



TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

TEXES

TEExMaT

TASC/TASC-ASL

Texas Examinations of Educator Standards™ (TEExES™) Program

Preparation Manual

Visually Impaired (182)



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About The Test

Test Name	Visually Impaired
Test Code	182
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Visually Impaired (182) test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the Visually Impaired test framework. Questions on this test range from grades EC–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Understanding Students with Visual Impairments	23%	Visually Impaired I, III
II.	Assessment of Students with Visual Impairments	18%	Visually Impaired II, V
III.	Fostering Student Learning and Development	41%	Visually Impaired III–IV
IV.	Professional Knowledge	18%	Visually Impaired III–VI

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The Standards

Visually Impaired Standard I

The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities.

Visually Impaired Standard II

The teacher of students with visual impairments, including students with additional disabilities, understands and applies knowledge of formal and informal assessments and evaluations and knows how to use resulting data and other information to make service and programming recommendations and to participate in the development of students' Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs).

Visually Impaired Standard III

The teacher of students with visual impairments, including students with additional disabilities, understands and applies knowledge of strategies for planning instruction in the school, home and community environments to facilitate student achievement. The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students' development of concepts and skills for academic achievement, social interaction and independent living.

Visually Impaired Standard IV

The teacher of students with visual impairments, including students with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings, understands and applies knowledge of the foundations of the profession, including legal requirements and ethical considerations relating to students' education, and actively seeks to expand professional knowledge and skills.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Understanding Students with Visual Impairments

Competency 001: *The teacher of students with visual impairments, including students with additional disabilities, demonstrates knowledge of the human visual system, including diseases and disorders that affect vision, and uses this knowledge to respond to individual student's needs.*

The beginning teacher:

- A. Understands the typical development, structure and function of the human visual system.
- B. Understands diseases and disorders that affect vision.
- C. Demonstrates knowledge of terminology related to the visual system and visual disorders.
- D. Understands medical aspects of conditions related to blindness and visual impairments.
- E. Understands the effects of various medications on the visual system and visual functioning.

Competency 002: *The teacher of students with visual impairments, including students with additional disabilities, understands human developmental processes and recognizes the implications of visual impairments for students' growth in all developmental domains.*

The beginning teacher:

- A. Understands the role of vision in typical development and learning across domains (e.g., cognitive, communicative, motoric, behavioral, social-emotional).
- B. Recognizes the impact of visual impairments on the development of hearing, touch, taste and smell.

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- C. Demonstrates knowledge of the cognitive, environmental, physical and social-emotional needs and sensory integration of individuals with visual impairments.
 - D. Understands the impact of etiology, degree of impairment, progressivity and age at onset of visual impairments on developmental processes.
 - E. Analyzes ways in which the presence of visual impairments may affect the development and learning of individuals at various developmental levels, including birth through six years old.
 - F. Analyzes relationships involving visual conditions, visual functioning and development across domains (e.g., cognitive, communicative, motoric, behavioral, social-emotional).
 - G. Relates characteristics of students with visual impairments to types and levels of support needed.
 - H. Knows how to access information related to the characteristics and needs of students with visual impairments, including those with additional disabilities.
 - I. Analyzes ways in which a visual impairment may affect an individual's social-emotional development, including self-esteem and relationships with others.

Competency 003: *The teacher of students with visual impairments understands the effects of additional disabilities, including deaf-blindness, on children's development and learning.*

The beginning teacher:

- A. Analyzes how the presence of additional disabilities affects the development and learning of individuals who have visual impairments.
- B. Understands characteristics of students with deaf-blindness and/or multiple impairments.
- C. Understands the impact of deaf-blindness and/or multiple impairments on development and learning.

Competency 004: *The teacher of students with visual impairments, including students with additional disabilities, understands how a variety of factors, including physical, environmental and social factors, may affect students with visual impairments.*

The beginning teacher:

- A. Understands the impact of factors in the home (e.g., level of parental understanding and support) on the development and learning of students with visual impairments, including those with additional disabilities.

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- B. Recognizes the importance of early intervention for individuals with visual impairments, including deaf-blindness.
 - C. Demonstrates knowledge of the impact of physical factors (e.g., orthopedic impairments) on the development and learning of students with visual impairments, including those with additional disabilities.
 - D. Understands the impact of social factors (e.g., peer interactions) and cultural factors (e.g., value systems, social systems) on the development and learning of students with visual impairments, including those with additional disabilities.
 - E. Understands the effects of medications on the educational, cognitive, physical, social and emotional characteristics of students with visual impairments, including those with additional disabilities.
 - F. Recognizes factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of students with visual impairments, including students with additional disabilities.
 - G. Recognizes factors within students (e.g., giftedness, motivation) that affect the learning and behavior of students with visual impairments, including students with additional disabilities.

Domain II – Assessment of Students with Visual Impairments

Competency 005: The teacher of students with visual impairments, including students with additional disabilities, understands the process of functional vision/learning media assessment, is familiar with a wide range of formal and informal assessments, understands how to adapt assessments for students with visual impairments and applies appropriate procedures for administering assessments.

The beginning teacher:

- A. Understands procedures used for screening, prereferral, referral and determining eligibility for students with visual impairments and deaf-blindness, including vision screening methods, functional vision evaluation and learning media assessment.
- B. Applies procedures for performing structured observations, functional vision evaluations, learning media assessments and evaluations of compensatory skills specific to students with visual impairments (e.g., orientation and mobility screening, independent living, assistive technology).
- C. Understands specialized terminology used in evaluating individuals with visual impairments (e.g., functional vision evaluation (FVE), learning media assessment (LMA), low vision evaluation (LVE), primary learning media).

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- D. Knows the legal versus the functional definitions of terms such as functionally blind, visual impairment, legally blind and low vision.
 - E. Understands appropriate evaluation tools and procedures for infants, toddlers and preschoolers with visual impairments.
 - F. Understands appropriate evaluation tools and procedures for school-age children with visual impairments, including those with additional disabilities.
 - G. Understands state and federal laws and other key issues related to the evaluation of students with visual impairments, including those with additional disabilities (e.g., nondiscriminatory evaluation, early childhood evaluation, the significance of gender, home language, socioeconomic diversity and cultural diversity).
 - H. Understands how to adapt and use a variety of nondisability-specific evaluation instruments and procedures for students with visual impairments, including those with additional disabilities.
 - I. Knows how to select and administer appropriate assessments, including statewide and districtwide assessments, to students with visual impairments, including those with additional disabilities.
 - J. Knows how to collaborate with parents/guardians and with school and community personnel involved in the evaluation of students with visual impairments, including those with additional disabilities.
 - K. Applies procedures for creating and maintaining records related to visual impairments and documenting ongoing progress for students with visual impairments, including students with additional disabilities.

Competency 006: The teacher of students with visual impairments, including students with additional disabilities, knows how to interpret scores, reports and other formal and informal assessment data and communicates those results in oral and written reports.

The beginning teacher:

- A. Interprets and uses information from formal and informal evaluations, including eye reports as well as vision-related and other diagnostic information.
- B. Understands how to take individual factors into account (e.g., cultural background, age at onset of visual impairment, degree of visual functioning, home language) to ensure that interpretations of test results are valid and nondiscriminatory.

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- C. Synthesizes information from a range of sources (e.g., formal and informal assessments, parents' and teachers' observations, doctors' reports) to develop a comprehensive profile of a student's strengths and needs, make educational recommendations and prepare oral and written reports.
 - D. Uses effective communication skills to report evaluation results to students' parents/guardians, administrators and school and community personnel.

Competency 007: The teacher of students with visual impairments, including students with additional disabilities, uses assessment data and other information to make service and programming recommendations and to develop students' individualized plans (IEPs and IFSPs).

The beginning teacher:

- A. Understands referral procedures and the full and individualized evaluation process for determining eligibility for special education services for students with visual impairments and/or deaf-blindness.
- B. Understands the relationships among evaluation, IEP development, instructional management and vision-related services.
- C. Knows the legal requirements for the development of IEPs and IFSPs and understands the role of the teacher of students with visual impairments in the development of those plans.
- D. Applies knowledge of visual impairments, evaluation findings and the continuum of instructional arrangements to recommend appropriate services and educational settings for individual students.
- E. Knows how to develop measurable goals and learning objectives to meet assessed needs and understands how to evaluate student progress toward those goals and objectives.
- F. Uses evaluation results to identify individualized instructional strategies that enhance learning for students with visual impairments through modification of the environment, adaptation of materials and the use of methodologies and technologies specific to students with visual impairments and deaf-blindness.
- G. Applies knowledge of human development and visual impairment to plan and implement appropriate curricula.
- H. Understands the collaborative roles of students, parents/guardians, classroom teachers and other school and community personnel in planning and implementing students' IEPs and IFSPs.
- I. Understands how to collaborate with members of the Admission Review Dismissal (ARD) committee to meet the needs of students with severe multiple and visual impairments by writing integrated IEPs that incorporate collaborative teaming, joint action routines and role releasing.

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- J. Knows how to use information from informal evaluations (e.g., Oregon Project, Hawaii Early Learning Profile [HELP], Vision Impaired Inservice in America [VIISA] project) for children from birth to 6 years old with visual impairments to design intervention strategies in areas such as concept development, communication, gross/fine motor coordination and early literacy.

Domain III – Fostering Student Learning and Development

Competency 008: The teacher of students with visual impairments, including students with additional disabilities, understands how to plan and organize instruction, based on assessment, in a variety of learning environments to facilitate students' acquisition of concepts and skills, including concepts and skills specific to visual impairment.

The beginning teacher:

- A. Knows how to interpret and use assessment data for instructional planning for students with visual impairments.
- B. Understands how to organize learning environments to facilitate students' acquisition of concepts and skills in both the general education curriculum and the expanded core curriculum (i.e., the curriculum for students with visual impairments and the compensatory skills needed to access the general education curriculum).
- C. Knows how to sequence skills, implement instruction and evaluate progress toward disability-related learning objectives in students' IEPs and IFSPs.
- D. Understands strategies for creating a positive, productive learning environment that fosters student achievement.
- E. Applies effective instructional planning and management strategies (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (e.g., itinerant, resource, residential, transdisciplinary teaming).
- F. Understands how to work with members of the educational team (e.g., general education teachers, parents/guardians, related service providers, paraprofessionals, administrators), including classroom teachers, to implement organizational strategies and instructional modifications and adaptations to meet students' needs.
- G. Understands ways to adapt instruction across a variety of instructional arrangements to meet the learning needs of students with visual impairments, including those with additional disabilities.
- H. Knows how to select and use appropriate assistive technologies to enhance instruction and facilitate student learning.

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- I. Knows how to create, obtain, organize, modify and adapt instructional materials (e.g., brailled, enlarged, outlined, highlighted) and how to assist teachers and students in using those materials productively.
 - J. Knows how to use visual, tactual, auditory and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts.
 - K. Applies strategies for teaching students to use organizational and study skills (e.g., organizing their own workspace, gaining access to needed resources, managing materials and time).
 - L. Applies strategies for conducting structured observations in a variety of settings for the purpose of recommending modifications and promoting student independence.

Competency 009: The teacher of students with visual impairments, including students with additional disabilities, knows how to foster the development of students' communication and literacy skills.

The beginning teacher:

- A. Understands strategies for promoting communication and literacy development in students with visual impairments, including those with additional disabilities.
- B. Applies strategies related to augmentative and assistive technologies for fostering students' development of expressive and receptive communication skills.
- C. Uses a variety of instructional methods, materials and resources to promote students' expressive and receptive communication skills (e.g., low-vision devices, brailled materials, slate and stylus, handwriting and signature writing, listening and compensatory auditory skills, keyboarding skills, calendar box, electronic note takers).
- D. Understands a variety of effective research-based methods of reading instruction.
- E. Applies a variety of literacy methods to support alignment between direct instruction provided by the teacher of students with visual impairments and instruction in other educational settings.
- F. Knows how to teach braille literacy skills.
- G. Understands resources for accessing information on and providing instruction in specialty braille codes and formats (e.g., music, foreign language, computer).

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Competency 010: *The teacher of students with visual impairments demonstrates knowledge of the academic curriculum and modifies lessons and materials to facilitate students' development of subject matter skills and concepts and problem-solving skills.*

The beginning teacher:

- A. Knows how to access and is familiar with the general education curriculum (i.e., the State of Texas Assessments of Academic Readiness [STAAR]), including physical education and fine arts, and applies strategies for ensuring that necessary modifications and accommodations are in place to make the general education curriculum accessible to students with visual impairments.
- B. Understands a variety of instructional approaches (e.g., cooperative learning, direct instruction, theme-based instruction, discovery learning) and applies those methodologies effectively with students who have visual impairments.
- C. Knows techniques for modifying instructional methods, materials and strategies (e.g., braille translation programs, magnification, tactile graphics) to promote achievement across the academic curriculum, including physical education and fine arts, for students with visual impairments, including those with additional disabilities.
- D. Knows how to access sources of specialized materials for providing instruction for students with visual impairments.
- E. Knows how to use a variety of instructional materials and strategies to make subject-matter concepts (e.g., science, social studies) accessible to students with visual impairments.
- F. Knows how to teach students to use a variety of assistive technologies to facilitate their own learning and achievement in the content areas (e.g., Cranmer abacus, talking calculator, tactile graphics, adapted science equipment).
- G. Selects and uses appropriate technologies to meet specific student needs and achieve instructional objectives for students with visual impairments and integrates technologies appropriately into the instructional process.
- H. Applies techniques for promoting students' ability to use a variety of cognitive strategies (e.g., logical reasoning, problem solving, critical thinking) to meet their own learning needs.
- I. Understands a variety of effective research-based methods of mathematics instruction.
- J. Applies various methods of mathematics instruction to support alignment between direct instruction provided by the teacher of students with visual impairments and instruction in other educational settings.
- K. Knows strategies for assisting students in expressing themselves creatively (e.g., through writing, fine arts).

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Competency 011: *The teacher of students with visual impairments, including students with additional disabilities, understands how to assist students in learning to use their visual ability in functional contexts and in making efficient and effective use of all their senses to interpret information about the environment and to guide their actions.*

The beginning teacher:

- A. Knows how to assist students in learning to use their vision effectively in functional contexts, including the development of basic visual skills (e.g., localizing, tracking, scanning), the use of environmental adaptations (e.g., contrast, size, distance) and the use of low-vision devices (e.g., monocular, magnifier).
- B. Knows how to develop students' listening skills, including basic skills (e.g., sound recognition and localization), the use of sound in functional contexts (e.g., to orient themselves in space) and listening comprehension.
- C. Knows strategies for promoting students' development of tactual, vestibular and kinesthetic skills (e.g., tactual discrimination, systematic searching and exploration) and their use of smell and taste, as appropriate, to supplement information gained from other senses.
- D. Enhances students' ability to interpret and integrate information about the environment obtained through the use of their senses.

Competency 012: *The teacher of students with visual impairments, including students with additional disabilities, knows how to assist students in developing the skills and behaviors necessary for positive social interactions in a range of cultural contexts and for lifelong participation in personal recreation and leisure activities.*

The beginning teacher:

- A. Understands how to promote students' awareness of the social skills typically learned through visual observation (e.g., facial expressions, body language).
- B. Applies strategies for promoting students' understanding and use of appropriate behaviors in varied social, cultural and interpersonal contexts.
- C. Knows how to promote students' understanding of various communicative functions (e.g., requesting, refusing) and contexts (e.g., casual versus formal).
- D. Understands how to assist students in appropriately using nonverbal behaviors (e.g., maintaining social distance) in their interactions.

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- E. Applies strategies for promoting students' understanding of body image and human sexuality.
 - F. Assists students in developing skills that promote lifelong participation in personal recreation and leisure activities.

Competency 013: *The teacher of students with visual impairments, including students with additional disabilities, promotes development of the concepts and skills needed for independent living and for learning to travel safely, confidently and efficiently in a variety of environments.*

The beginning teacher:

- A. Understands the skills and behaviors that students with visual impairments, including those with additional disabilities, need for independent living (e.g., methods for accessing printed information, public transportation, entertainment and community resources; methods for keeping personal records, managing time and conducting personal banking activities).
- B. Understands how to promote students' competence in performing tasks and functions required for independent daily living, including concept and skill development related to personal hygiene, eating, shopping, housekeeping and time and money management.
- C. Assists students with visual impairments in understanding societal attitudes toward visual impairment and promotes students' development of positive and productive response strategies to become effective self-advocates.
- D. Applies strategies for creating and structuring learning environments that encourage the development of self-advocacy and independence in students with visual impairments, including those with additional disabilities.
- E. Knows techniques for working with students on basic orientation and mobility skills (e.g., sighted guide, protective techniques, trailing).
- F. Knows procedures for collaborating with the certified orientation and mobility specialist to reinforce students' orientation and mobility skills.

Competency 014: *The teacher of students with visual impairments, including students with additional disabilities, fosters students' awareness of career and vocational opportunities, promotes students' ability to set and work toward realistic personal goals and assists students in learning to manage transitions in their lives.*

The beginning teacher:

- A. Applies skills for working effectively as a member of an educational team to assist students in learning to manage life changes and make successful transitions.

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- B. Applies a variety of strategies for familiarizing students with career and vocational options, promoting awareness of their own interests and abilities and providing them with access to visually impaired role models.
 - C. Promotes student understanding of the education, training and adaptations required for various jobs and how to obtain relevant services, equipment and information from general education and disability-specific resources.
 - D. Knows how to promote students' self-confidence, assertiveness, self-advocacy skills and knowledge of their legal rights.
 - E. Assists students in developing basic employment skills (e.g., social skills, work ethic) and works with others to provide opportunities for students to apply those skills in practical work experiences.
 - F. Knows strategies for facilitating students' maintenance and generalization of skills across environments to aid transitions (e.g., home to school, between classrooms, across grade levels, into community and work environments).
 - G. Applies strategies for promoting students' ability to set and work toward realistic personal goals and to manage transitions in their lives.
 - H. Understands the importance of role models with visual impairments in promoting learning, personal growth and self-confidence in students with visual impairments.
 - I. Understands strategies for working collaboratively with families, agencies and other professionals to plan and implement transitions for students with visual impairments.

Domain IV – Professional Knowledge

Competency 015: The teacher of students with visual impairments, including students with additional disabilities, knows how to establish partnerships with other professionals, paraprofessionals, service providers and organizations to enhance learning opportunities for students with visual impairments.

The beginning teacher:

- A. Demonstrates knowledge of strategies for working collaboratively with professionals, family members and other personnel to assist in providing child-centered intervention for infants, toddlers, preschoolers and school-age students with visual impairments.
- B. Understands factors that promote or hinder effective communication and collaboration with teachers, administrators, paraprofessionals and other school and community personnel.
- C. Applies skills for communicating and collaborating effectively with teachers, paraprofessionals, administrators and other school and community personnel to enhance learning opportunities for students with visual impairments and ensure that students receive the services they need.

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- D. Demonstrates knowledge of the collaborative and/or consultative roles of teachers of students with visual impairments in relation to administrators, classroom teachers, paraprofessionals, related service personnel and other professionals.
 - E. Understands collaborative roles and responsibilities of teaching in various service delivery models (e.g., itinerant, resource room, residential).
 - F. Knows strategies for collaborating with teachers and other school and community personnel to integrate students with visual impairments, including those with additional disabilities, into various learning environments.
 - G. Understands the roles of regional educational service center personnel, related service personnel (e.g., physical therapists, assistive technology specialists, school nurses, counselors, rehabilitation staff) and paraprofessionals (e.g., sighted readers, transcribers) in the education of students with visual impairments, including those with additional disabilities.
 - H. Demonstrates knowledge of the range of services provided by the Texas School for the Blind and Visually Impaired.
 - I. Understands the role and function of the certified orientation and mobility specialist and the criteria for referral.
 - J. Knows effective strategies for assisting and supporting classroom teachers to ensure that students have full access to needed adaptations and resources.
 - K. Knows how to collaborate with teams to create coordinated teaching activities and environments (e.g., develop joint action routines, role release) to promote learning and skills development in students with severe multiple and visual impairments.
 - L. Demonstrates familiarity with organizations of and for persons who have visual impairments, including deaf-blindness and those with additional disabilities, and knows how to access unique services, networks, organizations and resources at the local, regional, state and national levels (e.g., American Printing House for the Blind [APH] materials, adapted textbooks).
 - M. Understands the collaborative roles of local education agencies (LEAs) and the Texas Interagency Council on Early Childhood Intervention (ECI).

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Competency 016: *The teacher of students with visual impairments, including students with additional disabilities, collaborates and communicates effectively with families to enhance students' ability to achieve desired learning outcomes.*

The beginning teacher:

- A. Applies strategies for working and communicating effectively with parents/guardians, including those from diverse cultural, socioeconomic and language backgrounds and for assisting parents/guardians in understanding their child's visual impairment and its impact on learning and experience.
- B. Understands ways in which a child's visual impairment and/or other disabilities may affect the family (e.g., prompting feelings of grief, anger, protectiveness) and reciprocal effects on the child (e.g., feelings of rejection or overdependence).
- C. Knows strategies for encouraging positive, constructive partnerships between parents/guardians and school personnel that serve to promote and reinforce student development and learning.
- D. Uses the observations of parents/guardians and their knowledge of their child to assist in guiding instructional and transitional planning and decision making.
- E. Knows strategies for working collaboratively with parents/guardians to assist them in participating actively in their child's education, including in the reinforcement of their child's learning goals.
- F. Knows strategies for consulting with parents/guardians, keeping them informed and communicating with them about their child's progress and needs.
- G. Understands how to serve as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and knows how to promote the students' learning and address their needs.

Competency 017: *The teacher of students with visual impairments, including students with additional disabilities, understands historical foundations, legal requirements and ethical considerations in regard to the education of students with visual impairments and actively seeks to expand his or her professional knowledge and skills.*

The beginning teacher:

- A. Knows the historical foundations for the education of students with visual impairments and/or deaf-blindness.

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- B. Understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., the Americans with Disabilities Act [ADA], the Individuals with Disabilities Education Act [IDEA], Section 504, Section 508) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials such as the American Printing House for the Blind Federal Quota Program).
 - C. Understands Texas laws and rules designed to ensure a free and appropriate public education for students with visual impairments, including students with additional disabilities.
 - D. Understands the process for obtaining specialized instructional materials available through the American Printing House for the Blind Federal Quota Program and state-adopted textbooks available from the Texas Education Agency.
 - E. Understands legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.
 - F. Understands state requirements and professional guidelines regarding the provision of services to students with visual impairments and/or deaf-blindness (e.g., caseloads, funding, array of service options).
 - G. Recognizes the ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students' educational services, pursuing ongoing professional development).
 - H. Applies knowledge of research-based best practices, model educational programs and current trends and issues in the field of visual impairment to provide students with the educational programming, materials and services they need to achieve to their full potential.
 - I. Understands the functions of agencies, consumer organizations and initiatives that promote nationwide standards of excellence for the provision of services to students with visual impairments.
 - J. Understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.
 - K. Recognizes the importance of reflecting on one's practice and developing a personal plan to enhance professional knowledge and skills related to the education of students with visual impairments, including students with additional disabilities.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Visually Impaired test and to suggest possible ways to approach thinking about and answering the questions. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a teacher of the visually impaired.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options. Leave no questions unanswered. Questions for which you mark no answer or more than one answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The Visually Impaired test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a map, table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four answer options appear below the question.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

The following question is an example of the single-question format. It tests knowledge of Visually Impaired Competency 015: *The teacher of students with visual impairments, including students with additional disabilities, knows how to establish partnerships with other professionals, paraprofessionals, service providers and organizations to enhance learning opportunities for students with visual impairments.*

Example

Which of the following is the best example of the use of role release by a teacher of students with visual impairments in the case of a child with severe multiple and visual impairments?

- A. The teacher of students with visual impairments recommends instructional modifications in the classroom.
- B. The teacher of students with visual impairments teaches parents/guardians how to practice choice-making activities with the child at home.
- C. The child’s general education teacher sends the child to a resource room for vision-related instruction.
- D. The child’s parents/guardians agree that the teacher of students with visual impairments may perform tasks generally associated with parenting, such as feeding.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

This question addresses the concept of role release, an important practice in the provision of special education services for students with severe multiple and visual impairments. Look at the answer choices and consider which of them is the best example of the concept of role release.

Option A suggests that role release occurs when the teacher of students with visual impairments recommends instructional modifications in the classroom. The term “role release” does not refer to such a situation. Option A may be eliminated as the best response to the question.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Option B suggests that a teacher of students with visual impairments should teach the parents/guardians how to practice choice-making activities with the child at home. This is the best example of role release. The teacher of students with visual impairments, who is a highly trained specialist, has a specific role in addressing the child's needs, which in this case can be met with choice-making activities. Through careful training and monitoring, the teacher can ensure that the parents/guardians learn to provide this service for the child at home; that is, the teacher releases a specific role to the parents/guardians after ensuring that they can perform that role safely and effectively. Option B may be the best response to the question.

Option C suggests that a general education teacher sending a child to a resource room for vision-related instruction is an example of role release. Although general education teachers are commonly responsible for implementing instructional adaptations for students with special needs, the teachers' primary role is to provide content-area instruction. When a general education teacher sends a child to a resource room for disability-related instruction, the teacher is not releasing his or her role as the child's general education teacher. Option C may be eliminated as the best response to the question.

Option D suggests that parents/guardians who agree to allow professionals in the school to perform tasks generally associated with parenting are engaging in role release. However, all teachers help children with activities that are also performed by parents at home. For example, teachers may help with feeding, toileting, disciplining, consoling and so forth. The term "role release" is not typically used to refer to those types of situations. Option D may be eliminated as the best response to the question.

Of the alternatives offered, only option B, which describes a teacher of students with visual impairments who trains parents/guardians to practice choice-making activities, provides an example of role release as the term is used in regard to special education services for students with severe multiple and visual impairments. Therefore, **the correct response is option B.**

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Example 1

First read the stimulus (excerpts from a case file on Jill, a student with a visual impairment).

Jill Harding REPORT OF EYE EXAMINATION

Patient name: Jill Harding
Date of birth: January 29, 2011
Age: 1 year, 10 months
Date of exam: November 12, 2012

Ocular History

Jill demonstrates a history of congenital pendular nystagmus, infantile cataracts, and microphthalmia. Additionally, she developed glaucoma at the age of 6 months. Jill's father, James, reported a history of similar conditions during intake.

Visual Acuity

	Near	Distance
OS	corrected 20/600	corrected N/A uncorrected HM at 4 feet
OD	corrected 20/450	corrected N/A uncorrected HM at 8 feet
OU	corrected 20/450	corrected N/A uncorrected HM at 8 feet

Examination of the Eyes

Jill's muscle function was determined to be abnormal due to nystagmus. Her current intraocular pressure was 23 mm Hg OS and 24 mm Hg OD. Her lids, lashes, and pupillary responses are all shown to be within normal measures.

Visual Abilities

Jill demonstrated a substantial field loss in the peripheral areas in each eye. She also has difficulty maintaining ocular stability and that makes the use of her peripheral vision even more problematic. She appeared to be sensitive to light.

Prognosis and Treatment

Jill's condition is considered to be permanent and will probably be progressive. It is recommended that her medical team continue to monitor her glaucoma, the condition of her retina, and overall eye health carefully.

EYE CARE PROFESSIONAL: Dr. Ashley Frietag, MD, Pediatric Ophthalmology

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Now you are prepared to respond to the first of five questions associated with this stimulus. The first question tests knowledge of Visually Impaired Competency 001: *The teacher of students with visual impairments, including students with additional disabilities, demonstrates knowledge of the human visual system, including diseases and disorders that affect vision, and uses this knowledge to respond to individual students' needs.*

1. Jill's visual acuity is obviously very depressed due to her microphthalmia. However, even if she had normal visual development, a child her age would typically experience the following refractive error.
 - A. Myopia
 - B. Hyperopia
 - C. Astigmatism
 - D. Nystagmus

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark your answer.

Option A suggests that a child with normal visual development would experience the refractive error of myopia or nearsightedness. Because most babies are born farsighted, option A may be eliminated as the best response to this question.

Option B suggests that a child with normal visual development likely would have hyperopia. This question tests the knowledge of the human visual system, including diseases and disorders that affect vision so that the teacher can respond to individual student's needs. Because most babies are indeed born with farsighted, or hyperopic, option B should be selected as the best answer for this question.

Option C suggests that a child with normal visual development would experience astigmatism. Astigmatism is a vision condition that causes blurred vision due either to the irregular shape of the cornea, the clear front cover of the eye, or sometimes the curvature of the lens inside the eye. There is no evidence of normal development in Jill's case file that indicates that she has this particular visual defect which results in blurred vision. Option C is not the best response to this question.

Option D suggests that a child with normal visual development would experience nystagmus. Nystagmus is not part of normal development. Even though the "Visual Function" section of Jill's case file indicated the presence of the rapid, involuntary, pendular motion of the eyeball that is characteristic of nystagmus, the question asked about normal development. Option D is not the best response to this question.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Of the alternatives offered, the one that demonstrates knowledge of diseases and disorders that affect vision, and uses this knowledge from Jill's Functional Vision information to respond to her needs. Therefore, **the correct response is option B.**

Now you are ready to answer the next question. The second question measures Visually Impaired Competency 005: The teacher of students with visual impairments, including students with additional disabilities, understands the process of functional vision/learning media assessment, is familiar with a wide range of formal and informal assessments, understands how to adapt assessments for students with visual impairments and applies appropriate procedures for administering assessments.

2. During preparation for Jill's Functional Vision Evaluation (FVE), the TVI reviews the Eye Report and immediately notices that the most important piece of information that needs to be determined during the completion of the evaluation is
 - A. a better and more accurate determination of her visual acuity.
 - B. a detailed definition of the type of nystagmus that Jill has.
 - C. a better understanding of where Jill's best visual fields are located.
 - D. a better understanding of how Jill visually performs different tasks in different environments.

Suggested Approach

Carefully consider the information presented in the case file, then read and reflect on the question, which asks: What is the most important piece of information that needs to be determined during the completion of the Functional Vision Evaluation (FVE)?

Option A suggests that the most important piece of information that needs to be determined during the completion of the Functional Vision Evaluation (FVE) is a better and more accurate determination of her visual acuity. The report presented on Jill does provide a very detailed description of her acuity as determined in the doctor's office. It is important to make a determination of acuity but an essential aspect of a FVE is to determine how well she uses her vision in her natural environments and under different conditions. The teacher of the students with visual impairments therefore must determine more than an acuity. Option A is not the best response to this question.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option B suggests that a specific definition of the type of nystagmus that Jill has is the most important piece of information the teacher of the visually impaired needs to determine in the completion of the Functional Vision Evaluation (FVE). The eye medical professional has identified the type of nystagmus as a congenital pendular nystagmus. Again, while the definition is useful, a clearer understanding of how Jill uses her vision is essential to the completion of the FVE. Option B may be eliminated as the best response to this question.

Option C suggests that a better understanding of where Jill's best visual fields are located is the most important piece of information that needs to be determined to complete the Functional Vision Evaluation (FVE). Jill has been determined by the eye medical staff to have peripheral field loss. To assess the impact of that loss on Jill's performance, it is essential that the TVI assess her performing tasks in her functional environment. Therefore, option C is not the best response to this question.

Option D suggests that a better understanding of how Jill visually performs different tasks in different environments is the most important piece of information needed at this time. The Eye Report does not contain this piece of information, which is needed to perform the FVE on Jill. Option D is the best response to this question.

Of the alternatives offered, only the one that best suggests the most important piece of information that needs to be determined during the completion of the Functional Vision Evaluation (FVE), in this case a better understanding of how Jill visually performs different tasks in different environments, should be selected. Therefore, **the correct response is option D.**

Now you are ready to respond to the next question. This question tests knowledge of Visually Impaired Competency 006: The teacher of students with visual impairments, including students with additional disabilities, knows how to interpret scores, reports and other formal and informal assessment data and communicates those results in oral and written reports.

3. In reading the Eye Report, you notice that Jill's intraocular pressures are 23 and 24. This is unsettling to you because you immediately realize that Jill:
 - A. may be at increased risk of optic nerve and retinal damage.
 - B. may develop a retinal detachment because of the pressure levels.
 - C. has an overly large Canal of Schlemm.
 - D. will continue to have progressively worse myopia as the pressure from the eye causes the cornea to expand.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Suggested Approach

Carefully review the information presented in the case file, then read and reflect on the question, which asks for an interpretation of the information contained in the Eye Report.

Option A suggests that the information in Jill’s Eye Report indicates the possibility of increased risk of damage to the optic nerve and the retinal cells. The pressure levels of 23 and 24 are above normal limits and she is being treated for glaucoma. Increased pressure and glaucoma can cause retinal and optic nerve damage. Option A may be the best response to this question.

Option B suggests that Jill may develop a retinal detachment or a split because of the pressure levels indicated on the Eye Report. Retinal detachments are typically caused by the loss of vitreous, trauma, or diabetes rather than increased pressure or glaucoma. Option B may be eliminated as the best response to this question.

Option C suggests that Jill has an overly large Canal of Schlemm based on the Eye Report. In some cases glaucoma and increased eye pressure can be linked to a blockage in the Canal of Schlemm. Increased pressure is not associated with an overly large canal. Option C may be eliminated as the best response to this question.

Option D suggests that Jill will continue to have progressively worse myopia as the pressure from the eye causes the cornea to expand. Increased pressure can impact the health of various parts of the eye including the cornea and optic nerve. Additionally, bulging of the cornea, as with keratoconus, could present initially as myopia. But, there is no indication that increased pressure would cause the cornea to expand. Option D is not the best response to this question.

Of the alternatives offered, the information in Jill’s Eye Report indicates that she has increased eye pressure. That increase in pressure would indicate the possibility of an increased risk of optic nerve and retinal damage as stated in option A. Therefore, **the correct response is option A.**

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Now you are ready to respond to the next question. This question tests knowledge of Visually Impaired Competency 015: *The teacher of students with visual impairments, including students with additional disabilities, knows how to establish partnerships with other professionals, paraprofessionals, service providers and organizations to enhance learning opportunities for students with visual impairments.*

4. A teacher of students with visual impairments completes a functional vision evaluation and learning media assessment (FVE/LMA) for Jill. Under the provisions of the memorandum of understanding between the Interagency Council on Early Childhood Intervention and the Texas Education Agency (TEA), when should Jill's FVE/LMA first be reassessed?
- A. At the time of her three-year reevaluation
 - B. At the time she begins public school
 - C. At a time one year from the report or before
 - D. At the time she begins first grade

Suggested Approach

Carefully review the information presented in the case file, then read and reflect on the question, which asks for the length of time between completion of the FVE/LMA and the next visit with Jill.

Option A suggests that the next time Jill will be seen after completion of the FVE/LMA is at the time of her 3-year reevaluation. Because Jill is served by ECI, her assessments must be updated on a yearly basis. If Jill was above 3 years old you may have considered this option. Because Jill is under 3 years of age and is served by ECI, option A may be eliminated as the best response to this question.

Option B suggests that the next time Jill will be seen after completion of the FVE/LMA will be at the time she begins public school. Because Jill is served by ECI, her assessments must be updated on a yearly basis. In spite of the fact that Jill may start school when she turns 3 years of age, the TVI should not wait until she begins school to update her evaluation. Option B may be eliminated as the best response to this question.

Option C suggests that the next time Jill will be seen after the completion of the FVE/LMA will be at a time one year from the report or before. Again, because Jill is served by ECI, her assessments must be updated on a yearly basis. Early intervention is vital to the success of students with visual impairments because visual abilities can change quickly at this early stage of development, and accurate assessment data is essential. Option C is the best response to this question.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option D suggests that the next time Jill will be seen after the completion of the FVE/LMA will be at the time she begins first grade. This is beyond the previous mentioned standards for ECI and, even if Jill stays on schedule, this would represent a period beyond what is expected for older students served in special education (3-year reevaluation). Option D may be eliminated as the best response to this question.

Of the alternatives offered, the period of a time one year from the report or before best meets the evaluation criteria required by ECI. Therefore, **the correct response is option C.**

Now you are ready to respond to the last question. This question tests knowledge of Visually Impaired Competency 005: The teacher of students with visual impairments, including students with additional disabilities, understands the process of functional vision/learning media assessment, is familiar with a wide range of formal and informal assessments, understands how to adapt assessments for students with visual impairments and applies appropriate procedures for administering assessments.

5. While performing Jill's functional vision evaluation, a teacher of students with visual impairments notes that Jill's eyes move from side to side at irregular intervals. The teacher also notes that when Jill concentrates intently on a visual target, her head turns down and to the right. The angle of Jill's head as she gazes at the target is her
- A. nystagmus.
 - B. diplopia point.
 - C. aphakia.
 - D. null point.

Suggested Approach

Carefully review the information presented in the case file, then read and reflect on the question, which asks for the term for the angle of Jill's head as she focuses intently on a visual target.

Option A suggests that when Jill concentrates very hard on looking at a visual target, her head turns down and to the right and that angle is nystagmus. Therefore, option A may be eliminated as the best response to this question.

Option B suggests that when Jill concentrates very hard on looking at a visual target, her head turns down and to the right and that angle is the diplopia point. Therefore, option B may be eliminated as the best response to this question.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option C suggests that when Jill concentrates very hard on looking at a visual target, her head turns down and to the right and that angle is aphakia. Therefore, option C may be eliminated as the best response to this question.

Option D suggests that when Jill concentrates very hard on looking at a visual target, her head turns down and to the right and that angle is the null point. Option D is the best response to this question.

Of the alternatives offered, option D is the only one that indicates the correct term. Therefore, **the correct response is option D.**

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer questions 1–9 that follow.

Belinda is a 12-year-old sixth grader with a visual diagnosis of retinopathy of prematurity (ROP). She also has a severe to profound sensory neural hearing loss in her left ear and mild loss in her right ear. She wears bilateral hearing aids. Belinda also has speech deficits. Use the excerpts below from Belinda’s case file to answer the questions that follow.

Note: The materials presented in the case file do not necessarily reflect standard reporting formats.

Annual Report of Present Competencies

Name: Belinda

Sex: Female

Date of Birth: May 12, 2001

Date of Report: June 1, 2013

Age: 12 years

Medical History

Belinda was a premature baby who was diagnosed with ROP at birth. Her mother was concerned that Belinda’s developmental milestones were significantly delayed and that she wasn’t talking at the age of 2. She had a few select words but jabbered and was very hard to understand. She was diagnosed with hearing loss in both ears and was fitted with bilateral hearing aids. Her FM system (hearing aids) approximates normal hearing.

Functional Vision

Her ophthalmological report is as follows:

Without correction: O.D. NLP (No Light Perception)

O.S. 20/200

With correction: O.D. NLP

O.S. 20/90

Ocular behaviors such as pupil reaction, blinking, light perception and light projection, fixation and tacking all occur in her left eye. Her right eye has a corneal opacity. She is photophobic (eyes sensitive to bright lights) and wears dark prescription eyeglasses at all times.

Belinda prefers a bold 20-point font size for reading materials. She holds her book about 6 inches from her left eye and moves her head when reading. She can read 14-point print with difficulty. Bright lights hurt Belinda’s eyes and she squints when the lights in the classroom are too bright. The glare from the CCTV or the computer screen bothers her eyes as well. She uses the CCTV for all of her reading and writing. She prefers a black background with white letters. When she writes without the CCTV, her posture is bent over and her face is about 6 inches away from her work.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

General Learning Issues

Belinda has short- and long-term memory deficits. Her auditory processing is deficient as well. She requires additional time to process auditory information. She requires simplified language, continual reinforcement and praise. Belinda also lacks organizational skills regarding the handling of personal property, school textbooks and materials. She often comes to class unprepared and asks to borrow a pencil or book. She repeatedly insists that she can't find the needed item. She generally needs prompting to complete class work and homework.

Distance Vision

Belinda can see the blackboard from about eight feet away. She can see numerals on a six-foot-high clock standing three feet away. She uses a long cane when traveling outdoors or in unfamiliar places. She is unsure of herself at street crossings. Belinda's progress in school is subject- and task-dependent.

Language Arts

Belinda's reading and written language instructional levels are significantly delayed. She decodes at the 1.5 grade level. Comprehension and written language are at grade two. Belinda's learning style is primarily visual. She is a very concrete learner and needs descriptive, simplified language with multiple repetitions to enhance and reinforce her learning. She enjoys learning experiences in the form of stories but has both a difficult time writing ideas and poor writing mechanics. Spelling, capitalization and punctuation are problematic.

Mathematics

Belinda's mathematics skills are below grade level. Calculations are at the fourth-grade level and applied problems are at the third-grade level. She understands the concept and handling of money and is able to identify all of the denominations of paper money and coins. She can add and subtract simple problems, but she struggles with mathematical reasoning. She also benefits from visual cues and aids to help her understand concepts and skills. Her short- and long-term memory deficiencies are also evident with mathematical concepts and skills. This is especially a factor with materials and exercises that are presented auditorily. When frustrated, Belinda becomes easily distracted and preoccupied with unrelated visual stimuli. She is unable to read the blackboard when mathematics problems are presented and depends on her CCTV. She is learning to use a large-display calculator and is also experimenting with a talking calculator. Belinda works best in a very small group or at a one-to-one ratio with her teacher. Reteaching and frequent checking for understanding is essential.

Social

Belinda is easily distracted and continues to display attention delays. She has difficulty interpreting social cues and exhibits behaviors that indicate anxiety. She has some difficulty expressing her opinion and staying on topic when she is not interested. Belinda lacks confidence and may become easily anxious. She has made progress with showing emotions such as anger and frustration. At times, Belinda tends to be more interested in objects than in people and needs to be redirected

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

back to the task at hand. Belinda is socializing and participating in extracurricular activities such as the student council and intramural swimming. These activities benefit her feelings of acceptance and let her actively participate in activities that will help her further develop her social skills.

Belinda appears to have a better relationship with adults than with peers. However, as noted above, Belinda's interest and participation in swimming and in student council are helping to boost her self-image as she feels accepted in diverse settings in social environments. Belinda should continue to be exposed to activities to help her grow socially, culturally and in self-esteem. She should also receive in-school counseling to learn to express her needs and wants more effectively.

IEP Goals

- Belinda will identify the essential elements of stories, such as the main idea, character and plot, with 70 percent consistency by the end of the school year.
- Belinda will demonstrate the ability to apply the rules of spelling to all written work with 70 percent mastery by the end of the school year.
- Belinda will demonstrate the ability to organize classroom materials (e.g., books, paper, class notes) with 70 percent mastery by the end of the school year.
- Belinda will attend to a fifteen-minute lesson without interruptions with 70 percent consistency by the end of the school year.
- Belinda will demonstrate the ability to remain on topic and respond to group members in a socially acceptable manner with 75 percent mastery by the end of the school year.
- Belinda will improve her auditory memory skills by repeating information of increasing difficulty with 70 percent mastery by the end of the school year.
- Belinda will understand and use vocabulary words related to computational and problem-solving concepts with 70 percent mastery by the end of the school year.
- Belinda will demonstrate the ability to identify her feelings of frustration and anxiety when they occur with 75 percent mastery by the end of the school year.
- Belinda will independently use adapted materials and devices when needed with 80 percent mastery by the end of the school year.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 012

1. Belinda has a difficult time making friends. She relates much better to adults. On consulting with her guidance counselor, Belinda's classroom teacher will
 - A. encourage her to keep up with her after-school group activities of swimming and student council.
 - B. encourage her not to feel anxiety. The teacher should remind Belinda that her tinted eyeglasses are cool and that sooner or later the kids will include her in their activities.
 - C. arrange a class meeting with the students who sit close to Belinda. Belinda should be open about her feelings while her teacher is sitting close by for support.
 - D. arrange for Belinda to skip lunch with the other students and have lunch with a few adults in the school until she becomes more comfortable with her peers.

Answer and Rationale

COMPETENCY 004

2. Considering Belinda's sensitivity to light, which of the following approaches should Belinda's teacher take with regard to the lighting in Belinda's classroom, which she shares with students with normal vision?
 - A. Providing lighting that is comfortable for the rest of the class, because Belinda can wear a hat with a wide brim if the room becomes too bright.
 - B. Providing lighting that is dimmer than usual but still reasonable for the rest of the class, giving Belinda a desk lamp with an adjustable dimming device, and making sure she's protected from window glare.
 - C. Ensuring that the overhead lights are turned off at all times in order to provide dim lighting for Belinda and providing lamps or opening window blinds to accommodate the needs of the rest of the class.
 - D. Seating Belinda somewhat away from the rest of the class in a corner of the room that has been dimmed as much as possible.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

3. Which of the following program modifications will best help Belinda perform complicated mathematical computation problems?
- A. Braille and tactile graphics
 - B. An audio recording of each of the mathematics questions
 - C. A large-display calculator
 - D. A scribe to record Belinda's answers on the correct lines

Answer and Rationale

COMPETENCY 011

4. Belinda's teacher wants to show her how to use the CCTV more efficiently. Which of the following lessons will best help Belinda accommodate her visual needs?
- A. Adjusting the brightness control so that Belinda can reduce the glare that is interfering with her reading
 - B. Adjusting the brightness control so that Belinda can make the screen bright enough to see the print when she is wearing her dark eyeglasses
 - C. Adjusting the background so that the print is black and the background is white
 - D. Adjusting the moving tray table to a position that will allow Belinda to keep her head close to the screen

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 009

5. To ensure that Belinda participates in small-group discussions, Belinda's teacher should instruct her to do which of the following?
- A. Keep her hand raised at all times so she can be sure that her teacher will notice and call on her
 - B. Face the speaker and maintain eye contact with that person while he or she is speaking and Belinda is being taught
 - C. Keep her long cane visible at all times so her classmates do not forget that Belinda needs to have a turn
 - D. Sit in the front center seat in the class so that she has the assurance that the teacher knows she is there

Answer and Rationale

COMPETENCY 012

6. On a walk with her teacher and four classmates, Belinda hears a car honk at her as she is passing a driveway. She does not yield at first, and her classmates are concerned. Belinda's teacher should remind her to always do which of the following?
- A. Have a classmate walk with her so that she can pick up cues from her peers
 - B. Go for walks with mature, responsible adults who can help her learn to use sighted guides correctly
 - C. Prepare for horns honking at any time and listen for yelling and honking no matter where she goes
 - D. Utilize her residual vision and learn to look and listen

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 013

7. Which of the following is the best way to help Belinda increase her ability to independently transition from room to room in the school building?
- A. Having a paraprofessional help Belinda to make her transitions smoothly without calling negative attention to her
 - B. Having Belinda use her long cane in school to signal that she is visually impaired so fellow students know to step aside and allow her to proceed
 - C. Helping Belinda learn to recognize the landmarks necessary for identifying locations correctly
 - D. Making sure that all of Belinda's classes are close together so that she will not call attention to herself by potentially being late for class

Answer and Rationale

COMPETENCY 009

8. Which of the following actions by the teacher will best help Belinda become familiar with vocabulary words related to computational and problem-solving concepts?
- A. Helping Belinda make her own note cards of a few words at a time and reinforcing the words via repetition
 - B. Keeping the necessary words on the blackboard at all times so that Belinda will see and remember them
 - C. Having Belinda repeat the words as soon as she hears them so that they will be easy to remember
 - D. Having Belinda memorize and recite the multiplication tables from two through five

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 009

9. Belinda’s language arts teacher will best help her reach her goal of identifying the essential elements of stories by doing which of the following?
- A. Using large-print materials with a small amount of information at a time
 - B. Teaching Belinda to use a tape recorder to listen to a story first to address her short-term memory difficulty
 - C. Having her work closely with an assigned classmate
 - D. Having the story in an audio format so that Belinda can use an auditory approach to identifying essential elements

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Use the information below to answer questions 10–15 that follow.

Ruth Ann Boggs, a 9-year-old student with a traumatic brain injury, has just moved to a Texas school district from out of state. Her new teacher, Ms. Munro, is reviewing her case file to answer the questions that follow.

STUDENT BACKGROUND SUMMARY

Student's name: Ruth Ann Boggs

Date of birth: February 2, xxxx (9 years old)

Compiled by: Andrea Jackson, certified teacher of students who are visually impaired

Impairments

Ruth's impairments are due to a car accident at the age of 2. Medical records indicate that Ruth sustained a severe head injury and was in a coma for two weeks. When she regained consciousness, she had lost the ability to speak or move independently. Since the accident, Ruth has had repeated episodes of hydrocephalus. At the age of 3, she had bilateral arteriovenous shunts implanted. These have both been replaced during the last two years.

Medical concerns

Ruth averages two seizures per week. She takes phenobarbital twice per day for this condition.

Cognition

Ruth's most current full and individual evaluation (FIE) indicates that she is currently functioning cognitively at a level markedly lower than that of her nondisabled peers.

Mobility

Reports from Ruth's occupational therapist indicate that she is severely hypertonic. She is unable to stand independently and wears ankle-foot orthotic braces in a standing frame for twenty minutes per day. Her greatest mobility is achieved in a wheelchair, which is typically pushed by a paraprofessional or a peer.

Communication

Ruth is nonverbal. Currently her dominant forms of communication are gestures, vocalizations and the use of object symbols.

Sensory awareness

The most recent audiology report indicates that Ruth has mild to moderate hearing loss in her left ear. It is also my impression that occasionally she is so sensitive to touch that it causes her pain.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Summary of strengths and challenges

Social/emotional adjustment: Ruth is extremely pleasant and well adjusted. Her only behavioral challenges occur in unknown environments or when she encounters situations that she perceives as threatening. At these times, she is likely to bite her own wrist and cry.

Willingness to explore new environments: Ruth is extremely tentative about exploring new environments. She is very tactually defensive, and even though she has a mild hearing loss, violently startles at the slightest unfamiliar sound.

Visual impairment and description of visual functioning

Ruth has been diagnosed as having cortical visual impairment. She is generally uninterested in visual stimuli, although she does respond to light in a darkened room, certain faces and shiny visual targets that are paired with sound.

Educational setting, including type and frequency of special services

Ruth is currently being served in a self-contained special education classroom that is housed in a small portable building at the far end of the elementary school campus. She has very little interaction with peers. Her teaching staff includes a teacher and two paraprofessionals, who are responsible for a total of six students, all of whom use wheelchairs. I have served as Ruth's vision teacher for the last two years. My relationship with her was rather rocky in the beginning. However, for the last 18 months, Ruth has been one of my favorite students. She is sweet, loving and TRIES SO HARD to do whatever I ask of her!

Family background and current functioning

Ruth lives at home with her mother, father and older brother, Marcus. Ruth's family loves her very much and treats her with dignity and respect. However, both parents have expressed their worries about the future and their ongoing ability to care for Ruth because of the intense level of medical attention and physical caretaking that she requires. She is currently being served in a weekend residential camp/respice program one weekend per month, and this seems to have helped the family a great deal.

My interactions with the family have always been pleasant. Because this is a small community, I see a lot of Ms. Boggs, Marcus, and Ruth outside of school. In general, I think that Ms. Boggs would really like to have better programming for Ruth, but she is not sure what that is.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.



STATE OF TEXAS
Interagency

Eye Examination Report

Patient's Name Ruth Ann Boggs Date of birth 02/02/03
Social Security Number _____
Address _____ City _____
State _____ Zip _____

★ Attention Eye Care Specialist ★
Address each item below.
Your thoroughness in completing this report is essential
for this patient to receive appropriate services.

Ocular History (e.g., previous eye diseases, injuries or operations)
Age of onset: 2 yrs.
History: *Car accident; head trauma; traumatic hydrocephalus; highly variable visual functioning; lesions located posterior to the optic chiasm, with more damage in the left hemisphere.*

Visual Acuity

If the acuity can be measured, complete this box using Snellen acuities or Snellen equivalents or NIL, LP, HM, CF.

Without Glasses		With Best Correction	
Near	Distance	Near	Distance
R	R <u>HM 3'</u>	R	R
L	L <u>20/600</u>	L	L

If acuity **cannot** be measured, check the most appropriate estimation.

- Legally Blind
- Not Legally Blind

These acuities represent my best guess based on two observations of Ruth.

Acuity with glare testing, if applicable: R _____ L _____

Muscle Function Normal Abnormal

Describe:

Intraocular Pressure Reading R 18 L 16

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Precautions or Suggestions (e.g., lighting conditions, activities to be avoided)

Scheduling

Date of Next Appointment March, xxxx Time

IMPORTANT:

Check the most appropriate

- This patient appears to have no vision.
 - This patient **has a serious visual loss** after correction.
 - This patient **does not have a** serious visual loss after correction.
-

Dr. Kim Custer

Print or Type Name of Licensed
Ophthalmologist or Optometrist

Signature of Licensed Ophthalmologist or
Optometrist

March 2, 2012

Address

Date of Examination

City

State

Zip

Telephone Number

RETURN COMPLETED FORM TO:

Name

Address

Agency

City

State

Zip

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

10. Ms. Munro is preparing to begin Ruth's functional vision evaluation (FVE). Based on the information provided, which of the following should be the primary area of focus in the direct assessment portion of the functional vision assessment (FVA)?
- A. A better understanding of the nature, duration and effects of Ruth's seizures
 - B. An analysis of Ruth's ability to attend to recorded materials presented to her
 - C. An analysis of Ruth's ability to attend to objects spotlighted with red light
 - D. A better and more detailed description of her visual acuities and abilities

Answer and Rationale

COMPETENCY 004

11. Which of the following pieces of additional background information would be most helpful in planning Ruth's functional vision evaluation (FVE) and educational programming?
- A. A more specific and complete birth history
 - B. A more specific and complete description of the automobile accident in which Ruth sustained the head injury
 - C. A more complete description of Ruth's family and their socioeconomic status
 - D. A more complete interview with Ruth's family regarding her visual performance history

Answer and Rationale

COMPETENCY 006

12. Ruth's eye report states that she has "lesions located posterior to the optic chiasm, with more damage in the left hemisphere." Based on this information, which of the following statements is true?
- A. Ruth probably has hemianopsia
 - B. Ruth probably has amblyopia
 - C. Ruth probably needs to be instructed in braille
 - D. Ruth probably has difficulties with color perception

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

13. The etiology of Ruth's vision loss is cortical visual impairment (CVI). Based on the characteristics of CVI, which of the following is most likely to be true of Ruth's visual performance?
- A. She will have a stable and consistent visual performance
 - B. She will be photophobic and avoid looking at lights
 - C. She will likely demonstrate full visual fields without deficit
 - D. She will likely have intact color vision and preferences

Answer and Rationale

COMPETENCY 008

14. Which of the following devices would be most useful in working with Ruth?
- A. A 20x stand magnifier to improve reading
 - B. A 5x handheld magnifier for close vision
 - C. A 6x monocular to improve distance vision
 - D. A penlight to help highlight or emphasize a target

Answer and Rationale

COMPETENCY 001

15. Which of the following will most likely be true of Ruth?
- A. She is likely to be able to recognize familiar objects but will most likely have difficulty with visual novelty
 - B. The identified mild-to-moderate hearing loss in her left ear is not likely to affect her learning
 - C. She will likely easily transition into the classroom environment at the new school
 - D. She is likely to be attracted to objects that are very colorful and have a weave or plaid pattern

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

16. Sam, a kindergarten student, lost his vision at the age of 4 as a consequence of a head trauma. He has no light perception (NLP) in either eye. Ms. King, the new kindergarten teacher, directs Sam's attention to the classroom aquarium by referring to the continuous sounds of the pump. Sam's classmates wonder why Ms. King has to direct Sam's attention to something that is so visually obvious. Which of the following is the best way for Ms. King to explain to the students the implications of Sam's vision loss?
- A. Sam has very good hearing and may be frightened if he does not know what makes the sounds he hears
 - B. Sam could see until he was 4 years old, so when he touches the aquarium he might mistake it for a large building block or water play station
 - C. Sam could see until he was 4 years old, so he has visual memory and knows what fish are and what they look like
 - D. Sam has recently become blind and needs to relearn many simple things

Answer and Rationale

COMPETENCY 001

17. During a parent-teacher conference, the parents disclose that their child was born with congenital microphthalmia. Based on that information, which of the following is most likely true?
- A. The child is at increased risk of developing optic nerve hypoplasia in both eyes
 - B. The child will not have other eye-related medical conditions
 - C. The child's eyes are underdeveloped and visual acuity is significantly reduced
 - D. The child will be diagnosed with cortical visual impairment

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 008

18. Adele is a fourth-grade student with a visual impairment who attends school in a general education classroom. She receives weekly services from an itinerant teacher of the visually impaired. Adele's art teacher wants to make sure that Adele learns to use sculpting tools for making a bust with clay. Which of the following is the best way for the itinerant teacher to provide that support?
- A. Preparing verbal descriptions of the tools and how to use them
 - B. Reinforcing prerequisite concepts and the tool skills needed for sculpting
 - C. Teaching Adele how to use the various tools on simpler tasks
 - D. Assigning a paraprofessional to work with Adele during the activity

Answer and Rationale

COMPETENCY 015

19. Which of the following medical providers is primarily responsible for the identification and prescription of optical devices to improve visual function?
- A. Low-vision specialists
 - B. Pediatric neurologists
 - C. Ophthalmologists
 - D. Optometrists

Answer and Rationale

COMPETENCY 008

20. Which of the following activities by parents of children with visual impairments is most likely to positively affect the child's educational outcomes?
- A. Having consistent attendance at ARD meetings
 - B. Making regular visits to their child's classroom
 - C. Having high expectations for their child's academic outcomes
 - D. Deferring to school staff on educational decisions

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

21. Which of the following is most effective when teaching basic mathematics facts and concepts to a student with a visual impairment?
- A. Using an abacus as a substitute for paper and pencil
 - B. Using manipulatives to make concepts concrete
 - C. Employing real-life word problems that require mental imagery
 - D. Employing a talking or large-display calculator

Answer and Rationale

COMPETENCY 005

22. The ophthalmic abbreviation HM is
- A. a measurement of diopters.
 - B. a measurement of acuity.
 - C. a description of field loss.
 - D. an abbreviation for the condition hemianopsia.

Answer and Rationale

COMPETENCY 008

23. The unique needs of students with visual impairments are most effectively addressed in the school setting when students are taught
- A. a standards-based general education curriculum.
 - B. using a consistent one-on-one student-teacher ratio.
 - C. skills defined in the expanded core curriculum.
 - D. in a residential setting such as the Texas School for the Blind and Visually Impaired.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

24. An Individualized Family Service Plan (IFSP) is different from an Individualized Education Program (IEP) in that the IFSP places additional attention on
- A. the inclusion of parents or guardians in the determination of goals.
 - B. the needs and strengths of the family and child.
 - C. a statement of annual outcomes for the child and family.
 - D. the recommended educational placement of the child.

Answer and Rationale

COMPETENCY 009

25. An object calendar or tactile calendar is best used to
- A. describe every event that will occur throughout a student's day.
 - B. enable visually impaired students to have calendar time like their sighted peers.
 - C. facilitate communication.
 - D. plan new activities and experiences.

Answer and Rationale

COMPETENCY 017

26. A key component in the determination of whether a student qualifies for visual impairment services is
- A. a recommendation for services by an eye medical professional.
 - B. a determination of legal blindness.
 - C. a determination of educational need.
 - D. a certificate of blindness.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 015

27. Students with visual impairments who are served through the Early Childhood Intervention (ECI) program should stop receiving ECI services and begin receiving services through their local education agency (LEA) at the
- A. same time as their sighted peers.
 - B. beginning of the school year after they turn 3 years old.
 - C. beginning of the school year in which they will turn 3 years old.
 - D. time they turn 3 years old.

Answer and Rationale

COMPETENCY 017

28. Infants who have been determined to meet the eligibility criteria for a student with a visual impairment should be registered with the local educational agency (LEA) at the
- A. time that the child starts attending school.
 - B. time that the child is identified, regardless of age.
 - C. time that the child meets the age requirements for sighted peers.
 - D. time of the first ARD meeting.

Answer and Rationale

COMPETENCY 004

29. In the active learning activity, known as the little room, it is most appropriate for the teacher to
- A. use hand-under-hand techniques to help the child explore the items in the room.
 - B. praise the child for independently discovering items in the room.
 - C. patiently monitor the child's preferences and exploration patterns in the room without interference.
 - D. allow the child 30 minutes of unmonitored play in the room.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

30. Mr. Johnson is the teacher of the visually impaired students for Glenbrook Elementary School. He has just learned that a first-grade student, Kyle, has been referred for special education services, and that the referral team has asked that Kyle also be assessed for visual impairment. Which of the following will result in the most accurate assessment of Kyle?
- A. Mr. Johnson should consult with testing professionals and include achievement and intelligence testing results in Kyle's FVE/LMA
 - B. Testing professionals should consult with Mr. Johnson and incorporate information and recommendations from the FVE/LMA in Kyle's achievement and intelligence testing
 - C. Testing professionals should test Kyle separately to ensure that the results are valid and free from bias
 - D. Kyle is suspected of having a visual impairment and should not receive educational aptitude or achievement testing

Answer and Rationale

COMPETENCY 015

31. According to the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) Code of Ethics for Teachers of Students with Visual Impairments, which of the following would fall outside of the ethical obligations of teachers of the visually impaired?
- A. Helping to raise monetary support for the education of students with visual impairments
 - B. Protecting students from conditions that could interfere with their personal growth
 - C. Contributing to the body of knowledge, expertise and skills related to the profession
 - D. Obtaining and evaluating relevant information about a student before beginning services

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

32. Students with visual impairments are most likely to be

- A. sequential learners.
- B. holistic learners.
- C. spatial learners.
- D. left-brained learners.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	012	A	<p>Option A is correct because this activity supports the expanded core curriculum by encouraging the student to participate in after-school activities that will promote social interaction skills in an appropriate setting. Option B is incorrect because this activity is not realistic and does not promote the student’s social interaction skills. Also, IDEA amendments define natural environments as those in which children without disabilities participate. Option C is incorrect because the focus of this activity is not on providing the student with learning experiences and will most likely cause more anxiety. Option D is incorrect because the focus of this activity is not on providing the student with an opportunity to strengthen social interaction skills in another environment.</p> <p>Back to Question</p>
2	004	B	<p>Option B is correct because providing lighting that is comfortable for the rest of the class while Belinda wears a wide-brim hat is the best approach and is recommended for a balanced environment in the classroom. Option A is incorrect because it is detrimental to Belinda. Option C is incorrect because it is not adequate for the rest of the class. Option D is incorrect because it isolates Belinda from the rest of her classmates and is detrimental to her development of social skills.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	010	C	<p>Option C is correct because a large-display calculator would be the low-vision modification she would need. Option A is incorrect because braille and tactile graphics are not addressing Belinda’s particular problem. Option B is incorrect because audio processing is a problem area for Belinda. Using an audio recording of each of the mathematics questions does not address her needs, and it does not help her perform complicated computations. Option D is incorrect because using a scribe to record all answers on the correct lines may help her record her answers, but it does not help her access the material or complete complicated computations.</p> <p>Back to Question</p>
4	011	A	<p>Option A is correct because using the brightness control to make the screen dull is appropriate, as Belinda is photophobic and cannot tolerate a bright screen, as described in her profile. Option B is incorrect because making the screen very bright is not an appropriate accommodation for Belinda’s photophobia. Option C is incorrect because making the background white and the print black is not an appropriate accommodation for Belinda’s photophobia. She prefers black background and white print. Option D is incorrect because locking the tray table so it is stationary is not an appropriate accommodation for Belinda’s photophobia.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	009	B	<p>Option B is correct because facing the speaker is a cultural and communication norm. Students with visual impairments are taught to localize on the voice of the speaker and maintain proper head and body position while speaking or listening to demonstrate appropriate social interaction. Option A is incorrect because keeping her hand raised at all times is not an appropriate technique to enable her participation in small-group discussions. Option C is incorrect because keeping her long cane visible at all times is not an appropriate accommodation to ensure her participation in small-group discussions. Singling her out as a student with a visual impairment will not facilitate her inclusion in the group. Option D is incorrect because positioning her in a way that the teacher knows her location does not help her into group activities.</p> <p>Back to Question</p>
6	012	D	<p>Option D is correct because this is an auditory processing dilemma. Belinda cannot process what the honk indicates quickly enough. She must learn to look and listen and utilize her vision efficiently. Option A is incorrect because traveling with a classmate will not promote the development of the skill Belinda needs for independent living. Option B is incorrect because traveling with an adult will not promote the skill Belinda needs for independent living. Option C is incorrect because listening for honking and yelling will not promote the development of the skill Belinda needs for independent living.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	013	C	<p>Option C is correct because this is the proper orientation and mobility approach to become familiar with an area. Option A is incorrect because it does not teach Belinda independence and it isolates her from her peers. Option B is incorrect because the goal of mobility training is to use the cane to assist in navigating the environment, not for clearing all obstacles out of the way. Option D is incorrect because it does not teach Belinda independence. Limiting her experiences will limit her independent long-term travel ability and her development.</p> <p>Back to Question</p>
8	009	A	<p>Option A is correct because helping Belinda make her own note cards will help her develop her own accessible resources in a format that she can read. Option B is incorrect because she cannot see the blackboard easily. Also, she will not be able to independently access the information in other classes or at home. Option C is incorrect because she has an auditory processing problem as well as poor short-term and long-term memory. Option D is incorrect because she has an auditory processing problem as well as poor short-term and long-term memory. Memorizing math facts does not address the need to learn math-related vocabulary.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	009	A	<p>Option A is correct because using large-print materials and small amounts of information at a time is the best way for Belinda to learn, as described in her profile. Option B is incorrect because she has identified auditory deficiencies. Auditory learning is a challenge for her, so this is unlikely to help. Option C is incorrect because it is unclear how working with another student will help Belinda. Additionally, her social behaviors may be counterproductive to learning and to building positive social relationships in the classroom. Option D is incorrect because she is not a tactile reader.</p> <p>Back to Question</p>
10	005	D	<p>Option D is correct because a better and more detailed description of her visual acuities and visual abilities would be the primary area of interest during preparation for a FVE. Option A is incorrect because a better understanding of the nature, duration and impact of seizures would be of interest during a FVA but only in the determination of how it impacts her visual function. Option B is incorrect because an analysis of Ruth’s ability to attend to recorded materials is part of the LMA but is not a primary area of interest during preparation for an FVE. Option C is incorrect because Ruth’s attention to objects spotlighted with red light is not a primary area of interest during preparation for a FVE.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	004	D	<p>Option D is correct because a more complete interview with Ruth’s mother and brother regarding her visual performance history will provide the information most crucial in determining how Ruth functions visually in different environments. Option A is incorrect because a more specific and complete birth history will not provide the most useful information needed for planning Ruth’s FVA and educational programming. This is especially true because her visual loss was adventitious, not congenital. Option B is incorrect because a more specific and complete description of the accident that caused the injury will not provide the most useful information needed for planning Ruth’s FVE and educational programming. Medical information related to her accident may be important, but not crucial, in evaluating her current functional vision. Option C is incorrect because a more complete description of Ruth’s family and their socioeconomic status will not provide the most useful information needed for planning Ruth’s FVA and educational programming.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
12	006	B	<p>Option B is correct because Ruth is likely to have decreased vision in her left eye. Amblyopia is decreased vision in one eye. Knowledge of eye anatomy, the presence of lesions posterior to the optic chiasm, and the indication that the left eye is more affected than the right indicate that Ruth probably has amblyopia.</p> <p>Option A is incorrect because based on knowledge of hemianopsia, the optic pathway, and the presence of lesions posterior to the optic chiasm, Ruth will probably have decreased vision in her left eye rather than decreased vision in the left field of her eye or eyes. Hemianopsia is a condition in which the decreased vision or blindness occurs in half the visual field of one or both eyes.</p> <p>Option C is incorrect because based on Ruth’s visual abilities and measured acuities, there is not enough information to positively indicate the need for future braille instruction.</p> <p>Option D is incorrect because color vision is the function of the cones in the retina. Based on knowledge about eye anatomy and about cortical visual impairment (CVI), Ruth will not experience difficulties with color perception.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	001	D	<p>Option D is correct because based on knowledge about cortical visual impairment (CVI), Ruth will likely have intact color vision and expected preferences for certain colors. Option A is incorrect because, based on knowledge about cortical visual impairment (CVI), Ruth will have significantly varied visual responses and will not have a stable and consistent visual performance. Option B is incorrect because, based on knowledge about cortical visual impairment (CVI), Ruth will not be photophobic and will tend to be a light gazer, one who perseverates in the looking at lights. Option C is incorrect because, based on knowledge about cortical visual impairment (CVI), Ruth will not demonstrate full visual fields without deficits. Medical professionals often describe the field of view of persons with CVI as being similar to looking through Swiss cheese.</p> <p>Back to Question</p>
14	008	D	<p>Option D is correct because, based on knowledge about cortical visual impairment (CVI), a penlight to help highlight or emphasize a target will be useful in working with Ruth. Option A is incorrect because, based on information in her report, Ruth is a non-reader and a 20x stand magnifier will not help to improve her reading. Option B is incorrect because, based on the information provided in the report by the OT, Ruth is hypertonic, demonstrating a chronic contraction. A hand-held magnifier is a device that requires very good muscle control and therefore will not be useful in working with Ruth. Option C is incorrect because, based on knowledge about cortical visual impairment (CVI), especially in relation to the indication of varied field losses, a 6x monocular to improve distance vision will not be useful in working with Ruth.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	001	A	<p>Option A is correct because, based on knowledge about cortical visual impairment (CVI), Ruth will be able to recognize familiar objects but will have difficulty with visual novelty. Option B is incorrect because it should be expected that the presence of a mild to moderate hearing loss in combination with a visual loss will impact learning. Option C is incorrect because, based on knowledge about cortical visual impairment (CVI), transitions into new and novel environments often are challenging. Option D is incorrect because, based on knowledge about cortical visual impairment (CVI), targets that demonstrate visual complexity are less likely to be of interest to individuals with CVI.</p> <p>Back to Question</p>
16	004	B	<p>Option B is correct because visual memory separates adventitiously blind individuals from congenitally blind individuals with regard to acquiring concepts. Options A, C and D are incorrect because they do not address the question of the best way to describe the implications of Sam’s vision loss. Therefore, based on the scenario, they are not the best way to explain the implications of Sam’s vision loss.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	001	C	<p>Option C is correct because congenital microphthalmia means that the child’s eyes are underdeveloped and may experience a significant loss of acuity. Option A is incorrect because congenital microphthalmia does not increase the risk of developing optic nerve hypoplasia in both eyes. Option B is incorrect because congenital microphthalmia does not signify that the child will have other conditions. Option D is incorrect because congenital microphthalmia does not increase the child’s likelihood of being diagnosed with cortical visual impairment.</p> <p>Back to Question</p>
18	009	C	<p>Option C is correct because based on the scenario, the best way for the itinerant teacher to provide support is to teach Adele how to use tools to give her practice using them on various simpler tasks to build her skills over time. Option A is incorrect because based on the scenario, preparing verbal descriptions of the tools and how to use them is not the best way for the itinerant teacher to provide support. Adele will benefit from using the oral object in a real setting. Option B is incorrect because based on the scenario, reinforcing prerequisite concepts and the tool skills needed for sculpting will not provide enough support for Adele to meet her goal. Option D is incorrect because based on the scenario, assigning a paraprofessional to work with Adele during the activity does not develop Adele’s independence or develop her interests in art-related activities. This is not the way for the itinerant teacher to provide support.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
19	015	A	<p>Option A is correct because the low-vision specialist is the medical provider who is primarily responsible for identifying and prescribing optical devices to improve visual functioning. Options B, C and D are incorrect because these medical providers are not responsible for identifying and prescribing optical devices to improve visual functioning.</p> <p>Back to Question</p>
20	008	C	<p>Option C is correct because of the activities listed, parents having high expectations for their child is most likely to positively affect educational outcomes. Option A is incorrect because of the activities listed, parents' consistent attendance at ARD meetings is not the most important activity to impact the child's educational outcomes. Attendance alone does not indicate positive impact on educational outcomes. Option B is incorrect because of the activities listed, making regular visits to their child's classroom is not most likely to positively impact the child's educational outcomes. Involvement alone does not indicate positive impact on educational outcomes. Option D is incorrect because deferring to school staff on educational decisions is not likely to positively impact the child's educational outcomes. Parents need to be actively engaged in and knowledgeable of educational decisions.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
21	010	B	<p>Option B is correct because using manipulatives to make mathematics concepts concrete is the most effective strategy for teaching basic mathematics facts to a student with a visual impairment. Hands-on activities assist in the development of basic concepts. Option A is incorrect because using an abacus as a substitute for paper and pencil is not an effective way to teach basic mathematics facts to a student with a visual impairment. Many students with visual impairments successfully use and rely on paper and pencil. Option C is incorrect because employing real-life word problems that require mental imagery is not an effective way to teach basic mathematics facts to a student with a visual impairment. This is a higher-level skill. Option D is incorrect because employing a talking or large-display calculator is not an effective strategy for teaching basic mathematics facts to a student with a visual impairment. The use of a calculator does not address basic facts or concepts.</p> <p>Back to Question</p>
22	005	B	<p>Option B is correct because the ophthalmic abbreviation HM is a measurement of acuity. HM stands for hand movement and is the ability to identify whether a hand is moving or not, as measured at a certain number of feet. Option A is incorrect because the ophthalmic abbreviation D is a measurement of Diopters. Options C and D are incorrect because HM stands for hand movement.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	008	C	<p>Option C is correct because the unique needs of students with visual impairments are most effectively addressed in the school setting when students are taught skills defined in the expanded core curriculum. Option A is incorrect because a standards-based general curriculum does not address the unique needs of students with visual impairments. Option B is incorrect because using a consistent one-on-one student-teacher ratio is not practical, is isolating, fosters dependence and does not address the educational or social needs of students with visual impairments. Option D is incorrect because a residential setting like the Texas School for the Blind and Visually Impaired is not the least restrictive environment for students with visual impairments. Placement at a residential facility often removes a student from the support system provided by his or her family.</p> <p>Back to Question</p>
24	007	B	<p>Option B is correct because the IFSP places additional emphasis on the needs and strengths of the family and child. Option A is incorrect because parents or guardians are not included in the determination of goals. Option C is incorrect because the IEP contains a statement of annual outcomes for the child, while IFSPs may use another time period or timeline. Option D is incorrect because the IEP places additional emphasis on recommending educational placement of the child. The focus of the IFSP is the child’s naturally occurring environment.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	009	C	<p>Option C is correct because one of the main purposes of using an object calendar or tactile calendar is to facilitate communication. Option A is incorrect because the object calendar or tactile calendar does not describe every event that will occur throughout the student’s day. Option B is incorrect because enabling a student to have calendar time like sighted peers is not a main purpose of the object calendar or tactile calendar. Option D is incorrect because the tactile or object calendar is not used to plan new activities or experiences.</p> <p>Back to Question</p>
26	017	C	<p>Option C is correct because a key component of determining whether a student qualifies for services for visual impairment services is the determination of educational need. Option A is incorrect because a recommendation for services by an eye-care professional is not a key component to qualify for services for a student with a visual impairment. Option B is incorrect because the determination of legal blindness is not a key component to qualify for services for a student with a visual impairment. Students are qualified based on how they function rather than the meeting of an arbitrary legal standard. Option D is incorrect because a certification of blindness is not a key component in qualifying for visual impairment services.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	015	D	<p>Option D is correct because students with visual impairments should stop receiving Early Childhood Intervention (ECI) and begin receiving services through their Local Educational Agency (LEA) at the time they turn 3 years old. They do not wait until the next school year. Option A is incorrect because sighted peers do not have the same educational and developmental needs as a child with a visual impairment. Services for a child with a visual impairment are from birth to age 22. Options B and C are incorrect because students with visual impairments should stop receiving Early Childhood Intervention (ECI) and begin receiving services through their LEA at the time they turn 3 years old.</p> <p>Back to Question</p>
28	017	B	<p>Option B is correct because according to the Auditory Impairment/Visual Impairment (AI/VI) memorandum of understanding (MOU), infants who have been determined to meet the eligibility criteria for visual impairment services should be registered with the local education agency (LEA) at the time that the child is identified, regardless of age. Options A, B and D are incorrect because the memorandum of understanding requires that students should be registered with the Local Educational Agency (LEA) at the time eligibility is determined, and the child does not have to meet any other requirement, such as age, or wait until an ARD meeting can be held.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	004	C	<p>Option C is correct because when a student is engaged in active learning, using what is known as a little room, the teacher should patiently monitor the student's preferences and exploration patterns without interference. Option A is incorrect because hand-under-hand techniques are not necessary to assist the student in exploring a little room. The purpose of the little room is to facilitate a blind student's achievement of spatial relations and reaching behavior. This is best done without interference or assistance. Option B is incorrect because praising the student for independently discovering items placed in the little room interferes with the student's independent exploration. Option D is incorrect because a teacher should never leave a student unmonitored.</p> <p>Back to Question</p>
30	007	B	<p>Option B is correct because to accurately assess a suspected visual impairment, the testing professionals should consult with the teacher of the visually impaired (TVI) to ensure that information and recommendations from the student's FVE/LMA are incorporated into the selection and delivery of achievement and intelligence testing. The TVI should review the testing materials to evaluate them for appropriateness. Option A is incorrect because achievement and intelligence test results are not included in the FVE/LMA. Also, a student with a visual impairment cannot be accurately tested if accommodations are not made to mitigate the impact of the vision loss on test performance. Option C is incorrect because to accurately assess a student with a visual impairment, the evaluator must collaborate with the TVI to develop a clear understanding of the visual condition and its impact on testing performance. Option D is incorrect because a student with a suspected visual impairment still receives services under IDEA, and educational aptitude and/or achievement testing must be addressed.</p>

			Back to Question
Question Number	Competency Number	Correct Answer	Rationales
31	015	A	<p>Option A is correct because helping to raise money for the education of students with visual impairments is not an ethical obligation of a teacher of the visually impaired. Options B, C and D are incorrect because these are all ethical obligations of a teacher of the visually impaired.</p> <p>Back to Question</p>
32	003	A	<p>Option A is correct because students with visual impairments tend to be sequential learners. These students tend to piece information together from the environment as it is explored, experienced or contacted. Option B is incorrect because students with visual impairments are typically not holistic learners. Holistic learning involves evaluating the whole rather than linking the parts. Students with visual impairments (blind or low vision) may miss much of the information that is available to sighted peers and are unable to perceive the whole. Option C is incorrect because students with visual impairments often experience difficulty with spatial concepts. Option D is incorrect because students with visual impairments are no more likely to be left-brained learners than are their sighted peers.</p> <p>Back to Question</p>

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

Journal of Visual Impairment and Blindness, American Federation for the Blind.

OTHER RESOURCES

Corn, A., Erin, J. (Eds.). (2009) *Foundations of Low Vision: Clinical and Functional Perspectives*, Second Edition. New York: American Foundation for the Blind.

Barraga, N. C., and Erin, J. N. (2001). *Visual Impairments and Learning*, Fourth Edition. Austin, Texas: Pro-Ed, Inc.

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Bishop, V. E., Barraga, N. C., Denzler, C., and Broussard, L. (2004). *Teaching Visually Impaired Children*, Third Edition. Springfield, Ill.: Charles C. Thomas.

Cassin, B., and Solomon, S. (2011). *Dictionary of Eye Terminology*, Sixth Edition. Gainesville, Fla.: Triad.

Erin, J. N. (1991). *A Unique Learner: A Manual for the Instruction of the Child with Visual and Multiple Disabilities*. Austin, Texas: Education Service Center Region XIII.

Erin, J. N. (2004). *When You Have a Visually Impaired Student with Multiple Disabilities in Your Classroom: A Guide for Teachers*. New York: American Foundation for the Blind.

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Hazekamp, J., and Lundin, J. (1987). *Program Guidelines for Visually Impaired Individuals*, Revised Edition. Sacramento, Calif.: California State Department of Education.

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Levack, N. (1994). *Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments*, Second Edition. Austin, Texas: Texas School for the Blind and Visually Impaired.

- Loumiet, R., and Levack, N. (1993). *Independent Living: A Curriculum with Adaptations for Students with Visual Impairments*, Volume I: Social Competence, Second Edition. Austin, Texas: Texas School for the Blind and Visually Impaired.
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- Loumiet, R., and Levack, N. (1993). *Independent Living: A Curriculum with Adaptations for Students with Visual Impairments*, Volume III: Play and Leisure, Second Edition. Austin, Texas: Texas School for the Blind and Visually Impaired.
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- Pediatric Visual Diagnosis Fact Sheets: A Project of the Blind Babies Foundation. (1998). San Francisco, Calif.: Blind Babies Foundation.
- Pogrud, R. L., and Fazzi, D. L. (Eds.). (2002). *Early Focus: Working with Children Who Are Blind or Visually Impaired and Their Families*, Second Edition. New York: AFB Press.
- Sacks, S. Z., Kekelis, L. S., and Gaylord-Ross, R. J. (1992). *The Development of Social Skills by Blind and Visually Impaired Students: Exploratory Studies and Strategies*. New York: American Foundation for the Blind.
- Silberman, R., and Erin, J. (2006). *Children with Visual Impairments*. In Edward Meyen and Yvonne Bui (Eds.), *Exceptional Children in Today's Schools: What Teachers Need to Know*. Denver, Colo.: Love Publishing Company.
- Smith, M., and Levack, N. (1996). *Teaching Students with Visual and Multiple Impairments: A Resource Guide*. Austin, Texas: Texas School for the Blind and Visually Impaired.

ONLINE RESOURCES

- American Federation for the Blind — www.afb.org
- Central Association for the Blind and Visually Impaired — www.cabvi.org
- Guidelines for Production of Tactile Graphics (2011) — www.tactilegraphics.org
- Hayes Library — Library@Perkins.org
- Light House International — www.lighthouse.org
- National Federation of the Blind — www.nfb.org
- Texas School for the Blind and Visually Impaired — www.tsbvi.edu
- Resources for the Expanded Core Curriculum — www.tsbvi.edu/REC2Web/
- Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc