remote site and deaf people can communicate in sign language via a web camera.

255.) What is a Voice Carryover Service (VCO)?

- A.) Voice Carryover Service is a device that takes a hearing persons voice and changes it into text so the deaf person can read what they are saying.
- B.) A Voice Carryover Service allows an individual who is deaf or hard of hearing to speak for himself over the telephone, but still receive a text version of what the other person said.
- C.) A Voice Carryover Service is a service that takes a hearing persons voice and changes it into computerized signs so the deaf person can understand what they are saying, then takes the deaf persons signs and changes them back to text.
- D.) A Voice Carryover Service is a service where Oral interpreters watch oral deaf speak then they interpret the often misunderstood speech into clear audible speech that hearing people can understand.

256.) Homes of deaf and hard of hearing people are typically equipped with a variety of amplified technology so they can hear things like their, TV, telephone, safety alarms and even baby cries, etc. T or F

257.) All movies are captioned for the deaf. T or F