

OTC Written Examination Outline

The following is an outline of the six content areas of the examination noting the approximate percentages of questions devoted to each area on the examination:

I. History of Oral Education and the Oral Deaf Community (12%)

- a. Auditory-Oral educational methodologies and speechreading philosophies
- b. Legislation (e.g., PL 94-142 Education for all Handicapped Children Act, 1975; Section 504 of the Rehabilitation Act of 1973; Americans With Disabilities Act)
- c. Use of hearing aids/cochlear implants and other assistive listening devices used by consumers and/or transliterators (e.g., FM systems, room amplification systems)
- d. Visual requirements for speechreading
- e. Oral deaf community

II. Speech Production (12%)

- a. Target locations for production of vowels, consonants, and diphthongs
- b. Visual intelligibility of speech elements (e.g., "K", "P", "F", "Th")
- c. Manner of articulation, the way in which sounds are produced (e.g., plosives, fricatives)
- d. Speech production of Oral deaf persons

III. Language and Communication (8%)

Aspects of English language:

- a. Grammatical principles of language (e.g., structure)
- b. Semantics (e.g., word meanings)
- c. Pragmatics (e.g., interactive aspects such as turn taking)

IV. Interpreting (31%)

- a. Voice over - transliterator receives visible and/or audible message from deaf consumer and conveys it in the appropriate spoken English register
- b. Expressive - transliterator receives spoken message and conveys it accurately using verbal and non-verbal support techniques
- c. Cues from clients indicating whether or not message has been comprehended
- d. Public speaking principles
- e. Techniques for managing physical environment (e.g., control glare, minimize background noise)
- f. Techniques for transliterating conversational turn-taking
- g. Duties/role of team transliterators
- h. Appropriate use of simultaneous transliteration and/or consecutive transliteration
- i. Protocol specific to types of formats (e.g., lecture, meeting, assembly, one-on-one)
- j. Strategies for meeting age specific needs of consumers
- k. Strategies for dealing with stress and fatigue factors

V. Speechreading (20%)

- a. Factors that may facilitate or interfere with visual intelligibility of interpreter (e.g., homophones, word selection, phrasing)
- b. Physical factors that may affect speechreading performance (e.g., fatigue, distance, lighting, facial hair)
- c. Factors that may affect the speechreading process (e.g., associational cues, use of facial expression, mime, gesture)

VI. Professional Issues (17%)

- a. RID Code of Ethics as it pertains to general professional issues and transliterating
- b. History and current status of Oral certification
- c. Relevant professional and consumer organizations including their acronyms, and their positions on Oral certification (e.g., AGBell, SHHH, OHIS, RID, NAD)
- d. Roles and responsibilities of agencies and institutions serving the Oral deaf, such as vocational rehabilitation, referral services, and schools for the Deaf
- e. Factors related to diversity (e.g., ethnic, cultural, economic, religious, and educational background) that may affect communication and comprehension, and techniques/strategies for accommodating diversity during transliteration
- f. Business practice (e.g., billing, record keeping, taxes, types of agreements)
- g. Resources and references for how, when, and where to acquire continuing professional education