Pure Tone Hearing Screening in Schools: Revised
Sample Test Questions
Includes questions for all three portions of the video

Pure Tone Hearing Screening (Main Video) Questions

1. What is the main goal of a school hearing screening program?
   a. To diagnose hearing loss
   b. To determine how well students hear
   c. To prove a school is too noisy for hearing screening
   d. To identify students at risk for hearing loss
   e. To meet national requirements

2. What needs to be done in order to diagnose a hearing loss?
   a. Multiple screenings where the student fails at least twice
   b. A comprehensive audiologic assessment done by a hearing screener
   c. A comprehensive audiologic assessment done by an audiologist
   d. A routine checkup with a physician
   e. Either B or C is fine

3. Studies indicate the this number of babies are born with hearing loss annually in the US.
   a. 50/1,000
   b. 10/100
   c. 2-4/1,000
   d. 18/1,000
   e. 10-15/500

4. When does hearing loss develop?
   a. At birth
   b. After age 65
   c. Hearing loss can develop at any age
   d. Either A or B
   e. Typically after the age of 2 months

5. Hearing loss can affect what kind of development?
   a. Speech
   b. Language
   c. Educational
   d. Psychosocial
   e. All the above

6. What three parts make up the sequence of finding and treating hearing loss?
    a. Screening, Oral Test, Diagnosis
    b. Diagnosis, Treatment, Follow-up
    c. Screening, Referral, Treatment
    d. Diagnosis, Referral, Treatment
    e. Screening, Diagnosis, Treatment

7. At which part of the sequence of finding and treating hearing loss is a hearing loss either confirmed or ruled out?
    a. Treatment
    b. Diagnosis
    c. Screening
    d. All of the above
    e. Both B and C

8. Define congenital
    a. Hearing loss that is passed down through generations
    b. Hearing loss diagnosed during the second trimester
    c. Hearing loss developed after age 4
    d. Hearing loss present at birth
    e. Hearing loss found on mother's side of family

9. Define acquired
    a. Hearing loss developed after birth
    b. Hearing loss developed after war (for war veterans)
    c. Hearing loss caused by loud noise exposure before age 3 months
    d. Hearing loss affecting language acquisition
    e. Hearing loss found in females

10. Define bilateral
    a. Hearing loss found in one ear
    b. Hearing loss found in both ears
    c. Absence of hearing loss in both ears
    d. Essentially normal hearing
    e. Normal hearing until the age of 5

11. Define unilateral
    a. Hearing loss in both ears but greater hearing loss in one ear
    b. Paralysis of left ear
    c. Hearing loss found in one ear
    d. Hearing loss found in both ears
    e. Problems feeling sensation on the face

12. Define stable
    a. Hearing loss that fluctuates
    b. Hearing loss that develops after exposure to environmental toxins
    c. Hearing loss found later in life
    d. Hearing loss that does not change
    e. None of the above

13. Define progressive
    a. Hearing loss that gets better over time
    b. Hearing loss that becomes worse over time
    c. Hearing loss that does not change
    d. Hearing loss that varies better and worse
    e. All hearing losses are progressive

14. Define fluctuating
    a. Hearing loss that does not change
    b. Hearing loss that gets better over time
    c. Hearing loss that is present in only one ear
    d. Hearing loss that varies
    e. None of the above

15. What are the three main parts of the ear?
    a. Medial, lateral, posterior
    b. Posterior, superior, anterior
    c. Inner, outer, medial
    d. Outer, middle, inner
    e. Outer, lateral, inner

16. What is included in the outer ear?
    a. Pinna
    b. Ossicles (middle ear bones)
    c. Cochlea
    d. Hair cells
    e. All of the above

17. What is included in the normal middle ear?
    a. Eardrum
    b. Ossicles (middle ear bones)
    c. Air filled cavity
    d. All of the above

18. What is included in the inner ear?
    a. Cochlea
    b. Ossicles (Middle ear bones)
    c. Tympanic membrane
    d. Fluid
    e. All of the above

19. What is conductive hearing loss?
    a. Hearing loss caused by a problem with the outer ear
    b. Hearing loss caused by a problem with the middle ear
    c. Hearing loss caused by a problem with the inner ear
    d. Any of these three could cause a conductive loss
    e. A and B only

20. Which of these are possible causes of conductive hearing loss
    a. Hearing aids
    b. Childhood meningitis
    c. Earwax impaction
    d. Noise exposure
    e. Middle ear infection

21. What is sensorineural hearing loss?
    a. Hearing loss caused by too much wax in the ear
    b. Hearing loss caused by skin cancer of the outer ear
    c. Hearing loss caused by a problem with the inner ear or 8th nerve
    d. Hearing loss caused by a problem in the brain
    e. None of the above

22. What are some treatments for sensorineural hearing loss?
    a. Hearing aids
    b. Gluten-free diet
    c. Ear wax removal
    d. Cochlear force-band
    e. Radiation therapy

23. Define mixed hearing loss
    a. Hearing loss affecting multicultural patients
    b. Hearing loss developed at birth and worsening over time
    c. Hearing loss that includes both conductive and sensorineural components
    d. Hearing loss that can affect both males and females
    e. Hearing loss caused by noise

24. Frequency is perceived as:
    a. Loudness
    b. Softness
    c. Pitch
    d. Timing
    e. Duration

25. Intensity is perceived as:
    a. Loudness
    b. Pitch
    c. Timing
    d. Duration
    e. None of the above

26. What is the frequency range of hearing for normal human ears?
    a. 20-10,000 dB
    b. 10-120 Hz
    c. 20-20,000 dB
    d. 20-20,000 Hz
    e. 0-120 dB

27. What is the intensity range of hearing for normal human ears?
    a. 0-100+ dB
    b. 10-200 Hz
    c. 100-200 dB
    d. 5-150 dB
    e. 0-120 Hz

28. A child with a hearing loss loses the ability to hear _____ sounds.
    a. Soft
    b. Moderate
    c. Loud
    d. All of the above for every child with hearing loss
    e. A or B or C

29. An audiogram is a graphical representation of _____.
    a. Frequency
    b. Intensity
    c. Hearing ability
    d. Musical ability
    e. Intelligence

30. What two components are located on the axes of the audiogram?
    a. Time and period
    b. Frequency and time
    c. Intensity and period
    d. Frequency and intensity
    e. Loudness and duration

31. Why is it important to find a room that is quiet, for a hearing screening?
    a. Loud background noise can distract the tester
    b. Loud background noise makes the equipment faulty
    c. Students with normal hearing may not pass due to loud background noise
    d. Students may become distracted and refuse to go through the screening
    e. Loud background noise has been proven to affect concentration in children

32. If a quiet screening room is not available, the hearing screener should _____.
    a. Reprimand the principal for not following school policy on hearing screenings
    b. Take the students to a nearby audiology practice for testing
    c. Refer all students to undergo a comprehensive evaluation in a sound treated room, by an audiologist
    d. Reschedule the screening for a different day and be sure to let the school officials know how important it is to have a quiet screening area
    e. Test in a noisy room

33. When should a hearing screener raise the level of the screening tones because of a loud screening room?
    a. If it is just a little too loud for screening.
    b. If the screener just has to turn up the intensity by 5 dB to do the screening.
    c. If the school nurse tells the screener to raise the level above the screening standard.
    d. If the school principal tells the screener to raise the level above the screening standard.
    e. Never.

34. What is the role of an assistant or teacher during the hearing screenings?
    a. To keep students quiet and help with flow of students into and out of the screening room.
    b. To help the screener do hearing screenings, if there is an extra audiometer.
    c. To fill out paperwork for the screener.
    d. All of the above.
    e. None of the above.

35. If there are multiple screeners in one room, how can they coordinate their actions so that no one is talking during the actual screening?
    a. Each screen one student at a time, each screener taking turns.
    b. Explain the instructions to the group all at once before starting separate and simultaneous screenings.
    c. Start and end screenings roughly around the same time.
    d. All of the above
    e. B and C

36. What should a screener do during a group hearing screening if one student did not understand the instructions but the other screeners have already started testing?
    a. Wait until they are done with their screenings and then reinstruct the student.
    b. Take the student out of the screening room to reinstruct.
    c. Send the student back to class.
    d. Mark refer on the form and sent the student back to class.
    e. A or B.

37. An audiometer is an electronic instrument designed to measure _____.
    a. Temperature
    b. Loudness of student
    c. Eardrum movement
    d. Hearing
    e. Frequency

38. When preparing the screening area, which way should the student's chair be facing?
    a. Facing away from the audiometer
    b. Facing the audiometer
    c. Facing so the audiometer is to the right of the student (to watch facial expression)
    d. It doesn't matter which way the chair is facing
    e. None of the above

39. Sanitation is important to keep in mind before the screening begins. As a hearing screener, in addition to washing your hands or using hand sanitizer, it is also important to _____.
    a. Wipe down the audiometer
    b. Lysol the chair and testing area
    c. Clean the earphone cushions
    d. Make each the first student washes his/her hands
    e. None of the above

40. How often are the earphone cushions cleaned?
    a. When the audiometer is calibrated by a professional testing facility.
    b. At the beginning and ending of the screening
    c. Between each student screened
    d. Every 5-10 minutes
    e. B and C

41. When performing a listening check, which frequencies are presented to see if the audiometer is working correctly? (pick the best answer)
    a. 1000 Hz in both ears
    b. 2000 Hz in both ears
    c. 1000, 2000 and 4000 Hz in one ear
    d. 1000, 2000 and 4000 Hz in both ears
    e. 4000 Hz in one ear

42. What intensity is used for the listening check prior to testing the students?
    a. 10 dB
    b. 20 dB
    c. 15 dB
    d. 5 Hz
    e. 10 Hz

43. Which of these, noticed during a listening check, indicates the need to repair the audiometer?
    a. No tone is heard even though appropriate buttons are pressed and all cords are properly connected and not frayed
    b. Static is heard
    c. Cords are frayed
    d. The lights blink on an off
    e. All of the above

44. What should a hearing screener do for the listening check if he/she does not have normal hearing?
    a. Skip the listening check.
    b. Turn up the intensity to a level that can be heard and then perform the listening check.
    c. Find an adult with normal hearing and work with them to check the equipment.
    d. None of the above

45. A student should not be screened, but instead referred to the school nurse, if :
    a. The student has head lice.
    b. The student complains of pain in his/her ear(s).
    c. The screener notices swelling or redness on the outside of the student's ear(s).
    d. The screener notices fluid coming out of the student's ear(s).
    e. All of the above.

46. When giving the student instructions, be sure to include:
    a. A description of the task
    b. The students' role in the screening (raise hand beeps are heard)
    c. Additional instructions if necessary
    d. Practice trials to be sure the student understands the task
    e. All of the above

47. If a group of students is instructed together, how can the procedure be demonstrated so they all understand what to listen for and how to respond?
    a. The screener places the earphones on his/her head and shows the students what to do.
    b. Place the earphones on the table and play the tone at a loud level and show them the hand raising response.
    c. Have the students all huddle around one earphone held up to their ears so that they can attempt to hear it.
    d. Never instruct a group of students together.
    e. None of the above.

48. In regards to earphone placement, when earphones are color coded, the red earphone covers the _____ ear and the blue earphone covers the _____ ear.
    a. Left, right
    b. Right, left
    c. Either way is fine

49. When screening the student, in which ear should the screening start?
    a. Right
    b. Left
    c. Both
    d. Either

50. How long should each tone be presented to the student?
    a. 1 seconds
    b. 2-3 seconds
    c. 5 seconds
    d. 5-10 seconds
    e. As long as necessary for them to hear the tone

51. When screening the first ear, what is the order of presentation for the screening frequencies?
    a. 500, 1000, 2000 Hz
    b. 1000, 2000, 3000 dB
    c. 1000, 2000, 4000 Hz
    d. 1000, 2000, 4000 dB
    e. 1000, 2000, 3000 Hz

52. When screening in the second ear, what is the order of presentation for the screening frequencies?
    a. 1000, 2000, 3000 Hz
    b. 3000, 2000, 1000 dB
    c. 4000, 2000, 1000 Hz
    d. 4000, 3000, 2000 dB
    e. 3000, 2000, 1000 Hz

53. At what intensity level are all frequencies presented in each ear?
    a. 10 dB
    b. 10 Hz
    c. 15 dB
    d. 25 Hz
    e. None of the above

54. What is marked on the screening form if the student responds to all tones in both ears?
    a. Pass
    b. Fail
    c. Refer
    d. A+
    e. B and C

55. What is marked on the screening form if the student fails to respond to any of the tones?
    a. Fail/Refer
    b. Pass (if only one tone was missed)
    c. N/A
    d. B-
    e. A and C

Commonly Asked Questions… Questions

1. This video teaching screening procedures based upon what published guidelines?
    a. Baltimore City Schools, 1989
    b. American Academy of Audiology (AAA), 2000
    c. Dr. Emanuel's Screening Procedure Guidelines, 2013
    d. American Speech-Language-Hearing Association (ASHA), 1997
    e. None of the above

2. What should a hearing screener do if the school system has different screening procedures from those shown in the video?
    a. Disregard the school system guidelines and only use those discussed in the video.
    b. Make adjustments to the procedures shown in the video to meet the requirements in the school system.
    c. Ask the supervisor for instructions.
    d. Refuse to screen in any system that does not follow this video's guidelines.
    e. B and/or C

3. What should the hearing screener do to test very small children or children who are difficult to test?
    a. Ask the supervisor, in advance, what to do when these situations occur.
    b. Have small children associate a game with responding to the beeps.
    c. If a child has limited mobility, find a response he/she can do consistently.
    d. Refer the child for further testing if he/she does not respond after trying several strategies.
    e. All of the above.

4. What can a hearing screener do if a student does not appear to understand the instructions?
    a. Reinstruct the student, demonstrate the response, and have them do it with the hearing screener until he/she appears to know how to respond.
    b. Mark refer on the screening form and move on to the next student.
    c. Mark pass on the form because he/she probably has normal hearing and just does not understand the instructions.
    d. Refer the student to the nurse to be sure he/she is feeling okay .
    e. None of the above

5. If a student misses only one frequency in one ear, what is the screening result?
    a. Pass
    b. Fail/refer
    c. Diagnosis of hearing loss
    d. Referral for medical evaluation
    e. None of the above

6. What is the difference between frequency and intensity?
    a. Frequency is perceived as loudness and intensity is perceived as duration
    b. Frequency is perceived as pitch and intensity is perceived as loudness
    c. Frequency is perceived as duration and intensity is perceived as pitch
    d. Frequency is perceived as loudness and intensity is perceived as pitch
    e. None of the above

7. What are possible reasons for a student to fail a hearing screening?
    a. The student may have a hearing loss
    b. The equipment is not working properly
    c. There is too much background noise in the screening room
    d. The screener is not using the correct screening procedure
    e. All of the above

8. What should a hearing screener do first if the equipment does not appear to be working?
    a. Call his/her supervisor immediately.
    b. Pass all students and put in an order for a new audiometer.
    c. Check all the cords to be sure they are not frayed are connected.
    d. Check to see if the audiometer as a "tone mode" button. If so, make sure it is set so the tone is normally off, unless the tone button is pressed.
    e. C and D

9. As a hearing screener, which of the following is your responsibility?
    a. Informing the parents that their child failed the hearing screening
    b. Changing the intensity to determine the extent of the hearing loss
    c. Accurately conducting a hearing screening and marking the appropriate result on the screening form
    d. Informing the student's physician of the screening result
    e. None of the above

10. Which of the following is normal to see in the ear canal?
    a. Cotton balls
    b. Ear wax
    c. Buttons
    d. Insects
    e. None of the above

11. If there is so much earwax in a student's ear that it appears to block the entire ear canal, what should the hearing screener do?
    a. Clean out the ear wax with a tissue and cotton swab.
    b. Refer the student to the school nurse.
    c. Do not worry about it, excessive earwax is normal.
    d. Refer the student for complete audiological testing.
    e. Tell the student to remove the ear wax.

12. What can a hearing screener do to determine whether or not a screening room is too loud?
    a. Test the room in the best possible condition by waiting for students to pass in the hallway and for the heater or air conditioning to cycle off
    b. There is no way to know for sure, so just assume the room is fine and proceed with testing
    c. Conduct the hearing screening on 1-2 normally hearing adults to be sure the screening tones can be heard.
    d. Tell school officials they need to provide sound level meters to test the rooms.

13. How can a hearing screener instruct a student who does not speak English?
    a. The student cannot be tested, send him/her back to class.
    b. Instruct the student using gestures and have the student watch other students during the screening process.
    c. Mark refer on the screening form automatically so the studnet can just skip to a diagnostic assessment.
    d. Speak loudly in English so the student can understand.
    e. None of the above

14. What is the <u>best</u> way to become competent in screening students?
    a. Participate in hands-on learning activities with a trained hearing screener or audiologist.
    b. Just watch this video.
    c. The screener can become competent by testing himself/herself a few times.
    d. None of the above

Common Mistakes Video Questions

1. What happens when earphones are placed on a person who has collapsing ear canals?
    a. The ear canals get smaller, but testing is unaffected
    b. The walls of the canal come together due to the pressure from the earphones
    c. Nothing, collapsing canals are not affected by earphones
    d. A student may fail the screening even if he/she has normal hearing
    e. B and D

2. What can a hearing screener do if collapsing ear canals are suspected?
    a. Rescreen with the student's mouth slightly open.
    b. Refer the student to the school nurse to fix the problem.
    c. Refer the student to an audiologist.
    d. Rescreen the student with the earphone held slightly away from the ear.
    e. A and C
    f. A and D

3. What can a hearing screener do to prevent presenting tones in a pattern?
    a. Tell the student to wait 3-4 seconds before responding to the tone.
    b. Present tones out of order.
    c. Switch from right to left ear and back without telling the student.
    d. Pause between presentations to be sure the pattern is not predictable.
    e. It is hard for a student to pick up on the pattern so it is not a problem.

4. What kinds of mistakes can be made when placing earphones?
    a. Earphones placed too high above the ear
    b. Earphones placed over hair
    c. Earlobes folded underneath earphones
    d. Earphones switched so that right earphone is placed over the left ear
    e. All of the above

5. What can a hearing screener do to remember which earphone covers which ear?
    a. Label the earphones “right” and “left”.
    b. Look for the color-coded blue (left) and green (right) earphones.
    c. Look for the color-coded green (left) and red (right) earphones.
    d. Try to memorize something characteristic about each earphone to help remember which side is which.
    e. Every time the earphones are placed on a student, play a tone and have indicate in which ear he/she hears the tone.
    f. None of the above

6. What are some objects to avoid when setting up a screening room?
    a. Mirrors facing the student
    b. Windows facing the student
    c. Metal plates facing the student
    d. All of the above
    e. None of the above

7. If the right ear is tested twice by mistake, what should happen next?
    a. Switch the position of the earphones.
    b. Press the left ear switch and test the left ear.
    c. Assume that both ears hear the same and continue on to the next student.
    d. Blame the school system for not providing a reminder.
    e. Both A and B

8. When should a listening check be conducted?
    a. At the beginning of a screening
    b. Whenever the audiometer is unplugged and plugged in again
    c. Whenever the audiometer is moved between rooms
    d. Whenever the audiometer is turned off and on
    e. All of the above

9. How long, approximately, does it take to conduct a listening check?
    a. 2 minutes
    b. 2 seconds
    c. 45 seconds
    d. 45 minutes
    e. 5 minutes

10. If a quiet room cannot be located for a hearing screener, what should the screener do?
    a. Reschedule the hearing screening and communicate clearly to school officials that a quiet room is needed.
    b. Turn up the intensity of the tone to compensate for a noisy room.
    c. Test everyone at 20 dB regardless and just fail more students than usual.
    d. Refer all students to see an audiologist.
    e. Leave for the day and tell the school board there is not enough emphasis placed on creating quiet rooms in schools.

11. What happens if a screening program has a high false positive rate due to the use of noisy screening rooms?
    a. Children may have to miss school to visit the audiologist.
    b. Healthcare costs increase.
    c. Parents have to miss work to take their children to the audiologist.
    d. The program may start to seem ineffective and cause audiologists to question the validity of the school hearing screening program.
    e. All of the above

12. What happens if a screening program has a high false negative rate due to increasing the tone intensity to compensate for a noisy room?
    a. Long-term harm to the development of students with hearing loss may be caused.
    b. Nothing.
    c. Students without hearing loss may be fitted with hearing aids.
    d. Students will have better long-term earning potential.
    e. The program can appear to be ineffective.

13. If a student does not respond to a tone, but a screener thinks the student actually heard it, what is an acceptable action?
    a. Increase the tone to find the actual threshold.
    b. If it was only one tone, pass the student.
    c. Stop screening and mark refer on the form.
    d. Present the tone a few extra times for 8-10 seconds.
    e. Re-instruct the student.

14. How often must a hearing screener clean the earphones?
    a. Prior to testing
    b. Between each student
    c. After the last student
    d. All of the above
    e. None of the above

15. What are some indications that the equipment has failed in the middle of a screening?
    a. An unusual pattern of responses (many students fail at one frequency).
    b. The power light is blinking on and off.
    c. Most of the students fail the screening.
    d. A student says he/she can hear a crackling sound when the tone is presented.
    e. All of the above

16. If a student with hearing aids comes to the screening, what should the hearing screener do?
    a. Go ahead with the screening process, do not discriminate just because the student has hearing aids.
    b. Have the student remove the hearing aids before placing the earphones.
    c. Call the student's audiologist and ask if a hearing screening should be conducted.
    d. Refer the student to an audiologist to be tested.
    e. Send the student back to class, a hearing loss has already been diagnosed and treated.

