



Preparation Manual

Visually Impaired (182)

Overview and Exam Framework

Sample Selected-Response Questions

Sample Selected-Response Answers and Rationales

Preparation Manual

Section 3: Overview and Exam Framework Visually Impaired (182)

Exam Overview

Exam Name	Visually Impaired
Exam Code	182
Time	5 hours
Number of Questions	100 selected-response questions
Format	Computer-administered test (CAT)

The TExES Visually Impaired (182) exam 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 selected-response questions are based on the Visually Impaired exam framework. Questions on this exam range from grades EC–12. The test may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

The Standards

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.

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).

Standard III

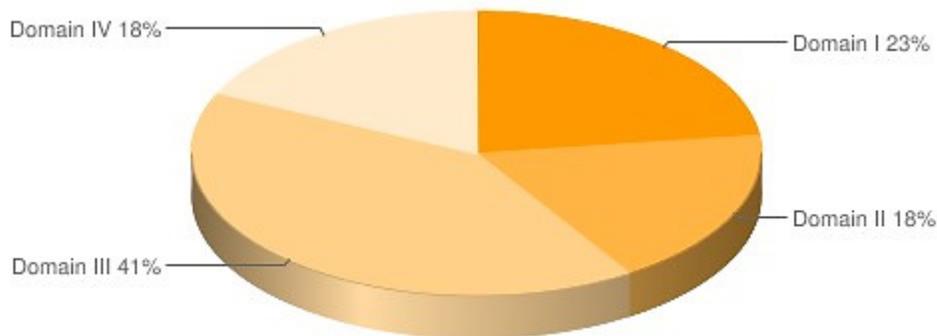
The teacher of students with visual impairments, including students with additional disabilities, understands and applies knowledge of strategies for planning instruction in the school, home and community environments to facilitate student achievement. The teacher of students with visual impairments,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

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.

Domains and Competencies

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



The content covered by this exam 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.
- 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 deafblindness, 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 deafblindness and/or multiple impairments.
- C. Understands the impact of deafblindness 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.
- B. Recognizes the importance of early intervention for individuals with visual impairments, including deafblindness.
- 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 deafblindness, 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).
- 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.
- 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 deafblindness.
- 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 deafblindness.

- 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.
- J. Knows how to use information from informal evaluations (e.g., Oregon Project, Hawaii Early Learning Profile [HELP], Vision Impaired In-Service 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.
- 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).

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., Texas Essential Knowledge and Skills [TEKS] and 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).

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.
- 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.
- 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 role models with visual impairments.
- 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.
- 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 deafblindness 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 Early Childhood Intervention (ECI) program.

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 deafblindness.
- 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 deafblindness (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.

Preparation Manual

Section 4: Sample Selected-Response Questions Visually Impaired (182)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

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.

1. 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 _____

Competency 003—The teacher of students with visual impairments understands the effects of additional disabilities, including deafblindness, on children's development and learning.

2. Travis, a 4-year-old who is blind, was recently diagnosed with moderate cerebral palsy involving all four limbs. Cerebral palsy is most likely to have the greatest impact on which of the following aspects of Travis's development?
- A. Language and communication
 - B. Fine and gross motor skills
 - C. Verbal and nonverbal social skills
 - D. Cognitive functioning

Answer _____

3. Which of the following as a co-occurring condition for a student with a visual impairment (SVI) is likely to present the most serious challenge for learning to read and write braille?
- A. Postural instability
 - B. Tactile hypersensitivity

- C. Poor bilateral integration
- D. A mixed hearing loss

Answer _____

4. Students with visual impairments are most likely to be

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

Answer _____

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.

5. Sam, a kindergarten student, lost his vision at the age of 4 as a consequence of a head trauma. He has no light perception 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 _____

6. 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 _____

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.

7. 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 hemianopia.

Answer _____

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).

8. 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 the child's educational goals.
- B. the needs and strengths of the family and child.
- C. a statement of annual outcomes for the family and child.
- D. the recommended educational placement of the child.

Answer _____

9. Mr. Johnson is a TVI whose first-grade student Kyle has been referred for an evaluation for special education services for learning disabilities. Which of the following best describes the most appropriate assessment of Kyle for learning disabilities?

- A. Mr. Johnson should consult with a testing professional and include intelligence-testing results in Kyle's functional vision assessment (FVA).
- B. Mr. Johnson should collaborate with a testing professional in designing the assessment and interpreting the results.
- C. A testing professional should assess Kyle independently to ensure that the results are valid and free from bias.
- D. A testing professional should administer a braille achievement-testing instrument standardized on a sighted population.

Answer _____

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.

10. 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 support Adele in this goal?

- 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 _____

11. Which of the following actions by the parents of a child with a visual impairment is most likely to positively affect the child's educational outcomes?

- A. Having consistent attendance at Admission Review Dismissal (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 _____

12. Which of the following most effectively addresses the unique needs of students with visual impairments in the school setting?

- A. Using a standards-based general education curriculum
- B. Using a consistent one-on-one student-teacher ratio
- C. Teaching skills defined in the expanded core curriculum
- D. Teaching in a residential setting such as the Texas School for the Blind and Visually Impaired

Answer _____

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.

13. An object calendar or tactile calendar is best used by students with visual impairment to

- A. describe every event that will occur throughout a student's day.
- B. have calendar time like their sighted peers.
- C. facilitate communication.
- D. plan new activities and experiences.

Answer _____

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.

14. 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 _____

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.

15. 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 _____

16. When do children with visual impairments who are served through the Early Childhood Intervention (ECI) program stop receiving ECI services and begin receiving services through their local education agency (LEA)?

- A. At the beginning of the school year when they will turn 4 years old
- B. At the beginning of the school year when they will turn 3 years old
- C. On the day in the school year when IEPs are approved for 3-year-olds
- D. On the day in the school year when they turn 3 years old

Answer _____

17. 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 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 in their environment 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 students before beginning services and benefits to which they are entitled

Answer _____

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.

18. Which of the following is the most appropriate way for a teacher of the visually impaired and the parents of a student who is deafblind to share relevant information about the student's learning and growth?

- A. Exchanging messages in a communication notebook that travels back and forth from home to school
- B. Scheduling parent-teacher conferences once every six weeks
- C. Sending home Individualized Education Program (IEP) progress reports every nine weeks
- D. Creating a class Web site describing topics currently being taught to student

Answer _____

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.

19. A student with a visual impairment (VI) will qualify for special education and related services if which of the following is documented?

- A. A recommendation for special education and related services by an eye-care professional
- B. The presence of a co-occurring disability that has an impact on the student's verbal and nonverbal communication
- C. The student's failure to respond to scientifically based intervention instruction and assessment
- D. The student's inability to use tablet and smartphone applications to enhance the learning experience

Answer _____

20. A child who has been determined to meet the eligibility criteria for a visual impairment should be registered with the local educational agency (LEA) at the time that

- A. the child starts attending school.
- B. the child is identified, regardless of age.
- C. the parents sign-off on an Individualized Family Service Plan (IFSP).
- D. the first Admission Review Dismissal (ARD) committee meeting occurs.

Answer _____

Multiple-Competencies Passages

Questions 21–29 refer to the following information.

Use the information in the case study to answer the questions that follow.

Belinda is a sixth-grade, 12-year-old girl 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. She wears bilateral hearing aids. Belinda has speech deficits as well. Use the excerpts below from Belinda's 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

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 six 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 six inches away from her work.

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 as well as 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 classwork and homework.

Distance Vision

Belinda can see the blackboard from about eight feet away. She can see numerals on a clock that is six feet off the ground and 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 2. 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 are 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 easily become 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 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, 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

1. 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.
2. 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.
3. Belinda will demonstrate the ability to organize classroom material (e.g., books, paper, class notes) with 70 percent mastery by the end of the school year
4. Belinda will attend to a fifteen-minute lesson without interruptions with 70 percent consistency by the end of the school year.

5. 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.
6. Belinda will improve her auditory memory skills by repeating information of increasing difficulty with 70 percent mastery by the end of the school year.
7. 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.
8. 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.
9. Belinda will independently use adapted materials and devices when needed with 80 percent mastery by the end of the school year.

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.

21. 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, because her tinted eyeglasses are cool and sooner or later the kids will include her in their activities.
- C. arrange a class meeting with the students who sit close to Belinda, so she can 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 _____

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.

22. 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 _____

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.

23. Which of the following program modifications will best help Belinda perform complicated mathematical computation problems?

- A. Braille and tactile graphics
- B. Audio recordings of questions
- C. A large-display calculator
- D. A scribe to record answers

Answer _____

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.

24. 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 _____

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.

25. 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 listening
- 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 _____

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.

26. 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 to look for cues that can help her interpret what she has heard

Answer _____

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.

27. 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 has a visual impairment, 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 _____

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.

28. 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 _____

29. 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 stories

- C. Having Belinda work closely with an assigned classmate
- D. Making tactile diagrams that Belinda can read with her eyes and fingers

Answer _____

Questions 30–35 refer to the following information.

Use the information in the case study to answer the questions that follow.

Ruth Ann Boggs, a 9-year-old student with a traumatic brain injury, has just moved from one Texas school district to another. Ruth Ann's new TVI is Ms. Munro. The case file notes were prepared by Ruth Ann's former TVI, Ms. Jackson.

STUDENT BACKGROUND SUMMARY

Student's name: Ruth Ann Boggs

Date of birth: February 2 (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 when she uses 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.

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 who 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 eighteen 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/respite 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.

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.

30. Ms. Munro is preparing to begin Ruth's functional vision assessment (FVA). Based on the information provided, which of the following should be the primary area of focus in the direct assessment portion of the 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 _____

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.

31. Which of the following pieces of additional background information would be most helpful in planning Ruth's functional vision assessment (FVA) and educational programming?

- A. A complete birth history
- B. A more specific description of the automobile accident in which Ruth sustained the head injury
- C. A more specific description of Ruth's family and their socioeconomic status
- D. A complete interview with Ruth's family regarding her visual performance history

Answer _____

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.

32. 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 most likely true?

- A. Ruth has hemianopia.
- B. Ruth has amblyopia.
- C. Ruth needs to be instructed in braille.
- D. Ruth has difficulties with color perception.

Answer _____

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.

33. 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 have intact color vision and preferences.
- D. She will demonstrate full visual fields without deficit.

Answer _____

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.

34. 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 _____

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.

35. Which of the following is most likely true of Ruth?

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

Answer _____

Questions 36–44 refer to the following information.

Use the information in the case study to answer the questions that follow.

Christopher is a 17-year-old student who has four brothers. He is the youngest child of older parents who are from Vietnam and often speak French at home. Christopher is blind in both eyes due to persistent hyperplastic primary vitreous (PHPV). He also has a secondary eye condition known as microphthalmia. His brothers support his participation in a local jump rope team.

Christopher is in his third year of high school and attends general education classes at his local public school. He is taking English, honors French, precalculus, an honors chemistry course, and music theory. Christopher has excellent reading and writing skills in braille. He meets regularly with a certified teacher of the visually impaired (TVI).

Christopher uses a laptop computer with a screen reader program and an earphone to take notes in his academic classes, prepare his assignments, and take tests. He sets plans with each of his classroom teachers for the dissemination of class notes via e-mail and the preparation for tests on an external drive that he connects to his laptop. He is proficient at using a scanner, computer braille transcription program, and braille embosser to create braille materials.

Despite his many capabilities, he procrastinates in getting started on his assignments. This often results in requests for extended time to turn in major assignments or projects. Christopher easily becomes frustrated and overwhelmed by the number of tasks that he must complete by a certain deadline.

Christopher would like to pursue higher education in a computer-related field at a local college. He uses a long white cane, has excellent orientation and mobility skills, and is comfortable asking strangers for assistance. However, he is concerned about his ability to live in a dorm setting and be responsible for things like doing his own laundry and cooking his own meals, since he has never had to do these chores at home.

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.

36. Based on Christopher's plans for the future, which of the following is most appropriate to include in his transition plan?

- A. An internship with a regional bank manager
- B. An opportunity to learn from a computer programmer at work
- C. Information about jobs that provide the best accommodations
- D. Cooking classes developed specifically for individuals with disabilities

Answer _____

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.

37. Which of the following is most often associated with PHPV?

- A. A detached retina
- B. A damaged optic nerve
- C. A deformed iris
- D. Corneal distortion

Answer _____

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).

38. In which of the following areas of the expanded core curriculum should the TVI schedule instruction for Christopher?

- A. Functional academic skills
- B. Recreation and leisure skills
- C. Independent living skills
- D. Social interaction skills

Answer _____

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.

39. Which of the following actions taken by the TVI will best help Christopher prioritize his academic commitments?

- A. Providing a talking calculator for math homework
- B. Reducing the number of advanced academic courses
- C. Replacing brailled texts with talking books

D. Teaching goal-setting and time-management skills

Answer _____

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.

40. Which of the following will best help Christopher further develop his self-advocacy skills?

- A. Providing him with a list of special education safeguards he will need as a college student
- B. Encouraging him to take time to regularly reflect on what is going well for him
- C. Educating his classmates about his visual impairment and current level of functioning
- D. Inviting his parents to help develop his Individual Transition Plan (ITP)

Answer _____

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.

41. Which of the following orientation and mobility skills is most important for Christopher to master before graduating from high school?

- A. Using a cane and other devices to walk safely and efficiently
- B. Soliciting help with finding an unknown location
- C. Using public transportation and transit systems
- D. Utilizing his senses to move safely through indoor and outdoor areas

Answer _____

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.

42. Which of the following is likely to be most challenging and time-consuming for Christopher?

- A. Reading and writing music in braille
- B. Brailleing class notes and assignments
- C. Creating mental maps of chemical elements
- D. Processing complex tactile equations and graphics

Answer _____

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.

43. Which of the following physical attributes is most typical of people with microphthalmia?

- A. One or both eyes are absent.
- B. The eyes do not look in the same direction at the same time.
- C. One or both eyes are abnormally small.
- D. Both eyes are swollen and are red or pink in color.

Answer _____

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.

44. Which of the following tools must be adapted for Christopher's use in his honors science course?

- A. Anatomical models
- B. Topographic maps
- C. Graduated cylinders
- D. Telescopes

Answer _____

Questions 45–50 refer to the following information.

Use the information in the case study to answer the questions that follow.

Richard was recently blinded due to a traumatic brain injury (TBI) accident that occurred during his eighth-grade year. He was assigned to TVI Mr. Tyne's caseload for his ninth-grade year. Mr. Tyne immediately performed a Learning Media Assessment (LMA) to determine and document the sensory channels that Richard utilizes and the literacy learning media that will be best for him.

Summary of Key Findings from Richard's LMA

- Richard is a 14-year-old student who was recently blinded by an accident. He is otherwise healthy and was functioning on a normal eighth-grade level before the accident. He will start his first year at the local high school in August.
- Richard is exhibiting signs of depression associated with the loss of his vision, and he is unable to pursue the activities, such as sports, that he enjoyed before the accident. He is also struggling academically for various reasons.
- Prior to the accident, Richard was reading and writing on grade level. Because of the accident, he can no longer access print materials to acquire information.
- Richard uses a combination of auditory and tactual sensory channels for learning. Based on objective documentation, his primary sensory channel is auditory and his secondary sensory channel is tactual.
- Richard demonstrates a good potential for learning to read and write braille.
- Richard's listening comprehension skills are a clear strength.

- Richard is currently dependent on his friends to get to and from classes. He is receiving orientation and mobility (O&M) services and is learning to use a white cane.

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).

45. Which of the following is the most appropriate way for Mr. Tyne to introduce Richard to the braille code?

- A. Acclimating Richard to the orientation of the braille cell and various dot locations
- B. Giving Richard cards with brailled names for household objects to encourage daily reading of the braille code
- C. Increasing Richard's tactual sensitivity and discrimination skills by matching raised line drawings to actual objects
- D. Having Richard use alphabet flash cards until he can successfully identify each letter of the braille alphabet

Answer _____

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.

46. Which of the following is the most appropriate way for Mr. Tyne to help Richard and his parents deal with recent concerns and emotions related to Richard's loss of vision?

- A. Focusing on braille instruction because of the amount of time needed for Richard to become fluent
- B. Working with an orientation and mobility (O&M) specialist to teach strategies that will help Richard regain physical independence
- C. Administering the Patient Health Questionnaire (PHQ) to determine the impact of Richard's emotional distress
- D. Referring Richard to the school counselor to assess his physiological state and refer him to a professional

Answer _____

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.

47. Which of the following is the most important way that Mr. Tyne can foster Richard's awareness of suitable career and vocational opportunities?

- A. Listing in Richard's IEP the basic employment skills he needs to master
- B. Placing Richard in contact with community service organizations
- C. Encouraging Richard to participate in the development of his transition plans
- D. Providing Richard with access to role models with visual impairments

Answer _____

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.

48. With the collaboration of Mr. Tyne and the physical education teacher, Richard can most quickly become independent and adept at which of the following basketball skills?

- A. Free throwing
- B. Dribbling
- C. Passing
- D. Jumping

Answer _____

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.

49. Which of the following is the most appropriate technology for Mr. Tyne to use to assess Richard's achievement in end-of-year courses requiring the composition of an essay?

- A. A personal scribe
- B. A braillewriter
- C. A mouse and keyboard
- D. A voice-recognition application

Answer _____

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.

50. Which of the following is the most appropriate way for Mr. Tyne to work with Richard's parents to assist them in participating in their child's education?

- A. Explaining the importance of their taking a proactive stance in developing Richard's IEP goals at ARD committee meetings
- B. Putting them in contact with parents of students with visual impairments to promote community awareness of blindness
- C. Providing them with a list of in-state resources that they can access to get help with public and private accommodations
- D. Detailing the modifications and accommodations for Richard that will satisfy federal and state laws regarding Free Appropriate Public Education (FAPE)

Answer _____

Preparation Manual

Section 4: Sample Selected-Response Answers and Rationales Visually Impaired (182)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

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.

1. 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

Option C is correct because congenital microphthalmia means that a 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 indicates that a child will experience other conditions. **Option D is incorrect** because having congenital microphthalmia does not increase the likelihood that a child will be diagnosed with cortical visual impairment.

Competency 003—The teacher of students with visual impairments understands the effects of additional disabilities, including deafblindness, on children's development and learning.

2. Travis, a 4-year-old who is blind, was recently diagnosed with moderate cerebral palsy involving all four limbs. Cerebral palsy is most likely to have the greatest impact on which of the following aspects of Travis's development?

- A. Language and communication
- B. Fine and gross motor skills
- C. Verbal and nonverbal social skills
- D. Cognitive functioning

Answer

Option B is correct because cerebral palsy (CP) is by definition a disorder of movement, muscle tone, or posture that is caused by damage that occurs to the immature, developing brain, most often before birth or during the first three to five years of a child's life. In general, cerebral palsy causes impaired movement associated with abnormal reflexes, floppiness or rigidity of the limbs and trunk, abnormal posture, involuntary movements, unsteady walking, or some combination of these. **Option A is incorrect** because delay in language development may be an associated condition caused by damage to a different part of the brain. **Option C is incorrect** because Travis's blindness is more likely to cause delay in the development of his social skills. **Option D is incorrect** because cerebral palsy is primarily an orthopedic disorder that may be accompanied by cognitive delays.

3. Which of the following as a co-occurring condition for a student with a visual impairment (SVI) is likely to present the most serious challenge for learning to read and write braille?

- A. Postural instability
- B. Tactile hypersensitivity
- C. Poor bilateral integration
- D. A mixed hearing loss

Answer

Option B is correct because tactile hypersensitivity can run from mild to severe and is an unusual or increased sensitivity to touch, thought to be caused by the way the brain processes tactile input, that makes the person feel peculiar, unwell, or even in pain. For these individuals, touch makes the person feel overwhelmed and often leads to avoiding touch when possible. An individual who is hypersensitive to touch and noise is generally not a good candidate to learn braille. **Option A is incorrect** because postural instability is one of the axial symptoms of Parkinson's disease and is generally not a challenge for students learning to read and write braille. **Option C is incorrect** because bilateral coordination refers to the ability to coordinate both sides of the body at the same time in a controlled and organized manner; for example, stabilizing paper with one hand while writing or cutting with the other hand may present some difficulties for SVI's learning braille but is not as serious as a hypersensitivity to touch. **Option D is incorrect** because a mixed hearing loss, or combination of conductive damage to the outer or middle ear and sensorineural damage to the inner ear, is not likely to have an effect on a SVI's ability to learn braille.

4. Students with visual impairments are most likely to be

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

Answer

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, and students with visual impairments may miss much of the information that is available to sighted peers, making them 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.

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.

5. Sam, a kindergarten student, lost his vision at the age of 4 as a consequence of a head trauma. He has no light perception 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

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.

6. 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

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.

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.

7. 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 hemianopia.

Answer

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.

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).

8. 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 the child's educational goals.
- B. the needs and strengths of the family and child.
- C. a statement of annual outcomes for the family and child.
- D. the recommended educational placement of the child.

Answer

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.

9. Mr. Johnson is a TVI whose first-grade student Kyle has been referred for an evaluation for special education services for learning disabilities. Which of the following best describes the most appropriate assessment of Kyle for learning disabilities?

- A. Mr. Johnson should consult with a testing professional and include intelligence-testing results in Kyle's functional vision assessment (FVA).
- B. Mr. Johnson should collaborate with a testing professional in designing the assessment and interpreting the results.
- C. A testing professional should assess Kyle independently to ensure that the results are valid and free from bias.
- D. A testing professional should administer a braille achievement-testing instrument standardized on a sighted population.

Answer

Option B is correct because to assess suspected learning disabilities a testing professional and a TVI need to work closely together to ensure that testing materials are appropriately chosen and adapted. **Option A is incorrect** because intelligence-test results are not included in a FVA. **Option C is incorrect** because an evaluator must collaborate with the TVI to develop a clear understanding of the student's visual condition and its impact on testing performance. **Option D is incorrect** because there is no evidence Kyle uses braille.

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.

10. 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 support Adele in this goal?

- 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

Option C is correct because the best way for the itinerant teacher to provide support is to give Adele practice with the tools on simpler tasks to build her skills over time. **Option A is incorrect** because 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 real objects in a real setting. **Option B is incorrect** because 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 assigning a paraprofessional to work with Adele during the activity does not develop Adele's independence or her interests in art-related activities. This is not the way for the itinerant teacher to provide support.

11. Which of the following actions by the parents of a child with a visual impairment is most likely to positively affect the child's educational outcomes?

- A. Having consistent attendance at Admission Review Dismissal (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

Option C is correct because parents having high expectations for their child is most likely to positively affect educational outcomes. **Option A is incorrect** because parents' consistent attendance at ARD meetings alone does not indicate positive impact on educational outcomes. **Option B is incorrect** because 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.

12. Which of the following most effectively addresses the unique needs of students with visual impairments in the school setting?

- A. Using a standards-based general education curriculum
- B. Using a consistent one-on-one student-teacher ratio
- C. Teaching skills defined in the expanded core curriculum
- D. Teaching in a residential setting such as the Texas School for the Blind and Visually Impaired

Answer

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.

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.

13. An object calendar or tactile calendar is best used by students with visual impairment to

- A. describe every event that will occur throughout a student's day.
- B. have calendar time like their sighted peers.
- C. facilitate communication.
- D. plan new activities and experiences.

Answer

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.

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.

14. 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

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.

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.

15. 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

Option A is correct because a 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.

16. When do children with visual impairments who are served through the Early Childhood Intervention (ECI) program stop receiving ECI services and begin receiving services through their local education agency (LEA)?

- A. At the beginning of the school year when they will turn 4 years old
- B. At the beginning of the school year when they will turn 3 years old
- C. On the day in the school year when IEPs are approved for 3-year-olds
- D. On the day in the school year when they turn 3 years old

Answer

Option D is correct because according to Texas Health and Human Services children with visual impairments stop receiving Early Childhood Intervention (ECI) and begin receiving services through their local educational agency (LEA) on the day they turn 3 years old. **Option A is incorrect** because ECI serves children from birth up to 3 years of age. **Options B and C are incorrect** because children with visual impairments stop receiving ECI and begin receiving services through LEA on the day they turn 3 years old.

17. 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 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 in their environment 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 students before beginning services and benefits to which they are entitled

Answer

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.

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.

18. Which of the following is the most appropriate way for a teacher of the visually impaired and the parents of a student who is deafblind to share relevant information about the student's learning and growth?

- A. Exchanging messages in a communication notebook that travels back and forth from home to school
- B. Scheduling parent-teacher conferences once every six weeks
- C. Sending home Individualized Education Program (IEP) progress reports every nine weeks
- D. Creating a class Web site describing topics currently being taught to student

Answer

Option A is correct because a communication notebook fosters a strong home/school relationship by allowing the student's parents to know what goes on at school on a daily basis and gives teachers reciprocal feedback from parents. **Option B is incorrect** because communication with parents of a student who is deafblind once per month is not enough to foster a strong home/school relationship. **Option C is incorrect** because while reviewing progress reports quarterly is an integral part of the communication process, it only communicates on IEP goals and is not often enough to build a strong home/school relationship. **Option D is incorrect** because while a Web site can share valuable insight about what is going on in the class overall, it fails to communicate updates about the individual student.

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.

19. A student with a visual impairment (VI) will qualify for special education and related services if which of the following is documented?

- A. A recommendation for special education and related services by an eye-care professional
- B. The presence of a co-occurring disability that has an impact on the student's verbal and nonverbal communication

- C. The student's failure to respond to scientifically based intervention instruction and assessment
- D. The student's inability to use tablet and smartphone applications to enhance the learning experience

Answer

Option C is correct because a key component in determining whether a student with a VI qualifies for special education services is that the student has not responded to scientifically based interventions and assessments, that is, to RTI. **Option A is incorrect** because eye-care professionals provide information about students' sight but not educational performance. **Option B is incorrect** because it describes autism spectrum disorder (ASD), and not all students with VI have ASD. **Option D is incorrect** because most students with a VI can be taught to use specially developed apps on tablets and personal phones.

20. A child who has been determined to meet the eligibility criteria for a visual impairment should be registered with the local educational agency (LEA) at the time that

- A. the child starts attending school.
- B. the child is identified, regardless of age.
- C. the parents sign-off on an Individualized Family Service Plan (IFSP).
- D. the first Admission Review Dismissal (ARD) committee meeting occurs.

Answer

Option B is correct because according to the auditory impairment/visual impairment (AI/VI) Early Transition Memorandum of Understanding (MOU), children 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, C, and D are incorrect** because the MOU requires that children be registered with the LEA at the time eligibility is determined.

Multiple-Competencies Passages

Questions 21–29 refer to the following information.

Use the information in the case study to answer the questions that follow.

Belinda is a sixth-grade, 12-year-old girl 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. She wears bilateral hearing aids. Belinda has speech deficits as well. Use the excerpts below from Belinda's 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

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 six 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 six inches away from her work.

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 as well as 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 classwork and homework.

Distance Vision

Belinda can see the blackboard from about eight feet away. She can see numerals on a clock that is six feet off the ground and 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 2. 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 are 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 easily become 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 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, 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

1. 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.
2. 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.
3. Belinda will demonstrate the ability to organize classroom material (e.g., books, paper, class notes) with 70 percent mastery by the end of the school year
4. Belinda will attend to a fifteen-minute lesson without interruptions with 70 percent consistency by the end of the school year.
5. 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.
6. Belinda will improve her auditory memory skills by repeating information of increasing difficulty with 70 percent mastery by the end of the school year.

7. 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.
8. 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.
9. Belinda will independently use adapted materials and devices when needed with 80 percent mastery by the end of the school year.

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.

21. 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, because her tinted eyeglasses are cool and sooner or later the kids will include her in their activities.
 - C. arrange a class meeting with the students who sit close to Belinda, so she can 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

Option A is correct because the 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 the 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 the 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 the activity is not on providing the student with an opportunity to strengthen social interaction skills in another environment.

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.

22. 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

Option B is correct because providing adequate lighting for most of the students as well as a special desk lamp and protection from glare for Belinda ensure that the environment is appropriately accommodated for all. **Option A is incorrect** because bright classroom lights hurt Belinda's eyes, and expecting her to wear a hat when the lights are too bright is inappropriate. **Option C is incorrect** because turning off the lights 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 the development of her social skills.

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.

23. Which of the following program modifications will best help Belinda perform complicated mathematical computation problems?

- A. Braille and tactile graphics
- B. Audio recordings of questions
- C. A large-display calculator
- D. A scribe to record answers

Answer

Option C is correct because a large display calculator would be the low-vision modification she needs to perform complicated computations. **Option A is incorrect** because Belinda is a visual learner and does not use braille and tactile graphics. **Option B is incorrect** because audio processing is a problem area for Belinda, and audio recording of math questions does not address her needs or help her perform complicated computations. **Option D is incorrect** because using a scribe to record answers does not help a student perform complicated computations.

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.

24. 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

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.

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.

25. 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 listening
- 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

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 join in group activities.

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.

26. 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 to look for cues that can help her interpret what she has heard

Answer

Option D is correct because Belinda has an auditory processing disorder and cannot determine what a noise indicates quickly enough. She must therefore learn to use her residual vision to help her decide how to react in any given situation accompanied by environmental noise. **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.

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.

27. 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 has a visual impairment, 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

Option C is correct because learning to recognize landmarks 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 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 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.

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.

28. 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

Option A is correct because helping Belinda make her own note cards will help her develop an accessible resource in a format that she can read and carry with her. **Option B is incorrect** because Belinda cannot see the blackboard easily or remember what is on it. **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 and reciting math facts does not address the need to learn math-related vocabulary.

29. 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 stories
- C. Having Belinda work closely with an assigned classmate
- D. Making tactile diagrams that Belinda can read with her eyes and fingers

Answer

Option A is correct because using large-print materials and small amounts of information at a time is the best way to help Belinda learn. **Option B is incorrect** because auditory learning is a challenge for her, so listening to tapes is unlikely to help. **Option C is incorrect** because it is unclear how working closely with another student will help Belinda, who is easily distracted and needs constant redirection. **Option D is incorrect because** Belinda is not a tactile reader.

Questions 30–35 refer to the following information.

Use the information in the case study to answer the questions that follow.

Ruth Ann Boggs, a 9-year-old student with a traumatic brain injury, has just moved from one Texas school district to another. Ruth Ann's new TVI is Ms. Munro. The case file notes were prepared by Ruth Ann's former TVI, Ms. Jackson.

STUDENT BACKGROUND SUMMARY

Student's name: Ruth Ann Boggs

Date of birth: February 2 (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 when she uses 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.

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 who 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 eighteen 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/respite 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.

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.

30. Ms. Munro is preparing to begin Ruth's functional vision assessment (FVA). Based on the information provided, which of the following should be the primary area of focus in the direct assessment portion of the 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

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 FVA. **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 FVA. **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 FVA.

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.

31. Which of the following pieces of additional background information would be most helpful in planning Ruth's functional vision assessment (FVA) and educational programming?

- A. A complete birth history
- B. A more specific description of the automobile accident in which Ruth sustained the head injury
- C. A more specific description of Ruth's family and their socioeconomic status
- D. A complete interview with Ruth's family regarding her visual performance history

Answer

Option D is correct because a complete interview with Ruth's family 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 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 description of the accident that caused the injury will not provide the most useful information needed for planning Ruth's FVA 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 specific 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.

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.

32. 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 most likely true?

- A. Ruth has hemianopia.
- B. Ruth has amblyopia.
- C. Ruth needs to be instructed in braille.
- D. Ruth has difficulties with color perception.

Answer

Option B is correct because Ruth is likely to have amblyopia, which 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 has amblyopia. **Option A is incorrect** because based on knowledge of hemianopia, the optic pathway, and the presence of lesions posterior to the optic chiasm, Ruth is likely to have decreased vision in her left eye rather than decreased vision in the left field of her eye or eyes. Hemianopia is a condition in which the decreased vision or blindness occurs in half the visual field of one or both eyes. **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. **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.

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.

33. 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 have intact color vision and preferences.
- D. She will demonstrate full visual fields without deficit.

Answer

Option C 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 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 CVI, Ruth will not be photophobic and will tend to be a light gazer, one who perseverates in looking at lights. **Option D is incorrect** because based on knowledge about 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.

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.

34. 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

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 nonreader 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 handheld 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.

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.

35. Which of the following is most likely true of Ruth?

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

Answer

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.

Questions 36–44 refer to the following information.

Use the information in the case study to answer the questions that follow.

Christopher is a 17-year-old student who has four brothers. He is the youngest child of older parents who are from Vietnam and often speak French at home. Christopher is blind in both eyes due to persistent hyperplastic primary vitreous (PHPV). He also has a secondary eye condition known as microphthalmia. His brothers support his participation in a local jump rope team.

Christopher is in his third year of high school and attends general education classes at his local public school. He is taking English, honors French, precalculus, an honors chemistry course, and music theory. Christopher has excellent reading and writing skills in braille. He meets regularly with a certified teacher of the visually impaired (TVI).

Christopher uses a laptop computer with a screen reader program and an earphone to take notes in his academic classes, prepare his assignments, and take tests. He sets plans with each of his classroom teachers for the dissemination of class notes via e-mail and the preparation for tests on an external drive that he connects to his laptop. He is proficient at using a scanner, computer braille transcription program, and braille embosser to create braille materials.

Despite his many capabilities, he procrastinates in getting started on his assignments. This often results in requests for extended time to turn in major assignments or projects. Christopher easily becomes frustrated and overwhelmed by the number of tasks that he must complete by a certain deadline.

Christopher would like to pursue higher education in a computer-related field at a local college. He uses a long white cane, has excellent orientation and mobility skills, and is comfortable asking strangers for assistance. However, he is concerned about his ability to live in a dorm setting and be responsible for things like doing his own laundry and cooking his own meals, since he has never had to do these chores at home.

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.

36. Based on Christopher's plans for the future, which of the following is most appropriate to include in his transition plan?

- A. An internship with a regional bank manager
- B. An opportunity to learn from a computer programmer at work
- C. Information about jobs that provide the best accommodations
- D. Cooking classes developed specifically for individuals with disabilities

Answer

Option B is correct because job shadowing a computer programmer simultaneously addresses transition skills and Christopher's expressed interest in computers. **Option A is incorrect** because an internship with a bank manager does not relate specifically to Christopher's identified area of vocational interest. **Option C is incorrect** because Christopher will need accommodation at any job he applies to; he needs to do research on jobs that are of interest to him and not on where he gets the most accommodations. **Option D is incorrect** because cooking is not Christopher's identified area of vocational interest.

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.

37. Which of the following is most often associated with PHPV?

- A. A detached retina
- B. A damaged optic nerve
- C. A deformed iris
- D. Corneal distortion

Answer

Option A is correct because an individual with persistent hyperplastic primary vitreous (PHPV) may develop retinal detachment due to the pulling of the vitreous on the retina or the vitreous leaking behind the retina due to tiny tears. **Option B is incorrect** because a damaged optic nerve is not caused by PHPV and is most commonly associated with optic neuritis. **Option C is incorrect** because a deformed iris is not caused by PHPV and is most commonly associated with coloboma. **Option D is incorrect** because a corneal distortion is not caused by PHPV and is most commonly associated with keratoconus.

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).

38. In which of the following areas of the expanded core curriculum should the TVI schedule instruction for Christopher?

- A. Functional academic skills
- B. Recreation and leisure skills
- C. Independent living skills
- D. Social interaction skills

Answer

Option C is correct because Christopher would like to pursue a career after high school and go to college, so he needs to develop strong living skills such as personal hygiene, food preparation, money management, household chores, and organization that can help optimize his independence. **Options A, B, and D are incorrect** because Christopher lacks independent living skills, specifically doing laundry and cooking. There is no indication that he needs functional academic support, help with recreational and leisure skills, or social skills.

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.

39. Which of the following actions taken by the TVI will best help Christopher prioritize his academic commitments?

- A. Providing a talking calculator for math homework
- B. Reducing the number of advanced academic courses
- C. Replacing brailled texts with talking books
- D. Teaching goal-setting and time-management skills

Answer

Option D is correct because teaching goal-setting and time-management skills will help Christopher become better organized and able to meet assignment deadlines without procrastination. **Option A is incorrect** because Christopher's main issue is his procrastination in getting started with his assignments, which would not be helped by using a talking calculator. **Option B is incorrect** because Christopher is able to handle the work of the advanced classes, and his difficulty is starting assignments in a timely manner, so dropping the advanced classes would not be the correct answer. **Option C is incorrect** because replacing braille with auditory books will not help Christopher complete assignments on time; it would make it more challenging for him to review portions of a text or scan for specific information.

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.

40. Which of the following will best help Christopher further develop his self-advocacy skills?

- A. Providing him with a list of special education safeguards he will need as a college student
- B. Encouraging him to take time to regularly reflect on what is going well for him
- C. Educating his classmates about his visual impairment and current level of functioning
- D. Inviting his parents to help develop his Individual Transition Plan (ITP)

Answer

Option B is correct because ongoing self-evaluation will best support the development of Christopher's self-advocacy skills. He is already aware of his rights and presents them responsibly and effectively. He also assumes a high degree of personal responsibility for his needs. As a college student, he will need to use communication skills such as negotiation, compromise, and persuasion to ensure his right to accommodations. **Option A is incorrect** because although it is important for Christopher to know his rights under IDEA, Section 504, ADA, and other special education laws, simply providing him a copy of them will not help him develop self-advocacy skills. **Option C is incorrect** because Christopher should advocate for himself and educate others about his disability, but this is not the best strategy to further develop self-advocacy skills; reflection on what is going well for him is a

better strategy. **Option D is incorrect** because his parents' participation in developing a transition plan may well be minimal and would not help Christopher develop his self-advocacy skills.

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.

41. Which of the following orientation and mobility skills is most important for Christopher to master before graduating from high school?

- A. Using a cane and other devices to walk safely and efficiently
- B. Soliciting help with finding an unknown location
- C. Using public transportation and transit systems
- D. Utilizing his senses to move safely through indoor and outdoor areas

Answer

Option C is correct because Christopher is interested in learning how to travel independently outside his school environment, by taxi or bus. **Option A is incorrect** because Christopher is already a proficient cane traveler.

Option B is incorrect because Christopher is already comfortable asking for assistance. Soliciting help in an unknown location will not help him learn how to use public transportation independently. **Option D is incorrect** because Christopher can already use his senses to move safely through indoor and outdoor areas.

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.

42. Which of the following is likely to be most challenging and time-consuming for Christopher?

- A. Reading and writing music in braille
- B. Braille class notes and assignments
- C. Creating mental maps of chemical elements
- D. Processing complex tactile equations and graphics

Answer

Option D is correct because, while it is challenging for sighted students to process complex equations and figures, it is even more challenging and time-consuming for a student who is blind to process complex equations and figures. **Option A is incorrect** because reading and writing in braille is not a challenge for Christopher.

Option B is incorrect because teachers and classmates share notes, and braille is not challenging for Christopher. **Option C is incorrect** because Christopher is taking an advanced placement course in chemistry.

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.

43. Which of the following physical attributes is most typical of people with microphthalmia?

- A. One or both eyes are absent.
- B. The eyes do not look in the same direction at the same time.

- C. One or both eyes are abnormally small.
- D. Both eyes are swollen and are red or pink in color.

Answer

Option C is correct because microphthalmia is an eye abnormality that arises before birth in which one or both eyeballs are abnormally small. **Option A is incorrect** because anophthalmia is an eye abnormality in which one or both eyes are absent. **Option B is incorrect** because strabismus or crossed eyes is an eye abnormality in which the eyes do not look in the same direction at the same time. **Option D is incorrect** because pink eye or conjunctivitis is an eye abnormality in which both eyes are swollen and are red or pink in color.

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.

44. Which of the following tools must be adapted for Christopher's use in his honors science course?

- A. Anatomical models
- B. Topographic maps
- C. Graduated cylinders
- D. Telescopes

Answer

Option C is correct because the graduated cylinder needs raised line markings at appropriate liquid-level intervals to enable Christopher to effectively measure the contents of the beaker. **Option A is incorrect** because anatomical models are not used in chemistry courses. **Option B is incorrect** because topographic maps are not used in chemistry courses. **Option D is incorrect** because telescopes are not used in chemistry courses and are not adaptable to use by a person who is blind or visually impaired.

Questions 45–50 refer to the following information.

Use the information in the case study to answer the questions that follow.

Richard was recently blinded due to a traumatic brain injury (TBI) accident that occurred during his eighth-grade year. He was assigned to TVI Mr. Tyne's caseload for his ninth-grade year. Mr. Tyne immediately performed a Learning Media Assessment (LMA) to determine and document the sensory channels that Richard utilizes and the literacy learning media that will be best for him.

Summary of Key Findings from Richard's LMA

- Richard is a 14-year-old student who was recently blinded by an accident. He is otherwise healthy and was functioning on a normal eighth-grade level before the accident. He will start his first year at the local high school in August.
- Richard is exhibiting signs of depression associated with the loss of his vision, and he is unable to pursue the activities, such as sports, that he enjoyed before the accident. He is also struggling academically for various reasons.

- Prior to the accident, Richard was reading and writing on grade level. Because of the accident, he can no longer access print materials to acquire information.
- Richard uses a combination of auditory and tactual sensory channels for learning. Based on objective documentation, his primary sensory channel is auditory and his secondary sensory channel is tactual.
- Richard demonstrates a good potential for learning to read and write braille.
- Richard's listening comprehension skills are a clear strength.
- Richard is currently dependent on his friends to get to and from classes. He is receiving orientation and mobility (O&M) services and is learning to use a white cane.

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).

45. Which of the following is the most appropriate way for Mr. Tyne to introduce Richard to the braille code?

- A. Acclimating Richard to the orientation of the braille cell and various dot locations
- B. Giving Richard cards with brailled names for household objects to encourage daily reading of the braille code
- C. Increasing Richard's tactual sensitivity and discrimination skills by matching raised line drawings to actual objects
- D. Having Richard use alphabet flash cards until he can successfully identify each letter of the braille alphabet

Answer

Option C is correct because the first step in teaching braille to an older student without any previous instruction is to build tactual discrimination and finger sensitivity skills. **Options A, B, and D are incorrect** because they presume the student has developed the discrimination skills needed to read and produce braille.

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.

46. Which of the following is the most appropriate way for Mr. Tyne to help Richard and his parents deal with recent concerns and emotions related to Richard's loss of vision?

- A. Focusing on braille instruction because of the amount of time needed for Richard to become fluent
- B. Working with an orientation and mobility (O&M) specialist to teach strategies that will help Richard regain physical independence
- C. Administering the Patient Health Questionnaire (PHQ) to determine the impact of Richard's emotional distress
- D. Referring Richard to the school counselor to assess his physiological state and refer him to a professional

Answer

Option B is correct because having an orientation and mobility (O&M) specialist teach Richard how to regain the ability to move around independently is likely to help improve his self-efficacy and reduce his frustration. **Option A is incorrect** because learning braille will not help Richard regain his ability to move around by himself. **Option C is incorrect** because administering the questionnaire is beyond a TVI's professional scope and should be left to a health-care professional. **Option D is incorrect** because such evaluation is beyond the scope of a school counselor's job.

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.

47. Which of the following is the most important way that Mr. Tyne can foster Richard's awareness of suitable career and vocational opportunities?

- A. Listing in Richard's IEP the basic employment skills he needs to master
- B. Placing Richard in contact with community service organizations
- C. Encouraging Richard to participate in the development of his transition plans
- D. Providing Richard with access to role models with visual impairments

Answer

Option D is correct because having role models with visual impairment is known to promote learning, personal growth, and self-confidence in students with visual impairment. **Option A is incorrect** because students can be exposed to work skills in high school but are unlikely to master them. **Option B is incorrect** because it does not specify any organizations that can help students with visual impairment transition successfully into the community. **Option C is incorrect** because before Richard can effectively participate in his transition plan, he needs to know what opportunities are available to him.

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.

48. With the collaboration of Mr. Tyne and the physical education teacher, Richard can most quickly become independent and adept at which of the following basketball skills?

- A. Free throwing
- B. Dribbling
- C. Passing
- D. Jumping

Answer

Option B is correct because students who are visually impaired can become very skilled at stationary basketball-handling routines related to dribbling, because stationary routines do not involve running, passing, or catching. **Options A, C, and D are incorrect** because they involve knowing where one is in relation to other players who are likely to be moving. Richard can be taught such skills, but he needs additional training and practice in using verbal cues to execute the skills successfully.

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.

49. Which of the following is the most appropriate technology for Mr. Tyne to use to assess Richard's achievement in end-of-year courses requiring the composition of an essay?

- A. A personal scribe
- B. A braillewriter
- C. A mouse and keyboard
- D. A voice-recognition application

Answer

Option D is correct because voice-recognition software turns a test taker's spoken words into text that can be read back to the test taker and read on the screen by an evaluator. **Option A is incorrect** because using a scribe is too time consuming given that voice-recognition software is readily available. **Option B is incorrect** because Richard is not an adept user of a braillewriter. **Option C is incorrect** because Richard cannot see what he writes using a keyboard and mouse, and thus he cannot edit or proof his writing.

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.

50. Which of the following is the most appropriate way for Mr. Tyne to work with Richard's parents to assist them in participating in their child's education?

- A. Explaining the importance of their taking a proactive stance in developing Richard's IEP goals at ARD committee meetings
- B. Putting them in contact with parents of students with visual impairments to promote community awareness of blindness
- C. Providing them with a list of in-state resources that they can access to get help with public and private accommodations
- D. Detailing the modifications and accommodations for Richard that will satisfy federal and state laws regarding Free Appropriate Public Education (FAPE)

Answer

Option A is correct because by being proactive at ARD committee meetings, Richard's parents can participate in defining and evaluating his educational goals on an ongoing basis. **Options B, C, and D are incorrect** because they do not actively involve Richard's parents in setting or monitoring his learning goals.