

Arizona Educator Proficiency Assessments (AEPA™)

FIELD 32: SPECIAL EDUCATION—VISUALLY IMPAIRED TEST OBJECTIVES

Subarea	Range of Objectives	Approximate Test Proportions
I. Understanding Students with Visual Impairments	1–5	22%
II. Assessing Students and Developing Individualized Education Programs (IEPs)	6–10	22%
III. Promoting Student Development and Learning	11–19	38%
IV. Working in a Collaborative Learning Community	20–23	18%

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**Arizona Educator Proficiency Assessments (AEPA™)
Subject Knowledge Test**

Test Objectives

Field 32: Special Education—Visually Impaired

Subareas:

Understanding Students with Visual Impairments
Assessing Students and Developing Individualized Education Programs (IEPs)
Promoting Student Development and Learning
Working in a Collaborative Learning Community

UNDERSTANDING STUDENTS WITH VISUAL IMPAIRMENTS

0001 Understand learning processes and the significance of disabilities for learning.

For example: processes by which learning occurs in students with visual impairments; applications of learning theories; effects of disabilities and multiple disabilities on learning; factors that may impede learning (e.g., abuse/neglect, substance abuse, medications); and factors that may facilitate learning in students with visual impairments.

0002 Understand the human visual system and types and characteristics of visual impairments.

For example: structures and processes of the human visual system; characteristics of and sequences in the normal development of vision and visual perception; types of visual impairments and their causes, characteristics, and effects; diseases or disorders typically characterized by multiple disabilities, including visual impairments; and student behaviors that may indicate the presence of a visual impairment.

0003 Understand the implications of visual impairments for cognitive and communicative functioning.

For example: common effects of visual impairments on children's cognitive and language development; relationships between visual impairments and cognitive and communicative functioning; and typical cognitive and language needs of students who have visual impairments and of students who have multiple impairments, including visual impairments.

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0004 Understand the implications of visual impairments for social/emotional and physical/motor functioning and for functional living competence.

For example: ways in which visual impairments typically affect children's social/emotional development, motor development, and functional living competence; and common social/emotional, motor, and functional living needs (including self-help and career/vocational needs) of students who have visual impairments.

0005 Understand environmental adaptations to enhance the use of vision, the use of low vision aids, and basic principles of optics.

For example: ways in which environmental and computer adaptations (e.g., variations in lighting, color, contrast, positioning, and size; screen readers and screen enlargers) may enhance visibility; types of low vision aids, their characteristics, and their uses; procedures for helping students learn to use low vision aids; situations in which the use of low vision aids is appropriate; nonoptical devices and techniques that maximize visual function; and principles of optics as related to low vision aids.

ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

0006 Understand types and characteristics of assessment instruments and methods.

For example: principles, procedures, and purposes of informal and formal assessments; and the interpretation and use of assessment information to identify and understand students with special needs.

0007 Understand functional vision and learning media assessments for students with visual impairments.

For example: types and characteristics of formal and informal assessments of functional vision; procedures for determining students' primary learning media; procedures for conducting different types of assessments (including screening procedures and procedures for ongoing assessment of visual behavior); basic knowledge of common terms and language used on ophthalmological reports; and the interpretation of assessment results.

0008 Apply procedures for assessing the intellectual performance and academic achievement of students with visual impairments.

For example: types and characteristics of formal and informal assessments of intellectual performance and academic achievement used with students who have visual impairments; procedures for conducting assessments of intellectual performance and academic achievement, including ongoing assessment; ways to adapt non-disability-specific instruments for students with visual impairments; and the interpretation of assessment results.

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- 0009 Apply procedures for assessing areas of motor, communicative/conceptual, and functional living competence that are typically impacted by visual impairments.**

For example: types and characteristics of formal and informal assessments of motor functioning, communicative competence, and functional living skills; procedures for conducting different types of assessments in these areas, including ongoing assessment; adaptations of assessments for students with visual and multiple impairments; and interpretation of assessment results.

- 0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) for students with visual impairments.**

For example: roles and functions of team members; factors and procedures in gathering information, creating and maintaining records, determining appropriate placements, and developing IEPs for students with visual impairments; components of an IEP; and evaluation of student progress with respect to IEP goals and objectives.

PROMOTING STUDENT DEVELOPMENT AND LEARNING

- 0011 Understand how to establish a positive and productive learning environment for all students.**

For example: factors in the learning environment that affect students' self-esteem and attitudes toward learning; ways in which disabilities, especially visual impairments, may or may not affect progress in the general education curriculum; strategies for modifying learning environments (e.g., providing multisensory learning environments) to address diverse student needs, particularly needs related to visual impairments; and individual and group management strategies and intervention techniques for achieving instructional management goals (e.g., maintaining standards of behavior, maximizing time spent in learning).

- 0012 Understand concepts and skills related to orientation and mobility and methods of preparing students for structured orientation and mobility instruction.**

For example: factors related to the development of orientation and mobility skills; strategies for providing students with learning experiences to achieve specific goals related to orientation and mobility; instruction in sighted guide, protective techniques, and trailing and search patterns; and development of students' understanding of body image, environments, and other concepts that are prerequisites for successful orientation and mobility training.

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0013 Understand techniques for helping students make efficient and effective use of all their senses to interpret information from their environment.

For example: strategies, activities, resources, and technologies for promoting students' ability to use their vision effectively in functional contexts; and strategies for developing students' basic and advanced listening skills, tactual and kinesthetic skills, and senses of smell and taste, as appropriate, to interpret their environment accurately and to respond accordingly.

0014 Understand strategies for promoting students' communication and literacy skills.

For example: strategies and activities for helping students with visual impairments develop the conceptual understandings required for meaningful communication; strategies for providing students with learning experiences to address specific communication needs and goals; knowledge of the braille code, including Nemeth code; knowledge of methods for producing braille (e.g., slate and stylus, computers); and methodologies and resources for developing students' literacy skills in print and braille.

0015 Understand strategies for developing the functional living skills of students with visual and multiple impairments.

For example: knowledge of the concepts and skills required to perform the tasks and functions of independent daily living (e.g., toileting, personal hygiene, dressing, eating and preparing meals, shopping, money management); ways in which visual and multiple impairments may affect a student's ability to learn or perform such skills; and strategies for helping students develop functional living competence to the fullest extent possible.

0016 Understand how to promote students' academic achievement.

For example: knowledge of the academic curriculum (e.g., reading/language arts, mathematics, science, and social studies); strategies for teaching academic skills and content to elementary and secondary students with visual impairments; and instructional methodologies, resources, and technologies (e.g., abacus and talking calculator for math, CCTV for reading, taped materials, computer hardware and software with a wide range of input and output capabilities) for providing students with the learning experiences and tools they need to achieve academic goals in the content areas, including concept development and study skills.

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0017 Understand how to address the social and emotional needs of students with visual impairments.

For example: strategies and activities for promoting students' development of social skills (e.g., appropriate behaviors in various social contexts; the use of nonverbal skills, such as facial expressions and body language; multicultural awareness) and for meeting students' emotional needs (e.g., making friends); ways to facilitate interpersonal interactions in a variety of contexts (e.g., through classroom grouping practices, field trips, e-mail exchanges); and the use of consultation and counseling skills to facilitate students' growth in specified areas (e.g., self-esteem, assertiveness, appropriate risk-taking, questioning strategies).

0018 Understand how to promote career/vocational, recreation/leisure, and other independent living skills in students with visual impairments.

For example: strategies for promoting the career/vocational and recreation/leisure skills of students with visual impairments; strategies for promoting students' ability to make independent life choices; ways to help students learn to gain access to a wide range of services, resources, and information; strategies that promote students' development of the skills and behaviors required for self-advocacy; and strategies for promoting students' understanding of their legal rights and their willingness to advocate for those rights.

0019 Understand how to help students make successful transitions.

For example: strategies for helping students make successful transitions at all levels and in all contexts (e.g., transitions from an early intervention program to a regular school, from school to school, and from home-based services to school-based services; family moves to new environments; transitions from school to adult environments).

WORKING IN A COLLABORATIVE LEARNING COMMUNITY

0020 Understand how to establish partnerships with other members of the educational community to enhance learning opportunities for students with multiple disabilities, including visual impairments.

For example: consultation, collaboration, and communication with other professionals and service providers (e.g., general education teachers, librarians, administrators, occupational therapists, physical therapists, orientation and mobility specialists) to solve problems and promote student achievement; and strategies for providing effective services involving other professionals (e.g., providing training and support to teachers individually and through in-service programs, suggesting modifications for conducting student evaluations, coordinating instruction with other teaching professionals).

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0021 Understand how to promote strong school-home relationships.

For example: strategies for establishing partnerships with families, including families from diverse backgrounds; ways of communicating effectively with families and overcoming barriers to communication; ways of working collaboratively with families to promote their participation in planning and implementing their children's education; and ways of providing information, training, support, and referrals to families whose children have multiple disabilities, including visual impairments.

0022 Understand how to encourage school-community interactions that enhance learning opportunities for students with visual impairments.

For example: knowledge of agencies, services, and organizations of and for people with visual impairments and their families (e.g., Supplemental Security Income [SSI], American Printing House for the Blind [APH]); strategies for working effectively with such agencies and organizations; sensitivity to various cultural perspectives within the community; ways to establish and maintain positive relationships with community institutions to facilitate successful transitions by students; and ways to engage community support for the special education program.

0023 Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.

For example: the historical and philosophical foundations of special education and education for students with visual impairments; legal and ethical issues in special education (e.g., confidentiality, personal involvement with students and families, student discipline, mediation); roles and responsibilities of teachers of blind and visually impaired students; and application of special education related laws (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], the Individuals with Disabilities Education Act [IDEA]), regulations, and guidelines (e.g., regarding referral, evaluation, eligibility, equity, program development, due process).