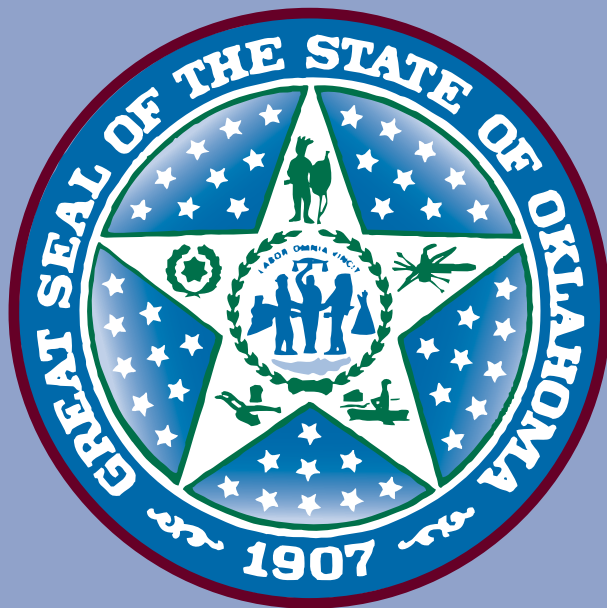


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

028 Blind/Visual Impairment



Oklahoma Commission
for Teacher Preparation

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: BLIND/VISUAL IMPAIRMENT

SUBAREAS:

- I. Understanding Students with Visual Impairments
- II. Assessing Students and Developing Individualized Education Programs (IEPs)
- III. Promoting Student Development and Learning
- IV. Working in a Collaborative Learning Community

SUBAREA I—UNDERSTANDING STUDENTS WITH VISUAL IMPAIRMENTS

Competency 0001

Understand the significance of visual impairments for development and learning.

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

Analyze environmental factors that may affect the development and learning of students with visual impairments (e.g., parental attitudes, intervention services).

Analyze disability-related factors that may affect the development and learning of students with visual impairments (e.g., age at onset of visual impairment, degree of impairment, prognosis, medications, presence of multiple disabilities).

Competency 0002

Understand the human visual system and types and characteristics of visual impairments.

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

Understand structures and processes of the human visual system.

Understand types of visual impairments, their causes, and their effects.

Understand terminology related to the human visual system and to visual disorders.

Recognize student behaviors that may indicate the presence of a visual impairment.

Competency 0003

Understand the implications of visual impairments for cognitive and communicative functioning.

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

Understand effects that various types, degrees, and etiologies of visual impairments may have on children's concept development.

Analyze relationships between visual impairments and communicative functioning (e.g., lack of direct observation or experience may lead to verbalisms).

Understand typical cognitive and language needs of students with visual impairments (e.g., conceptual gaps).

Competency 0004

Understand the implications of visual impairments for social/emotional and physical/motor functioning and for functional living competence.

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

Analyze how the presence of visual impairments may affect children's social and emotional development.

Recognize common physical and motor needs of students with visual impairments.

Understand how visual impairments may affect students' ability to learn or perform functional living tasks (e.g., personal hygiene, dressing, eating).

Competency 0005

Understand principles of optics, the use of low vision aids, and environmental adaptations that may enhance the use of vision.

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

Understand types of low vision aids, their characteristics, and their uses.

Apply procedures for helping students learn to use low vision aids.

Recognize how environmental adaptations (e.g., variations in lighting, color, contrast, positioning, size) may enhance visibility.

SUBAREA II—ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

Competency 0006

Understand types and characteristics of assessment instruments and methods.

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

Understand types and characteristics of formal and informal assessments.

Evaluate the appropriateness of specific assessment instruments or procedures for given purposes.

Interpret, communicate, and apply assessment results, including functional behavior assessment.

Understand assessment-related issues in special education (e.g., early identification and intervention, alternative assessment techniques, nondiscriminatory assessment, adapting assessments for students with disabilities).

Competency 0007

Understand functional vision and learning media assessments for students with visual impairments.

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

Understand types and characteristics of formal and informal assessments of functional vision.

Understand characteristics and uses of learning media assessments.

Recognize specific functional vision assessments and their uses.

Interpret, communicate, and apply the results of functional vision and learning media assessments.

Competency 0008

Apply procedures for assessing the intellectual performance and academic achievement of students with visual impairments.

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

Understand types and characteristics of formal and informal assessments of intellectual performance and academic achievement used with students who have visual impairments.

Apply procedures for conducting ongoing assessments to evaluate the academic achievement of students with visual impairments.

Understand how to adapt and maintain the validity of assessments of academic achievement for students who have visual impairments.

Interpret, communicate, and apply the results of assessments of intellectual performance and academic achievement.

Competency 0009

Apply procedures for assessing the motor functioning, communicative competence, and functional living skills of students with visual impairments.

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

Understand types and characteristics of formal and informal assessments for evaluating the motor functioning, communicative competence, and functional living skills of students with visual impairments.

Apply procedures for assessing the motor functioning and communicative competence of students with visual impairments, including students who have multiple disabilities.

Apply procedures for assessing the functional living skills of students with visual impairments, including students who have multiple disabilities.

Interpret, communicate, and apply the results of given assessments of motor functioning, communicative competence, and functional living skills.

Competency 0010

Understand procedures for developing and implementing an Individualized Education Program (IEP) for students with visual impairments.

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

Understand the roles and functions of members of students' special education teams.

Understand factors and procedures involved in gathering information, screening, identifying eligible students, determining appropriate placements, creating and maintaining records, and developing IEPs for students with visual impairments.

Understand the components of an IEP.

Evaluate student progress with respect to IEP goals and objectives.

SUBAREA III—PROMOTING STUDENT DEVELOPMENT AND LEARNING

Competency 0011

Understand how to establish 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.

Identify factors in the learning environment that affect students' attitudes toward learning.

Apply strategies for achieving instructional and behavioral management goals (e.g., maintaining standards of behavior, maximizing time spent in learning).

Understand how to modify learning environments to address the needs of students with visual impairments (e.g., designing multisensory learning environments that encourage active student participation, with specific consideration for students' visual conditions).

Competency 0012

Understand concepts and skills related to orientation and mobility and methods of preparing students for structured orientation and mobility instruction.

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

Understand factors related to the development of orientation and mobility skills (e.g., age at onset of visual impairment, presence of multiple disabilities).

Understand strategies for teaching basic orientation and mobility skills (e.g., sighted guide, protective techniques, and trailing and search patterns).

Competency 0013

Understand techniques for helping students make efficient and effective use of all their senses to interpret information from their environment.

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

Apply strategies for promoting students' effective use of vision in functional contexts.

Understand the implications of various impairments for sensory perception and training.

Understand resources and technologies that foster students' ability to use their senses effectively.

Apply strategies for developing students' listening skills, tactual and kinesthetic skills, and senses of smell and taste to interpret and respond to their environment.

Competency 0014

Understand strategies for fostering students' communication and literacy skills.

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

Apply methods of helping students with visual impairments develop the conceptual understandings and social behaviors required for communication.

Understand strategies for providing students with learning experiences to address specific communication needs and goals (e.g., listening and compensatory auditory skills, handwriting and signature writing, keyboarding skills, use of assistive technology devices.)

Understand methodologies, resources, and technologies for developing students' literacy skills in print and braille.

Competency 0015

Demonstrate knowledge of grade 2 (literary) braille and awareness of Nemeth code for mathematics.

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

Demonstrate knowledge of the braille code and rules for grade 2 (literary) braille.

Demonstrate awareness of Nemeth code for mathematics.

Competency 0016

Understand strategies for developing the functional living skills of students with visual and multiple impairments.

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

Identify appropriate goals, objectives, and activities for developing the independent daily living skills (e.g., toileting, personal hygiene, dressing, preparing and eating meals, shopping, budgeting, employment and management of aides) of a given student.

Apply strategies for helping students develop functional living competence to the fullest extent possible.

Competency 0017

Understand how to foster students' academic achievement.

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

Apply strategies for teaching academic concepts and skills, problem-solving strategies, and research and study skills to students with visual impairments.

Understand instructional methodologies, resources, adaptive devices, and technologies (e.g., CCTV, abacus, talking calculator, tactile graphics, Braille 'n Speak, adapted science equipment, computer technologies) to help students meet a wide range of goals in the academic curriculum.

Understand strategies for helping students learn to organize their work space, manage materials, and gain access to needed resources.

Understand how to create and adapt instructional materials to meet the academic needs and learning objectives of students with visual impairments.

Competency 0018

Understand how to foster the social and emotional development of students with visual impairments.

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

Understand how to promote students' understanding and use of nonverbal skills (e.g., facial expressions, body language).

Apply strategies for facilitating interpersonal interactions in a variety of contexts (e.g., through facilitation of interactions with sighted persons, grouping practices, field trips, e-mail exchanges).

Understand how to help students develop the skills and attitudes required to make successful transitions across programs, grade levels, schools, and service delivery systems.

Competency 0019

Understand how to foster career and vocational, recreation and leisure, and other independent living skills in students with visual impairments.

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

Apply strategies for helping students develop the concepts and skills they need to establish and pursue informed vocational and higher education goals.

Understand strategies for promoting students' ability to manage life changes and make successful transitions (e.g., arrange for student contact with successful role models who have visual impairments, help students learn how to obtain relevant information and services).

Understand how to promote students' understanding of their own visual impairments, awareness of their legal rights, and ability to advocate for themselves in positive and productive ways.

Understand how to help students learn to gain access to a wide range of information, services, and resources (e.g., public transportation, cultural events, entertainment, news sources).

SUBAREA IV—WORKING IN A COLLABORATIVE LEARNING COMMUNITY

Competency 0020

Understand how to establish partnerships with other members of the school 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 consultation, collaboration, and communication skills to work with other professionals and service providers to solve problems and promote student achievement and social interaction.

Understand how to provide effective services to other professionals (e.g., providing training to general education teachers who work with students with visual impairments).

Understand techniques and procedures for coordinating the efforts of various professionals (e.g., general education teachers, occupational or physical therapists, counselors) who work with students with visual impairments.

Competency 0021

Understand how to foster strong school-home relationships.

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

Understand strategies for developing partnerships with the families of students who have visual impairments, including families from a wide range of cultural backgrounds.

Recognize barriers to communication with families and apply strategies for overcoming such barriers.

Understand how to promote families' participation in the planning and development of their children's education.

Understand how to provide information, training, support, counseling, and referrals to the families of children with visual impairments.

Competency 0022

Understand how to encourage school-community interactions that enhance learning opportunities for students with visual impairments.

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

Demonstrate knowledge of agencies and organizations of and for people with visual impairments that can provide specialized materials, resources, networking, and other services to people with visual impairments.

Understand how to establish and maintain positive relationships with community institutions to facilitate successful transitions by students.

Competency 0023

Understand the history and philosophy of special education, key issues and trends, professional roles and responsibilities, and legal and ethical issues relevant to special education in Oklahoma.

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

Demonstrate knowledge of the historical, philosophical, and theoretical foundations of special education and trends and issues (e.g., inclusion, labeling) in special education.

Understand the roles and responsibilities of teachers of students with visual impairments (e.g., program development and coordination, scheduling, record keeping; service delivery options; managing case load; travel issues related to service delivery; mediation; crisis intervention and prevention; engaging in professional development activities; modeling appropriate behaviors and attitudes).

Apply knowledge of special-education-related laws and regulations (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, IDEA, *Policies and Procedures for Special Education in Oklahoma*), guidelines (e.g., involving referral, evaluation, eligibility, equity, program development, due process), and entitlements (e.g., American Printing House for the Blind Quota Funds, state entitlements).

PRACTICE TEST QUESTIONS AND ANSWERS: BLIND/VISUAL IMPAIRMENT

Practice Selected-Response Questions

Competency 0002

Understand the human visual system and types and characteristics of visual impairments.

1. Which of the following is most likely to characterize an individual with an astigmatism?
 - A. color blindness
 - B. involuntary eye movements
 - C. blurred vision
 - D. restricted visual field

Correct Response: C. Astigmatism results when the cornea of the eye is incorrectly curved, causing an error in refraction. Under such circumstances, light is not properly focused on the macula and blurred vision results.

Competency 0004

Understand the implications of visual impairments for social/emotional and physical/motor functioning and for functional living competence.

2. For students with severe visual impairments, the development of functional living competence is likely to require:
 - A. repeated, direct instruction in specific skills.
 - B. participation in a residential program for intensive instruction in functional living skills.
 - C. the application of behavior modification techniques by the V I teacher.
 - D. the cooperation of peers willing to model the targeted skills.

Correct Response: A. Among members of the sighted population, the skills required to develop competence in the functional tasks of daily living are learned largely through visual observation and imitation. Because this mode of learning is unavailable to students with severe visual impairments, more direct and formal approaches, including task analysis and repeated practice of specific skills, are necessary.

Competency 0006

Understand types and characteristics of assessment instruments and methods.

3. A teacher would like to gather assessment data that will both identify the prevalence of a student's stereotypic behavior and be valuable later in developing and monitoring the success of a behavioral intervention strategy. Which of the following observational strategies is likely to be most effective in this situation?
- A. tallying the number of times the target behavior occurs during a two-hour time period and calculating the percentage of that time period the student exhibits the behavior
 - B. assessing the frequency and duration of the target behavior systematically in several different settings and noting any antecedent and/or consequent behaviors
 - C. asking the student to self-report on when and why the target behavior occurs and then observing the student to determine the accuracy of the student's perceptions
 - D. recording the frequency and duration of the target behavior over a day's time and comparing it to data gathered for students who exhibit similar behaviors

Correct Response: B. Several specific steps are required to develop an effective behavioral intervention strategy. Once a target behavior has been identified, information should be collected on its basic characteristics (e.g., frequency, duration) as well as on environmental conditions that occur in conjunction with the behavior. When baseline data have been collected and antecedent/consequent conditions identified, problem analysis can take place, including identifying specific interventions and establishing criteria for monitoring the effectiveness of the interventions. Of the choices listed, the only observational strategy that would be effective for these purposes is choice B.

Competency 0007

Understand functional vision and learning media assessments for students with visual impairments.

4. The Visual Efficiency Scale is most appropriately used to assess an individual's:
 - A. visual-motor integration.
 - B. aptitude for learning braille.
 - C. functional vision.
 - D. scanning and tracking ability.

Correct Response: C. The Visual Efficiency Scale is an instrument commonly used when assessing functional vision to help determine how a student with low vision makes use of his or her vision in various contexts.

Competency 0013

Understand techniques for helping students make efficient and effective use of all their senses to interpret information from their environment.

5. Which of the following auditory training activities would be most appropriate to use in helping a student with a severe visual impairment improve his or her skills in the area of figure-ground discrimination?
- A. following the path of a moving sound source
 - B. focusing on one sound in the presence of other sounds
 - C. indicating the location of a fixed auditory signal
 - D. identifying the agent that has made a particular sound

Correct Response: B. Since the term *figure-ground discrimination* refers to the ability to focus on a specific sound amid other distracting sounds, choice B is the correct response to this question. The development of this skill, which is a necessary part of the mobility and orientation training of students with visual impairments, is important in many everyday contexts, such as a classroom, in which students must be able to focus on relevant sounds and screen out irrelevant noise.

Competency 0014

Understand strategies for fostering students' communication and literacy skills.

6. Which of the following would be most effective for improving the nonverbal communication skills of adolescents with visual impairments?
- A. guided peer group activities that include both students with sight and students with visual impairments
 - B. creative dance classes that emphasize movement as a means of creative expression
 - C. school-sponsored sports activities that include both students with sight and students with visual impairments
 - D. challenge programs such as Outward Bound that seek to promote self-reliance

Correct Response: A. It is important for students with visual impairments to learn socially acceptable nonverbal communication behaviors. In general, nonverbal communication skills are learned through modeling and imitation. Therefore, to teach such skills it is desirable to place students in a situation that specifically targets the skill area and allows for practice and direct feedback. Such a situation is a guided peer group that includes both students with sight and students with visual impairments.

Competency 0017

Understand how to foster students' academic achievement.

8. A teacher would be most likely to use a Raised Line Drawing Kit to help students with visual impairments:
- A. represent geometric shapes.
 - B. learn to recognize numerals.
 - C. make detailed maps.
 - D. improve graphic design skills.

Correct Response: A. A Raised Line Drawing Kit consists of a rubberized pad and polyester paper. By placing the paper on the pad and writing on it, students can create raised lines representing simple geometric shapes, charts, or graphs.

Competency 0022

Understand how to encourage school-community interactions that enhance learning opportunities for students with visual impairments.

9. Which of the following organizations directs the production and distribution of Talking Books?
- A. American Foundation for the Blind
 - B. National Federation of the Blind
 - C. Library of Congress
 - D. Smithsonian Institution

Correct Response: C. Talking Books are taped reading materials that are recorded at a slower-than-usual speed and require special playback machines. The Library of Congress directs the production of these recordings as well as their subsequent distribution to individuals with visual or physical impairments who would otherwise be unable to read.

Competency 0023

Understand the history and philosophy of special education, key issues and trends, professional roles and responsibilities, and legal and ethical issues relevant to special education in Oklahoma.

10. State and federal laws guarantee that children with disabilities will be provided with:
 - A. appropriate summer school placements.
 - B. a review of their IEP conducted by the multidisciplinary team twice each year.
 - C. vocational placement after graduation.
 - D. a special needs evaluation conducted in their primary language.

Correct Response: D. According to the Individuals with Disabilities Education Act (IDEA), the special needs evaluation of children with disabilities must be performed by qualified personnel in the child's primary language. This requirement helps ensure that children whose primary language is a language other than English will not be inaccurately diagnosed and inappropriately placed within a special education program.

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