

**CERTIFICATION EXAMINATIONS
FOR OKLAHOMA EDUCATORS™ (CEOE™)**

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 128: BLIND/VISUAL IMPAIRMENT

TEST FRAMEWORK

December 2017

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I. Understanding Students with Visual Impairments	0001–0003
II. Assessing Students with Visual Impairments and Developing Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs)	0004–0006
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SUBAREA I—UNDERSTANDING STUDENTS WITH VISUAL IMPAIRMENTS

Competency 0001

Apply knowledge of the human visual system.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of the terminology, structures, and processes of the human visual system and visual disorders.
- Demonstrate knowledge of causes and characteristics of diseases and disorders of the visual system, the onset and progression of ocular and neurological conditions, and the effects of environmental toxins and medications on the visual system.
- Apply knowledge of factors related to a student's visual status that may affect development and learning (e.g., age at onset of visual impairment, degree of vision loss, prognosis, medications, presence of co-existing or multiple disabilities, progressive visual disorders, injury).
- Apply knowledge of student behaviors and characteristics that may indicate the presence of a visual impairment.

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Competency 0002

Apply knowledge of the implications of visual impairments for cognitive, communicative, social-emotional, and physical development and functioning.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of the effects that various types, degrees, and etiologies of visual impairments may have on cognitive and concept development (e.g., conceptual and incidental learning gaps, mastery of developmental milestones).
- Demonstrate knowledge of common physical and motor needs of students with visual impairments (e.g., fine-motor skills, gross-motor skills, navigating familiar and unfamiliar settings, tactile defensiveness).
- Apply knowledge of how the presence of visual impairments may affect social-emotional development, including sensory processing and sensory perception needs and social skills development and behavior.
- Apply knowledge of the relationship between visual impairments and language development and communicative functioning, including for English language learners and students with co-existing or multiple disabilities.

Competency 0003

Apply knowledge of the principles of optics, optical and non-optical devices, and environmental adaptations, including the use of assistive technology, and how they may enhance the use of vision.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of the types of optical and non-optical low vision aids, their characteristics, and their uses.
- Demonstrate knowledge of procedures for teaching and supporting students' visual efficiency skills and using optical and non-optical low vision aids to meet their individual needs.
- Apply knowledge of various environmental adaptations (e.g., variations in lighting, color, contrast, positioning, size) and how they may be used to enhance vision.
- Demonstrate knowledge of managing and implementing assistive technology (low tech and high tech) for supporting students' access to instruction, communication, and independence and meeting their individual and unique needs.

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SUBAREA II—ASSESSING STUDENTS WITH VISUAL IMPAIRMENTS AND DEVELOPING INDIVIDUALIZED FAMILY SERVICE PLANS (IFSPs) AND INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

Competency 0004

Apply knowledge of the types and characteristics of assessment instruments and methods.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of the types and characteristics of formal and informal assessments, including various screenings (e.g., standardized assessments to evaluate cognitive, adaptive, academic, and behavioral functioning; diagnostic, formative, and summative assessments; visual and developmental screenings; observational instruments).
- Apply knowledge of the uses of formal and informal assessment information for identifying and evaluating students with visual impairments; determining strengths and needs in academic, functional, communicative, vocational, and behavioral skills areas; and making placement and program recommendations and monitoring progress.
- Demonstrate knowledge of assessment-related issues in special education (e.g., early identification and intervention; nondiscriminatory assessment and practices; various assessment accommodations and their effect on validity; uses and limitations of standardized assessments for special populations, including English language learners and students with co-existing or multiple disabilities).

Competency 0005

Apply knowledge of functional vision assessments and learning media assessments for students with visual impairments.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of the types and characteristics of formal and informal assessments of functional vision.
- Apply knowledge of the types, characteristics, and uses of learning media assessments.
- Apply knowledge of how to administer and interpret vision-related assessments for students with visual impairments, and procedures for gathering relevant background information and family history related to students' visual status information, including for English language learners and students with co-existing or multiple disabilities.
- Demonstrate knowledge of procedures for evaluating independent living skills, including Expanded Core Curriculum (ECC) skills, and pre-vocational and vocational screenings.

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Competency 0006

Apply knowledge of policies and procedures for developing, implementing, and monitoring Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for students with visual impairments.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of the roles and functions of members of the IFSP and IEP teams and components of the IFSP and IEP.
- Apply knowledge of factors and procedures involved in screening, pre-referral, referral, and eligibility procedures, including the continuum of services and programs for students with visual impairments (e.g., free appropriate public education [FAPE], least restrictive environment [LRE], braille instruction).
- Demonstrate knowledge of specialized terminology used in ophthalmological, optometric, and other medical reports.
- Apply knowledge of strategies and procedures for evaluating students' progress with respect to IFSP and IEP goals and communicating student progress and/or needs to service providers and the family.
- Apply knowledge of how to apply and communicate the results of vision-related assessments to all members of the multidisciplinary team.

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SUBAREA III—PROMOTING STUDENT DEVELOPMENT AND LEARNING

Competency 0007

Apply knowledge of strategies and procedures for establishing a positive and productive learning environment for students with visual impairments.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of research- and evidence-based strategies and procedures for establishing a safe, equitable, positive, and supportive learning environment that is responsive to the academic, social, and affective needs of all students, including students from various cultural and linguistic backgrounds (e.g., procedures for establishing and teaching daily routines, self-advocacy, and independence; factors that affect students' self-esteem and attitudes toward learning; access to incidental learning experiences).
- Apply research- and evidence-based strategies for effectively addressing students' unique academic and learning needs (e.g., universal design for learning [UDL]; individual and group management and instructional strategies; multisensory learning environments that encourage active student participation).
- Apply knowledge of strategies for modifying learning environments to address the unique needs of students with visual impairments (e.g., classroom organization to accommodate materials, equipment, and technology for students with visual impairments and related health/medical conditions).
- Apply knowledge of evaluation, selection, and adaptation of instructional strategies, materials, adaptive and assistive technologies, and community resources to individualize instruction and promote academic, communicative, and independent living and vocational/career competence.

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Competency 0008

Apply knowledge of strategies and methods for fostering the communication and literacy skills of students with visual impairments.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of methods of supporting students with visual impairments to develop the conceptual understandings and social behaviors to communicate effectively in various conversational contexts as well as how to use a variety of verbal and nonverbal skills, including strategies for English language learners and students with co-existing or multiple disabilities (e.g., non-verbal communication as a substructure of language, understanding of behavior as communication).
- Apply knowledge strategies and methods for teaching students a variety of communication methods (e.g., listening and compensatory auditory skills, use of assistive technology devices, braille reading and writing, tangible and picture symbols, tactile graphics).
- Demonstrate knowledge of methodologies, resources, and technologies for developing students' literacy skills in print and braille.
- Demonstrate knowledge of braille code and rules for Unified English Braille (UEB) and Nemeth code for mathematics.

Competency 0009

Apply knowledge of strategies and methods for fostering the academic achievement of students with visual impairments.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of strategies and methods for teaching academic concepts and skills, problem-solving strategies, and study skills to students with visual impairments, including English language learners and students with co-existing or multiple disabilities.
- Demonstrate knowledge of instructional methodologies, resources, adaptive devices, and technologies (e.g., electronic magnification devices, abacus, braillewriter, slate/stylus, talking calculator, tactile graphics, electronic braille notetaker, adapted instructional equipment, digital technologies) to support students with visual impairments in meeting a wide range of goals in the academic curriculum.
- Demonstrate knowledge of strategies for supporting students in learning how to organize their work space, manage materials, and gain access to needed resources.
- Apply knowledge of methods for creating and adapting instructional materials to meet the academic needs and learning objectives of students with visual impairments.

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Competency 0010

Apply knowledge of strategies and methods for fostering the social-emotional development of students with visual impairments.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of students' understanding and use of verbal and nonverbal skills (e.g., facial expressions, body language).
- Apply research- and evidence-based strategies for teaching social skills and behavioral management goals and for effectively and positively addressing students' unique learning needs (e.g., using Positive Behavioral Interventions and Supports [PBIS] and functional behavior assessment [FBA] data to support behavior intervention plans [BIPs]).
- Apply knowledge of strategies for facilitating interpersonal interactions in a variety of contexts to support students' academic and Expanded Core Curriculum (ECC) goals (e.g., through facilitation of interactions with role models with visual impairments, grouping practices, field trips, and e-mail and other technology).
- Demonstrate knowledge of strategies for supporting students in developing the skills and attitudes required to make successful transitions across programs, grade levels, schools, and postsecondary environments.
- Demonstrate knowledge of strategies and methods to facilitate student growth, adaptive behavior, and self-determination skills (e.g., self-advocacy, self-awareness, time management, self-reliance, self-esteem).

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Competency 0011

Apply knowledge of strategies and methods for developing and teaching Expanded Core Curriculum (ECC) skills to students with visual impairments, including students with co-existing or multiple disabilities.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of appropriate goals, strategies, and activities for developing independent living skills (e.g., personal hygiene, dressing, preparing and eating meals, shopping, budgeting, employment, management of visual technologies and aides) for students with visual impairments across developmental abilities and age ranges.
- Demonstrate knowledge of strategies for promoting the independent living, vocational/career, and recreational and leisure time skills of students with visual impairments.
- Apply knowledge of strategies for promoting students' ability to access a wide range of information, services, and resources available to pursue informed vocational, independent living, and higher education goals (e.g., use of technology to manage daily activities and schedules; knowledge of laws and regulations to promote accessibility and independence; access to public transportation, cultural events, entertainment, and news).
- Apply knowledge of strategies for developing students' listening skills, tactual and kinesthetic skills, and senses of smell and taste to interpret and respond to their environment and to promote students' effective use of vision in functional contexts.
- Demonstrate knowledge of prerequisite skills and concepts related to the development and instruction of orientation and mobility skills (e.g., visual efficiency skills; perceptual and tactile skills; compensatory auditory skills; environmental, spatial, and body concepts).

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SUBAREA IV—WORKING IN A COLLABORATIVE LEARNING COMMUNITY

Competency 0012

Apply knowledge of practices to establish partnerships with members of the family, school, and community to enhance learning opportunities for students with visual impairments.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of effective consultation, collaboration, and communication skills to work with parents/guardians, school staff, outside professionals, and related service providers to promote student achievement and social interaction and support students with visual impairments, including English language learners.
- Apply knowledge of effective strategies for providing information, training, support, and referrals to parents/guardians, general and special education teachers, paraprofessionals, related service providers, school staff members, and representatives of community agencies in providing learning opportunities for students with visual impairments.
- Demonstrate knowledge of strategies for developing effective partnerships with the families of students with visual impairments, including families from various cultural and linguistic backgrounds.
- Demonstrate knowledge of barriers to communication with families as well as ways to address and overcome such barriers to meet the needs of students with visual impairments.
- Apply knowledge of strategies and methods for promoting families' participation and engagement in their child's education and promoting effective preschool through postsecondary transitions for students with visual impairments.

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Competency 0013

Apply knowledge of professional roles and responsibilities, legal and ethical issues, and trends and key issues relevant to teaching students with visual impairments.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of the roles and responsibilities of teachers of students with visual impairments (e.g., program coordination, scheduling, record keeping, service delivery options, managing caseloads, mediation, crisis intervention and prevention, engaging in professional development activities, advocacy).
- Apply knowledge of special education and related laws and regulations (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], Individuals with Disabilities Education Act [IDEA], Family Educational Rights and Privacy Act [FERPA], *Policies and Procedures for Special Education in Oklahoma*).
- Apply knowledge of the ethical principles and professional practices related to the education of students with disabilities (e.g., relating to behavior management, mandated reporting, confidentiality, student and family rights, responsibilities of stakeholders, inclusion, equity, and due process).
- Demonstrate knowledge of agencies and organizations for children and adults with visual impairments that can provide specialized materials, resources, networking, and other services to people with visual impairments.

SUBAREA V—CASE STUDY—ANALYSIS OF DATA TO IDENTIFY AND EFFECTIVELY ADDRESS STUDENT NEEDS

Competency 0014

Analyze quantitative and qualitative data for a student with a visual impairment to identify the student's strengths and needs and determine evidence- and research-based strategies for meeting the needs of a student with a visual impairment.

The following topics are examples of content that may be covered under this competency.

- Analyze and interpret information presented in a case study, including relevant and meaningful data from various types of formal and informal assessments (e.g., academic, language, adaptive behavior, and functional behavior assessments; functional vision assessment; learning media assessment; student work samples; teacher observations) to determine specially designed instructions, accommodations, and adaptations and modifications to the students' learning environment.
- Analyze and interpret information presented in a case study including relevant and meaningful data to determine specially designed instruction that addresses the Expanded Core Curriculum (ECC) for a student with a visual impairment.