

## Readiness Assurance Test: Questions

1. The prevalence of disabilities in children with permanent hearing loss is estimated at:
  - a) 10%
  - b) 20%
  - c) 70%
  - d) 40%**
  
2. When a child with permanent hearing loss is not making expected communication skills progress, the following questions might be asked (circle all that apply):
  - a) Is the current intervention appropriate?
  - b) Is hearing technology functioning appropriately and worn consistently?
  - c) Has the hearing loss changed?
  - d) Should the intensity or frequency of intervention be increased?**
  
3. When there is concern about developmental disabilities, the audiologist who is evaluating the child's hearing might consider the following (circle all that apply):
  - a) Review of medical/educational records
  - b) Use of developmental checklists
  - c) Observation of the child and interactions with family
  - d) Talk with family about child's behavior/performance at home**
  
4. The benefits of an interdisciplinary team assessment for a child with hearing loss and suspected disabilities always include (circle all that apply):
  - a) Cost savings
  - b) A familiar environment
  - c) Input from several professional disciplines in a single visit**
  - d) All of the above
  
5. In monitoring the progress of speech and language skills in children with hearing loss, audiologists should expect (circle all that apply):
  - a) Age-appropriate speech/language skills by one year after placement of hearing technology (hearing aid or cochlear implant)
  - b) Noticeably faster rate of language learning after technology placement than before
  - c) A full year of language growth during the first year of technology use
  - d) All of the above**