Preparing for the EIPA Written Test
Knowledge Standard Learning Guide

Student Development

1.   T F Interpreters must recognize changes in the student and adapt their interpreting approach and level of support as the student matures.

Age-specific development

2.   Why is early detection of hearing loss critical?

3.   T F Most deaf and hard of hearing children are born to deaf parents.

4.   T F   Attachment to people is important to young students and can facilitate the student's learning.

5.   Students develop notions about their ability to achieve between the ages of 6 and 11. What causes feelings of inferiority?

6.   T F Development of a capacity to work and cooperate with others is as important as the factual knowledge students acquire in school.

Maturity level

7.   What is autonomy?

8.   T F During adolescence students develop more autonomy and demonstrate more initiative, which means the interpreter should reduce the amount of support they provide.

9.   T F Interpreters should consider the students' maturity when responding to a student's inattentiveness.

Skill Level

10.   T F   Interpreters for older students utilize different skills than those working with younger students.

11.   T F Younger students who are still developing language need interpreters with better skills.

12.   T F Reading and discussing the student's IEP with other team members will help the interpreter understand the student's current level of functioning.

Relationships

13.   T F Interpreters and students will bond, however, it is important to maintain appropriate professional boundaries.

14.   T F Adolescents may be more comfortable with an interpreter of the same gender in some situations.

15.   T F Peer relationships are important to social and cognitive development during the school years.

16.   T F   Deaf or hard of hearing students without age-appropriate pragmatic language skills may be viewed as socially awkward by classmates.

Cognitive Development

17.   A student's understanding of concepts and the ability to think and reason refers to (Choose one)
    - a.   Physiological development
    - b.   Physical development
    - c.   Cognitive development
    - d.   Literacy development
    - e.   Psycho-social development

18.   T F   Students who are deaf or hard-of-hearing have the same capacity for cognitive development as students with normal hearing.

Cognition

19.   A Piagetian approach to cognitive development assumes that cognitive development is
   a.   Dependent on language development
   b.   Independent of language development

20.   How does information enter the mind to stimulate cognitive development?

21.   How does cultural background affect cognition?

22.   Teachers utilize a taxonomy of questions to build cognitive skills.   Arrange these types of questions in order of difficulty (1 – 6)
   _____knowledge   _____evaluation   _____application   __ analysis
   _____synthesis   _____comprehension

23.   T F   Learning requires the student to modify a cognitive schema based on new information.

24.   T F   It is said that learning occurs when there is a conflict between what a student thinks and new information they receive.

25.   T F   Cognitive organization helps students store and remember concepts.

26.   A cognitive scheme is a cognitive structure that organizes information. Identify at least 4 domains in which students develop schemes.

27.   What are cognitive schemes based on?

Conceptualization

28.   Identify some things that can assist deaf students with learning new concepts.

29.   What increases positive behavior?

30.   T F   Strict behaviorism models don't recognize other factors which impact the student's cognitive development.

Learning

31.   What is the goal of education?

32.   Students learn a great deal from (choose all that apply)
   a.   Making mistakes
   b.   Exploration
   c.   Self-correction
   d.   Repetitive drills
   e.   Being embarrassed

Language Development

33.   The interpreter plays a vital role because _____ is essential for language development.

34.   How do interpreters influence the language development of students?

35.   Why is knowledge about the student's current level of functioning important to know?

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Language skills

36.   T F   Interpreters need only to know the students receptive language skills to guide interpretation or transliteration.

37.   Who should evaluate the student's language skills?

38.   T F   Development of ASL is unlike development of spoken languages.

39.   T F   Language delays are common among deaf students.

40.   Learning new concepts is influenced by _____

41.   If a deaf student has delayed language development, compared to peers, this is said to be an environmental problem not a learning problem. Explain.

42.   Identify one big difference between deaf and hard of hearing students and hearing students in terms of their language development and use in school settings.

43.   Why are conversations easier for students than academic lectures?

44.   What do adults do when young hearing students make language errors?   Do they expect the student to immediately correct the error?

45.   T F   Gestures are used by all people.

46.   T F   Gestures should be used by interpreters.

47.   T F   Gestures are considered linguistic.

Development

48.   What is meant by decontextualized language?

49.   The ability to talk about _____ events is one of the first forms of decontextualized language.
     a.   Future
     b.   Present
     c.   Past

50.   Complete the statements using
     a.   1 year of age
     b.   2 years of age
     c.   3 years of age
     d.   3 or 4 years of age

_____ first words are produced
_____ combine two words or signs into a sentence.

_____produce complex language.
_____hearing students use English morphology correctly most of the time
_____deaf students from deaf families are able to use verb agreement correctly much of the time.

51.   T F   Prosody helps students know how to segment language at the word and sentence level.

52.   Language demands in textbooks increases significantly at
     a.   5th grade
     b.   4th grade
     c.   3rd grade
     d.   6th grade

53.   T F   As the student matures they are able to engage in longer conversations.

Learning
54.   T F   A natural part of learning language is mispronunciation of words.

55.   T F   Deaf and hard of hearing students who acquire ASL as their first language generally learn English by reading.

56.   T F   Deaf students, unlike hearing students, need specific and explicit instruction to acquire English.

57.   T F   Learning sign language interferes with the student's ability to develop speech.

58.   T F   Deaf students don't usually have the opportunity to gain metalinguistic knowledge of sign language.

Interaction
59.   Students speaking with other students are less inhibited, compared with students speaking with adults. Why is that?

60.   How does cultural background affect our language?

61.   T F   Pragmatics of language change depending on the ages of the communicators.

Environment/Circumstances
62.   Thinking about language development, what do we know about deaf students who have been identified early?

63.   T F   A student with a cochlear implant may need to hear the teacher's message as well as see the interpreter present the message.

64.   T F   The age at which a student loses hearing impacts on their speech and language skills.

65.   How will different languages at home and at school impact the student?

66.   T F   Lack of appropriate pragmatic conversation skills may alienate deaf students.

Sign Systems

67. T F   Sign systems used in schools were developed specifically for that purpose and did not occur naturally.

68. T F   Iconicity in sign language makes it easier to learn than spoken language.

69. T F   Inventing signs may anger the Deaf community.

Education

70. Name the Federal law that protects the rights of disabled students in educational settings.

71. This federal law requires which of the following for students with disabilities:
    a.   Individual Participation Plan (IPP)
    b.   Free and appropriate public education
    c.   After school day care
    d.   Meals each day

72. Identify individuals who may be part of a student's IEP team.

73. IEP's must be developed at least_____.

74. LRE stands for:
    a.   Learn, Respect and Educate
    b.   Least Restrictive Environment
    c.   Lenient, Reinforcement Exercises
    d.   Least Residential Engagement

75. T F   The law also requires deaf or hard of hearing students receive an annual comprehensive communication assessment, which must be conducted in the student's native language.

76. T F   Some curriculum must be modified for students who are deaf or hard of hearing.

77. What are parents allowed to do if they disagree with the school district on goals or programs included in the IEP?

78. In what settings would the interpreter support the student's education rather than providing direct interpretation of classroom content?

Roles And Responsibilities

79. Who in the classroom should understand the interpreter's role and responsibilities?

80. Professionals in k-12 educational settings are required to:
    a.   Maintain credentials
    b.   Report any suspicion of student abuse or neglect
    c.   Assist with behavior management and student safety
    d.   Socialize with the student during lunch, recess and free time

81. Interpreters may be asked to tutor students. Who should direct this activity? Who should provide the materials for such tutoring?

82. Who is responsible for planning, teaching and evaluating all students?

83. T F   Interpreters should understand basic concepts regarding disabilities commonly encountered by students, including deaf and hard of hearing students.

Federal, State and Local Educational Agencies

84. Match:

_____ State Education Agency (SEA)

_____ Local Education Agency (LEA)

   a.   Is responsible for complying with state and federal requirements. Also responsible for staffing, placement and delivery of services.
   b.   Has a regulatory role in the education of students, including teacher credentials, establishing minimal standards for curriculum, and requiring annual achievement tests.

85. T F   A school district's financial resources are generally related to the income of the surrounding community.

86. T F   School districts are accountable to the state department of education.

87. T F   Schools must follow federal laws and regulations related to education of students with disabilities.

88. T F   Local schools receive enough federal and state funds to provide for all of the needs of students who are disabled.

Educational Assessment and Achievement Tests

Match

89. _____ Achievement tests	a. attempt to measure the cognitive abilities and processing strategies of a student.
90. _____ Criterion-referenced tests	b. are used to determine a student's improvement in reading, writing, and other content subjects.
91. _____ Intelligence tests	c. used to target skills that a student is expected to have mastered by a given age.

92. What is a major problem in using most standardized tests with students who are deaf or hard of hearing?

93. T F   Annual assessment helps identify the amount of progress made by students.

94. T F   Many states require annual academic achievement tests.

95. T F   Tests that evaluate literacy may require that only the instructions be interpreted.

Educational Interpreter Judgment

96. T F   The educational interpreter must use judgment and information when determining the appropriate mode of communication used when providing interpretation.

97. What are sources of information an interpreter should use to determine the mode or style of communication used when interpreting?

98. What language mode is most often appropriate for a hard of hearing student?

99. The goal of interpreting/transliterating in the classroom is to
      a.   make the message accessible.
      b.   provide teaching by a person who understands deafness.
      c.   give the deaf child a "peer", someone to converse with.
      d.   teach the child sign language.

100. Does providing an interpreter make all lessons accessible?   Yes   No

101. T F   When students don't attend to the interpreter the interpreter should stop interpreting.

Classroom
102. What is the major goal of education?

103. What do we mean by the term "self-contained" classroom when we talk about deaf education?

104. What term(s) do we use to identify the service model offered to deaf or hard of hearing students in public schools?

105. Do hard of hearing students use the services of an interpreter in classroom settings? Why?

106. T F Development is more likely fostered in a school environment with a large number of students and staff who sign fluently.

107. What does bi-lingual education for students who are deaf or hard of hearing involve?

108. What does a curriculum specify? (Choose all that apply)
      a.   What specific text books are used
      b.   What a student should learn
      c.   The sequence of learning
      d.   The age of students when learning certain materials

109. A major goal of Deaf Education is to:
      a.   Develop speech skills in students so they can communicate with hearing people.
      b.   Develop sufficient English language skills so students can participate in the general curriculum.
      c.   Prepare the student to enter college.
      d.   Develop acceptable ASL skills so the student can become member of the deaf community.

110. What is meant by simultaneous communication?

Interpreting

111. Classroom interpreters generally follow the conventions of the form of _____. This is labeled _____.
112. In addition to providing all of the audible information between teacher and students the interpreter may also find they are _____, _____, and _____.

113. What would facilitating classroom communication include?

114. Who does the interpreter work for?

115. As part of the IEP Team what additional roles might the interpreter take on?

116. May an educational interpreter tutor the student? Explain.

Process and Message

117.   Find one processing model and list the components.
         [Chapter 10 - The Process of Interpreting in *So You Want to be an Interprete*r*?* By J. Humphrey or Google and use online information. Here is a link to a slide presentation http://www.slideshare.net/CynthiaDodzik/interpreting-models-3?next_slideshow=1]

118.   Identify factors that influence message equivalency.

119.   What is meant by transition and relational words and phrases?

120.   T F   The interpreter in the classroom only needs to encode the message, that is sign the English words that are being spoken, for the student to have access to the information or concepts being shared.

121.   T F   Having knowledge of what the teacher expects the students to learn does not affect the interpreter's work or the student's ability to learn.

Education Team and the IEP

122.   How does the IEP influence the interpreter's work?

Classroom Learning

123.   What is the risk when interpreters make up (invent) signs in the classroom?

124.   T F   The most skilled interpreters should be used at the high school level.

125.   T F   Interpreters must make decisions about what auditory information to convey, if there is more than one source.

Models of Interpreting/ Resources & Requirements/ Preparation and Professional Development/ Health-Related Issues

126.   Which model of interpreting should the interpreter in K-12 settings follow?

127.   Why must interpreters have access to class materials and objectives?

128.   Identify some resources for professional development.

129.   Who should decide on the placement of the interpreter in the classroom?

130.   Interpreters who work many hours each day must be concerned about…

Linguistics

131.   Define Linguistics.

132.   A language is (check all that apply)
         a.   A rule-governed system composed of symbols
         b.   Shared by a group of people
         c.   Includes spoken and signed
         d.   Changes over time

133.   T F   The form and function of a language is the same.

134.   T F   A sentence could have several different meanings depending on the context, intonation and speed.

135.   T F   Communication and language are the same thing.

136.   In sign language relationships of objects are shown using space, in English these relationships are identified by
   a.   Verb tenses
   b.   Adverbs and adjectives
   c.   Prepositions
   d.   Noun phrases

137.   Spatial relationships in ASL are shown by: (select all that apply)
   a.   Modals
   b.   Classifiers
   c.   Locatives
   d.   Prepositions

Language Function
138.   Languages have three major dimensions:
   a.   Form, function, and use
   b.   Subjects, Objects and Predicates
   c.   Vocabulary, syntax and context
   d.   Phonemes, morphemes and diagraphs

139.   T F   Language and speech are the same.

140.   Which are true statements about Language:
   a.   Language varies geographically
   b.   Speech patterns give information about intelligence
   c.   Words change meanings depending on context and other factors.
   d.   Communication is the same thing

141.   Discourse is another word for:
   a.   Pantomime
   b.   Gestures and speech
   c.   Communication, in print or through the air
   d.   Pragmatics

Signed Languages
142.   Why is ASL considered a language?

143.   What is Contact Signing?

144.   Sign language uses space to: (Check all that apply)
   a.   Show spatial relationships (on, under...)
   b.   Compare and contrast
   c.   Show verbs

145.   T F   Sign Languages are natural and have developed through use not by design.

Terms
146. Matching

Term	Definition
1. Register	a. A person's ability to use a language for different functions. The rules that govern how we use language with other people.

2.	Syntax	b.	How a language stresses words and phrases, and uses intonation to communicate meaning and grammatical concepts.
3.	English Syntax	c.	…uses the order of words to structure the sentence. Highlights the relationships of words to each other and sometimes give clues as to how the words should be understood in context.
4.	Pragmatics	d.	The internal structure of the word. For example; Pronouns are made by pointing to an object, location or a person in space.
5.	Form	e.	Means being able to think and discuss language.
6.	ASL Morphology	f.	Variations in the language based on whom we are talking with and in what setting.
7.	English Morphology	g.	Speech sounds or the individual parts of a sign.
8.	Phonology	h.	Grammatical structures that provide information about how something looks; how we hold and manipulate things; and how people and things are positioned and moved through space.
9.	Modality	i.	Refers to the grammatical structure of a language.
10.	Prosody	j.	Uses the order of words to structure the sentence. Pronouns are used to 'take the place' of the nouns with words such as he, it, this and that.
11.	Classifiers	k.	Refers to whether a language is spoken, written or signed.
12.	Iconic signs	l.	Signs that are chosen or determined at random with no particular resemblance to the word they refer to.
13.	Arbitrary signs	m.	Refers to rules that govern how we organize words into sentences.
14.	Metalinguistic knowledge	n.	Signs that look like what they are referring to.

Fingerspelling

147.   What does fingerspelling represent?

148.   What are Finger spelled Loan Signs, also known as Lexical Borrowing?

149.   Deaf children can learn finger spelled words around the age of _____?

150.   Fingerspelling **is or is not** an important part of ASL?

Medical Aspects of Deafness

151.   What factors might prevent a student who can hear fairly well in quiet environments from hearing in a classroom environment?

152. Identify the typical hearing aid problems for students.

153. All students can have temporary hearing problems due to what? (Select all that apply)

   a. ear wax   b. ear infection   c. a cold   d. object in the ear

154. What does an audiogram display?

155. Are all hearing losses the same?

156. Do hearing aids correct hearing, like eyeglasses do for visual problems?

Sign Systems

157. Simultaneous Communication is the practice of: (Check the statement(s) that are correct)
   a. Signing in ASL and speaking English
   b. Signing in English while speaking English
   c. Signing while mouthing English without vocalization
   d. Vocalizing while gesturing or writing.

158. Certified teachers of the deaf…. (Identify all true statements)
   a. May have knowledge and skills in ASL
   b. May not have knowledge and skills in ASL
   c. Are required to have a certain ASL skill level before being hired.
   d. Are required to have a certain number of ASL classes before being licensed or certified.
   e. Must engage in an in depth study of ASL as a part of teacher training.

159. Which systems are designed to represent English?? (Check the statements that are correct)
   a. Signing Exact English
   b. Signed English
   c. Rochester Method

160. Signs systems designed for classroom use (Check the statement(s) that are correct)
   a. Are understood by members of the deaf community
   b. Are understood by adults who use sign language
   c. Are used by the majority of deaf people in the United states
   d. Utilize some invented signs to represent words that don't occur in ASL

161. Students who use a system of signs like SEE (Check the statement(s) that are correct)
   a. Can easily converse with those who use ASL
   b. Will understand ASL
   c. May not understand ASL messages.
   d. Always learn English better than those who don't

162. Identify what these acronyms stand for:
   a. ASL
   b. MCE
   c. PSE

Tutoring

163.   The student's interpreter may be the best tutor for which reasons (Check the statement(s) that are correct)
      a.   Able to communicate directly
      b.   Is aware of the student's educational program
      c.   Rapport is already established
      d.   Is aware of the student's language style, vocabulary and competence

164.   T F   For some students tutoring may be a more appropriate support service than interpreting.

165.   Before being effective as a tutor an interpreter must: (Check the statement(s) that are correct)

      a.   Be familiar with the subject matter
      b.   Be a certified teacher
      c.   Understand how to break down the information into small steps, building concepts on what is already known.

166.   Tutoring services (Check the statement(s) that are correct)
      a.   must be identified on the IEP
      b.   are determined by the IEP team
      c.   must be directed by the classroom teacher

167.   T F   A student who can repeat a concept understands it.

168.   Identify activities that might indicate a student's understanding of a concept.

Guidelines for Professional Conduct

General Ethics
169.   Communication between interpreter and student regarding content should be conveyed to whom?

170.   T F   Issues about the interpreting process may remain between the interpreter and student.

171.   Interpreters must be prepared to: (Check the statement(s) that are correct)

      a.   Educate school staff on their function and role
      b.   Maintain confidentiality all people who are not on the IEP team
      c.   Recognize a moral challenge and respond within guidelines

172.   Identify some things interpreters can and should share with the IEP team (Check the statement(s) that are correct)
      a.   Classroom logistics
      b.   Student's understanding of language
      c.   Communication style and mode
      d.   Ability to manage new vocabulary
      e.   Amount and type of socialization displayed
      f.   Attention to the interpreted message
      g.   Score on tests

h.   Academic performance
i.   Emotional stability
j.   Mental health status
k.   Medical concerns

173.   Interpreters are (Check the statement(s) that are correct)
        a.   Part of the school staff
        b.   Expected to abide by the standards for staff behavior
        c.   Expected to enforce school policies
        d.   Responsible for developing behavior management philosophy or methods
        e.   Responsible for communicating with parents.
        f.   Responsible to know the requirements of their state, to work in specific settings
        g.   Able to be effective in all situations when they have met minimum credential requirements

174.   What are the 2 leading national organizations that have guided the development of the field of interpreting?

Deaf Culture

175.   Deaf adult members of the deaf community consider themselves (select all that apply)
        a.   Handicapped
        b.   Members of a linguistic minority
        c.   A closed society
        d.   An ethnic group

176.   The term "hearing impaired" **is or is not** preferred by deaf adults who are members of the deaf community.

177.   T F   When the word deaf is capitalized (Deaf) it refers to a cultural association rather than a medical condition.

178.   T F   Culturally deaf adults might view cochlear implants as representing a medical model which views hearing loss as something to be fixed.

179.   Culture changes: (Check the statement(s) that are correct)
        a.   As the needs of its members change
        b.   As the interests of its members change
        c.   In order to represent and integrate new experiences of its members

180.   Deaf and hard of hearing students should learn about other deaf and hard of hearing people and Deaf culture (Check the statement(s) that are correct)
        a.   To contribute to their self-awareness
        b.   To contribute to developing self-esteem
        c.   To identify resources for decision making
        d.   To develop their own identity as a deaf or hard of hearing person

Technology
181.   T F   The Deaf community cherishes access to information.

182.   Federal laws require communication access for deaf people. Identify some examples of services provided under these laws?

Organizations & Associations
183.   Name at least 3 national or international organizations valued by the Deaf community.

184.	What is the nationwide organization for Deaf youth?

Language
185.	Identify appropriate attention getting techniques
	a.	Grabbing a person's chin
	b.	Hard tapping on the shoulder
	c.	Waving a hand
	d.	Tapping a table
	e.	Touching a hand or shoulder

186.	People of color who are also Deaf would MOST LIKELY support and value which of the following organizations
	a.	NAACP (National Association for the Advancement of Colored People)
	b.	PETA (People for the Ethical Treatment of Animals)
	c.	NBDA (National Association of Black Deaf Advocates)
	d.	National Hispanic Council
	e.	Intertribal Deaf Council
	f.	American Bar Association

187.	In the Deaf community there **are or are no** rules for name signs.

188.	ABC stories and visual puns are examples of playing with language in the Deaf community. What is an ABC story?

189.	T F It is appropriate for the interpreter to be located near the speaker and visual displays of information.

Resources
190.	Deaf adults are considered resources in school settings. Identify some of the things they can bring to the school.

191.	Match the terms with definitions:

	Acclimation	Enculturation	Acculturation	Assimilation

a._____ is the exchange of cultural features that results when groups come into continuous firsthand contact; the original cultural patterns of either or both groups may be altered, but the groups remain distinct. (Kottak 2007)

b._____ is the process where the culture that is currently established teaches an individual the accepted norms and values of the culture or society in which the individual lives. The individual can become an accepted member and fulfill the needed functions and roles of the group. Most importantly the individual knows and establishes a context of boundaries and accepted behavior that dictates what is acceptable and not acceptable within the framework of that society. It teaches the individual their role within society as well as what is accepted behavior within that society and lifestyle

c._____ the process whereby a minority group gradually adopts the customs and attitudes of the prevailing culture

d._____ is adaption to the physical environment, such as to the local climate. When used less strictly, these terms are nearly synonymous: acclimation, acculturation, and enculturation.

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Interpreters

192.　　Interpreters working with diverse populations should possess (Check all that apply)
- a.　　The same cultural background as the client
- b.　　Cultural Sensitivity and cultural vocabularies
- c.　　Knowledge of cross-cultural implications like eye contact, physical touch, and gestures
- d.　　Recognize non-manual signals and gestures, differentiate between in-group and out-group sign usage.

Literacy

193.　　T F　　Reading writing and language are interrelated.

194.　　T F　　A student who is a fluent signer will also be a good reader.

195.　　T F　　Text books at the 3rd grade level are significantly harder to read than at the 1st and 2nd grades.

196.　　T F　　Academic reading is more difficult than reading for pleasure.

197.　　T F　　A student who can't understand a story that is signed will probably be able to read it.

198.　　T F　　It is more difficult to listen to text and view a movie, than to watch the movie and read the captioning.

Roles and Responsibilities

IEP team

199.　　T F　　Educational interpreters should not attend the IEP meetings.

200.　　T F　　The interpreter is to protect the student by editing any hurtful comments.

201.　　T F　　The interpreter should work alone when dealing with student inattentiveness.

202.　　T F　　The classroom teacher is responsible for developing strategies for seating arrangement, lighting, use of media and turn taking during the interpreting process.

203.　　T F　　The educational interpreter should keep the IEP team apprised of the need to provide excessive expansion in classroom settings.

Boundaries

204.　　T F　　Educational interpreters are expected to encourage independence.

205.　　T F　　 The interpreter works with the entire educational program, not just the deaf or hard of hearing student.

206.　　T F　　 Interpreters may have to help students understand the role of an interpreter and how it differs from school personnel.

Understanding roles and Responsibilities

207.　　T F　　Interpreters primary role is interpreting (facilitating communication).

208.　　T F　　Duties other than interpreting should be expected, such as tutoring, bus duty, hall duty, and supervising lunchtime.

209.　　T F　　Interpreters may be responsible for conducting in-service sessions about their role with other school personnel.

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210.   T F   Interpreters must prepare for assignments by reading lesson plans, textbooks and other material.

211.   T F   An interpreter is expected to inform the student of their role in different situations.

212.   Who is responsible for communicating with parents?

213.   Is it correct to assume that all interpreters are capable and skilled at teaching sign language?

214.   Is it correct to expect the interpreter to evaluate the student's work?

Professional Guidelines

215.   T F   A job title and description are essential tools which help the educational interpreter define roles and responsibilities.

216.   T F   Interpreters need adequate work areas, appropriate chairs and a schedule with breaks.

217.   T F   Extra curricular and after school activities are not a part of the educational interpreter's regular job and should be negotiated.

Technology

Match:

218.	__VRS (Video Relay Service)	a. Baby cry alarms/signals, door bell signals, telephone signals
219.	__TTY	b. Medical device which replaces the persons cochlear
220.	__VCO (Voice Carry Over)	c. Deaf or hard of hearing person speaks for themselves on the phone but receives either text or interpreted responses
221.	__Text Pagers	d. Real-time interpreting services via camera
222.	__Home devices	e. Device with a keyboard used with regular telephone
223.	__Cochlear implant	f. Commonly used for text communication between deaf people, cell phones without the voice service
234.	__Captioned videos	g. spoken language of TV programs printed across the TV screen.
235.	__Captioning	h. Videos available on loan to deaf persons online or through distribution centers around the country.