

EIPA Written Test Review Answer Sheet
Shannon Simon, Educational Interpreter Project

Student Development

1. T
2. Assists in more age-appropriate language development
3. F
4. T
5. Negative experiences at home, school and with peers.
6. T
7. Independence
8. T
9. T
10. T
11. T
12. T
13. T
14. T
15. T
16. T

Cognitive Development

17. C
18. T
19. B
20. Perception of sound, visual information, speech and touch
21. It defines what we know, what is important, and how we interact.
22. 1 knowledge, 6 evaluation, 3 application, 4 analysis, 5 synthesis, 2 comprehension
23. T
24. T
25. T
26. Motor, language, thinking, social
27. Experiences
28. Practice, repetition and experience.
29. Positive reinforcement
30. T
31. Develop thinking skills and literacy
32. A, B, C

Language Development

33. Interaction
34. Modeling, conversation, repetition
35. Vocabulary, language structures....
36. F
37. Professionals
38. F
39. T
40. Language
41. Lack of access to language
42. Hearing kids use language to learn new concepts. Deaf kids are learning language at the same time they are learning new concepts
43. More turn-taking, slower pace, shared interest in the topic
44. Repeat, provide correction. NO
45. T
46. T
47. F
48. Discussing people or events that are not present or visible
49. C
50. A, b, c, d, d,
51. T
52. C
53. T
54. T
55. T
56. T
57. F
58. T
59. Students don't correct each others language.
60. Interaction, roles of communication, how much we talk
61. T
62. Better chance to develop language at appropriate ages

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- 63. T
- 64. T
- 65. Continuity is disrupted, performance is slowed
- 66. T
- 67. T
- 68. F
- 69. T

Education

- 70. IDEA
- 71. A, b
- 72. Parents, teachers, interpreter, administrator, counselor, guidance personnel...
- 73. Annually
- 74. B
- 75. T
- 76. T
- 77. Go to due process
- 78. Multi-disabled, language not established
- 79. Students and teacher
- 80. A, B
- 81. Teachers should provide guidance and materials.
- 82. Teachers
- 83. T
- 84. B, A
- 85. T
- 86. T
- 87. T
- 88. F
- 89. B
- 90. C
- 91. A
- 92. Tests are designed and normed for hearing students
- 93. T
- 94. T
- 95. T
- 96. T
- 97. Observation, conversation with student, IEP, student request

- 98. English-like transliteration
- 99. A
- 100. NO
- 101. F
- 102. Literacy, decision making skills
- 103. Only deaf/hard of hearing students are with a teacher of the deaf in one classroom all or most of the day.
- 104. Inclusion and mainstreaming
- 105. Yes. Teachers turn their backs or move about the room so they can't see the mouth movements, students in the class speak and the deaf student can't see them,
- 106. T
- 107. Use of both ASL and English
- 108. B, C
- 109. B
- 110. Speaking and signing at the same time.

Interpreting

- 111. English, Transliteration.
- 112. Facilitator, IEP team member, and tutor

- 113. Adapting their signing level to the communication needs of the student, interpreting at various school functions, preparing for the content and message delivery. The interpreter may also need to explain the role of the interpreter to students and professionals, ensure appropriate physical logistics and provide information for a substitute interpreter.

- 114. The interpreter is working for the whole class, including the teacher and all students. The interpreter is also accountable to the educational team.

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115. His or her role on the team is to provide consultation regarding strategies to promote student independence, encourage direct communication across various interactions and interpret content and non-content areas.

The interpreter is also responsible for promoting student participation in classroom discussions and activities, addressing discipline problems and procedures, as well as concerns related to a student's needs, and educating others regarding the implications of hearing loss.

116. Yes. The interpreter reinforces concepts and class content under the direction of a certified teacher.

117. Answers will vary. Must include:

- 1- Take in source, 2- Identify deep structure meaning, 3- Apply contextual/schema screen,
- 4- Formulate/rehearse equivalent TL (target language) message.
- 5- Produce TL interpretation

118. Factors are: the interpreter's language ability and content knowledge, the speaker's rate of delivery, discourse organization, communicative intent, register, etc.

119. Transition words take the speaker/receiver from one place to another in discourse. Most common transition words in English are "FAN BOYS" (*for, and, nor, but, or, yet, so*). Transitions are critical in discourse, they indicate relationships and organize thoughts.

Other transition words are:
for example, likewise, of course...

ASL has transitions and relational signs that are used for the same purpose. Transitions in ASL include, PAH, HAPPEN, IMAGINE, as well as *and, but, for...*

Relations are shown in space as well as well as in sign choices and direction. *Above, below, give* (are directional verbs).

120. F

121. F

122. The IEP directs the interpreter in the type of interpretation to be provided to the student based on learning objectives, student knowledge and use of language, and other factors, such as the student's age, attention span and goals for communication (spoken/signed).

123. The risk is invented signs may offend the deaf community. Students need to understand the invented signs used in the class are only for classroom use.

124. F Younger students need the most skilled interpreters as younger students are not able to repair interpreter errors.

125. T Some auditory information is extraneous and can be considered "visual noise". For some students this is distracting.

126. Bilingual-bicultural

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127. Interpreters must prepare for classes by understanding the teachers objectives, what the students are expected to learn, identify new vocabulary so that special attention is paid to those terms.

128. Workshops provided by the Educational Interpreter Project, FRID sponsored workshops, Internet, mentors, online modules and text books.

129. Interpreter location, as well as student location, should be determined by those involved. The interpreter is responsible for being sure the student(s) have visual access to the interpreter and the teacher simultaneously.

130. Repetitive motion injury, stress, and cognitive fatigue.

Linguistics

131. The systematic study of language.

132. A,B,C,D,

133. F

134. T

135. F

136. C

137. B,C,D

138. A

139. F

140. A, C

141. C

142. Meets all the requirements

143. A mixture of English and ASL

144. A,B,C

145. T

146. 1= F, 2= M, 3= C, 4= A, 5= I,
6= D, 7= J, 8= G, 9= K, 10= B,
11= H, 12= N, 13= L, 14= E

147. English letters

148. Fingerspelled words that take on the appearance of a sign.

149. 2

150. IS

Medical Aspects of Deafness

151. Noise, AC units, scrapping of chairs

152. Dead batteries, clogged ear molds, broken cords

153. A, b, c, d,

154. Represents the student's hearing loss

155. No

156. No

Sign Systems

157. B

158. A, B, D,

159. A,B,C

160. D

161. C

162. ASL- American Sign Language

MCE – Manually Coded English

PSE – Pidgin Sign English

Tutoring

163. A,B,C,D,

164. T

165. A,C

166. A,B,C,

167. F

168. Explain it, discuss it, provide an example

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Professional Conduct

- 169. Teacher
- 170. T
- 171. A, B, C
- 172. A, B, C, D, E, F
- 173. A, B, C, F
- 174. NAD, RID

Deaf Culture

- 175. B
- 176. Is not
- 177. T
- 178. T
- 179. A,B,C
- 180. A, B, C, D
- 181. T
- 182. Video Relay, TTY Relay,
Captioning, IP Relay
- 183. NAD, Deaf Olympics, World
Federation,
- 184. Jr. NAD
- 185. C, D, E,
- 186. A, C, D, E,
- 187. Are
- 188. Using the handshapes A to Z in
gestures/signs to create a story.
- 189. T
- 190. Information about sign
language, community resources,
social opportunities, identify and
strategies for being a successful
deaf adult
- 191. Assimilation, enculturation,
acculturation, acclimation
- 192. B, C, D

Literacy

- 193. T
- 194. F
- 195. T
- 196. T
- 197. F
- 198. F

Roles and Responsibilities

- 199. F
- 200. F
- 201. F
- 202. F
- 203. T
- 204. T
- 205. T
- 206. T
- 207. T
- 208. T
- 209. T
- 210. T
- 211. T
- 212. Teachers, administrators
- 213. NO
- 214. NO
- 215. T
- 216. T
- 217. T

Technology

- 218. D
- 219. E
- 220. C
- 221. F
- 222. A
- 223. B
- 224. H
- 225. G