

# AAA CEU Program

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Questions refer to Moncrieff et al, “Hemodynamic Differences in Children with Dichotic Listening Deficits: Preliminary Results from an fMRI Study during a Cued Listening Task,” pp. 33–45.

## Learner Outcomes

Each reader of this article should be able to

- Compare the structural and attention models of dichotic listening.
  - Explain the contribution of functional MRI studies to investigations of dichotic listening.
  - Describe differences in hemodynamic responses on a quasidichotic listening task, between normal and dyslexic children, reported in this investigation.
1. Under the structural model of dichotic listening, a larger than normal right ear advantage (REA) is most likely to occur because the:
    - a. listener’s attention is more focused on the input to the right ear
    - b. listener has better hearing sensitivity in the right ear
    - c. input to the left ear must travel a longer, indirect path to the language-dominant hemisphere
    - d. input to the right ear is more meaningful to the listener
  2. In children, interaural asymmetry is:
    - a. similar to the REA of adults
    - b. <2%
    - c. 2–15%
    - d. 2–40%
  3. During fMRI experiments, the hemodynamic response occurs bilaterally in auditory regions within the temporal lobe during dichotic listening tasks. Activation has also been reported in the:
    - a. cingulate gyrus and presupplementary motor areas
    - b. globus pallidus
    - c. striate cortex and fusiform gyrus
    - d. precentral gyrus
  4. When monitoring quasidichotic presentations, a laterality error occurs when a listener:
    - a. signals that a target was heard when one was not presented to either ear
    - b. signals that a target was heard when one was presented in the unattended ear
    - c. fails to signal because a target was heard in both ears
    - d. fails to signal because a target was heard in the unattended ear
  5. Children with dyslexia performed differently on dichotic listening tests in which ways?
    - a. poorer performance in both ears when tested with digits, words, and CVs
    - b. poorer performance in the right ear with digits and words and similar performance in both ears with CVs
    - c. poorer performance in the left ear with digits, words, and CVs
    - d. poorer performance in the left ear with digits and words and poorer performance in the right ear with CVs
  6. While listening to presentations of fairy tale segments in the scanner, children with dyslexia had:
    - a. fewer hits and more misses than control children when monitoring their left ears
    - b. fewer laterality errors when monitoring their left ears than when monitoring their right ears
    - c. similar hits and misses to control children for both ears
    - d. no false alarms when monitoring their right ears
  7. The correlation analysis of the study demonstrated that children with:
    - a. normal dichotic listening scores produced poor d’ scores for left ear monitoring conditions in the scanner
    - b. poor right ear dichotic listening scores produced poor d’ scores for left ear monitoring conditions in the scanner
    - c. poor left ear dichotic listening scores produced poor d’ scores for left ear monitoring conditions in the scanner
    - d. none of the above
  8. When listening to the quasidichotic presentations of fairy tale segments in the scanner, children with dyslexia:
    - a. failed to produce activation in the left hemisphere
    - b. produced significantly stronger activation in the right hemisphere than in the left hemisphere
    - c. produced bilateral activation
    - d. produced significantly stronger activation in the left hemisphere than in the right hemisphere
  9. When monitoring input to the left ear, children without dyslexia (control children):
    - a. failed to show activation in the right hemisphere
    - b. showed less activation in the left hemisphere than dyslexic children
    - c. showed much greater activation in the left hemisphere than had been shown in the right hemisphere with right ear input
    - d. showed greater activation in the left and right hemisphere than children with dyslexia
  10. Children with dyslexia who monitored their right ears first:
    - a. produced more than twice the activation for right ear input than for left ear input
    - b. produced similar activation patterns across both listening situations
    - c. produced no activation for input to the left ear
    - d. produced similar activation patterns for input to the right ear



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