| **Required Course Numbers** |
| --- |
| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Principles and Educational Rights for Students with Disabilities (12%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Knows policies and procedures for screening, prereferral, and classification of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Understands federal requirements for the referral and identification of students with disabilities** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describes the steps in referral and identification process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Parental consent
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Case study evaluation
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Independent educational evaluation
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Individualized Education Program (IEP)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Placement
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Re-evaluation process
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Understands federal safeguards of stakeholders’ rights** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describes federal safeguards of stakeholders’ rights |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Prior written notice in understandable language
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Parental consent
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Confidentiality information
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Access to records
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Independent assessment at public expense
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Mediation
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Due process
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Free and appropriate education and least restrictive environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Provides examples of how stakeholders’ rights impact educational decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Understands the components of an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describes the components of an IFSP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Statement of child’s present levels of physical, cognitive, communication, social or emotional, and adaptive development
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Major outcomes for the child and family
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Specific early intervention services, including frequency, intensity, location, and method
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Environments in which early intervention services will be provided
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Objective criteria and evaluation procedures
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Informed written consent of parents/caregivers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describes the components of an IEP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Statement of child’s present levels of academic achievement and functional performance
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Measurable annual goals
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Measurable short-term objectives
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Specially designed instruction, including strategies, methods, and materials
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Extent of inclusion in regular education programs and accommodations needed
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Related or support services to be provided, including the nature, frequency, and duration of services
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Objective criteria and evaluation procedures
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Participation in testing
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Transition services
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| j. Informed written consent of parents/caregivers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Understands the provisions of major legislation that impact the field of special education** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies legislation impacting the field of special education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Public Law 94-142 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. IDEA 2004 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Section 504 of the Rehabilitation Act |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Assistive Technology Act of 1998 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Americans with Disabilities Act |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. State provisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Explains how the provisions of major legislation are related to educational decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Understands the basic characteristics and defining factors of the 13 areas of disabilities defined under IDEA** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies the areas of disability and their basic characteristics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Explains the implications of each area of disability within educational contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Development and Characteristics of Students with Visual Impairments (19%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Understands terminology related to the visual system and visual disorders** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows common causes of visual disorders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Illness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Trauma |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Complications during pregnancy or delivery |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Inherited traits |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Neurological disorders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Environment factors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Understands characteristics of students with visual impairments and/or additional exceptionalities** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describes stereotypic behaviors and their causes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identifies impairments/behaviors associated with commonly seen etiologies and syndromes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Understands the typical and atypical development, structure, and function of the human visual system** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Explains the processes involved in the development of the visual system, including developmental milestones |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describes the anatomical components of the visual system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Eyelid and conjunctiva |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Parts of the eye |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Optic nerve |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Optic chiasm |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Optic tract |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Visual cortex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Explains how the human visual system functions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Physiology of vision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Field of view |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Eye movement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Binocular vision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Color vision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Depth perception |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Optic radiation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the role of vision in typical development and learning across developmental domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Understands the impact of visual impairment on development and learning across the lifespan** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describes ways in which visual impairment affects students’ development in all domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describes the effect visual impairment has on a variety of learning situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Incidental |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Purposeful |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Understands how etiology, degree, and onset of visual impairment affect students’ development and learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describes the effects of different visual conditions on learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Congenital versus adventitious |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Blind versus low vision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Central versus peripheral field loss |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Understands that medication may affect visual systems and functioning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Understands the impact of visual impairment on sensory function** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Understands the impact of additional disabilities on the development and learning of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Intellectual disability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Neuromotor impairments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Deafness and hearing loss |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Orthopedic impairments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Understands the impact of environmental factors on students’ development and learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Socioeconomic status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Gender |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Culture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Prior knowledge and experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Educational setting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **J. Understands how motivation affects students’ learning and behavior** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the major contributions of foundational behavioral theorists to education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Thorndike |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Watson |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Maslow |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Skinner |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Erickson |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Defines terms related to foundational motivation theories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Self-determination |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Attribution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Extrinsic/intrinsic motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Cognitive dissonance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Classic and operant conditioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Positive and negative reinforcement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Punishment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Relates motivation theories to instruction, learning, and classroom management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Recognizes that motivational methods may vary due to visual impairment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **K. Understands the critical role of early intervention for students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describes the effects of early intervention on the development of a child’s communication skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describes the role of early intervention in family support and services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Planning and Managing the Learning and Teaching Environment (18%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Understands the specialized curricular needs of students with visual impairments at all developmental levels** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the purpose and goals of the expanded core curriculum (ECC) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describes the nine areas of the ECC |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the importance of integrating the ECC when planning instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Knows how to develop learning objectives** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Distinguishes among the different learning domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to apply Bloom’s Taxonomy to the development of instructional objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to describe observable behaviors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to describe measurable outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Knows how to select, obtain, modify, adapt, and create instructional materials to support individual student’s learning needs** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognizes that students with exceptionalities require particular accommodations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to conduct a learning media assessment to guide decisions about a student’s literary needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to select, obtain, modify, adapt, and create instructional materials to meet a recognized need |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Literary Braille |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Basic Nemeth Braille |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Tactile graphics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Large print |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. NIMAS/NIMAC |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Auditory process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Emerging technologies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Knows how to select and use assistive technology to facilitate student learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the operation and application of a variety of assistive technologies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Adapted science equipment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Cranmer abacus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Tactile graphics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Screen reading and magnification software |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Braille translation software |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Braille embossers and refreshable Braille display |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Slate and stylus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Scanned material access |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Portable note-taking devices/PDAs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| j. Large display and talking calculators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| k. Auditory access and accessible material readers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Knows the care, use, and storage of a variety of media used by students who are visually impaired, and methods for instructing others in use** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Knows the theory and practice of effective classroom management in a variety of settings (e.g., itinerant, resource, general education)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to develop classroom routines and procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to maintain accurate records |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to establish standards of conduct |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows how to arrange classroom space |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Recognizes ways of promoting a positive learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Knows how to use a variety of instructional models and approaches to meet instructional objectives** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the basic characteristics of predominant educational theories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Cognitivism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Social-learning theory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Constructivism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Behaviorism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to apply the basic concepts of predominant educational theories in instructional contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Implementing Instruction (23%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Knows a variety of strategies to help students acquire, maintain, and transfer knowledge to a variety of educational settings** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the theoretical foundations of how students learn |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how knowledge is constructed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows a variety of means by which skills are acquired |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands a variety of cognitive processes and how they are developed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the concepts and terms related to a variety of learning theories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Metacognition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Schema |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Transfer/generalization |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Self-efficacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Self-regulation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Zone of proximal development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Classical and operant conditioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Understands how to select and implement interventions, accommodations, modifications, and adaptations for students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Knows a variety of methods, materials, and resources to promote the communication skills of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Slate and stylus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Brailled materials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Optical devices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Electronic note takers/PDAs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Large print |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Tactile graphics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Auditory access |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Manual communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Communication boards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Computer software |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Emerging technologies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Knows a variety of strategies and materials for teaching and supporting literacy** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Distinguishes among functional, emergent, and academic literacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to use information from a functional vision assessment (FVA) and a learning media assessment (LMA) to guide the selection of literacy media and tasks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to collaborate with peers to provide students with access to literacy materials used by sighted peers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to instruct students in the use of literacy aids |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to modify or adapt materials to enable access to information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to conduct assessments to inform literacy skills instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Knows a variety of strategies and materials for teaching concept development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows a variety of methods for teaching concrete and abstract concepts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to determine concepts that may need to be pretaught |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to guide others in explaining visual material to students with visual impairments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows strategies for generalizing concepts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Knows strategies and environmental adaptations for developing students’ basic visual efficiency skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies basic visual skills of localizing, scanning, tracing, and tracking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows basic techniques for promoting the use of visual skills across environments to assist in mobility |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows adaptations related to glare, lighting, contrast, and positioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to customize adaptations based on a student’s eye condition and functional vision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Knows strategies for developing listening comprehension and compensatory auditory skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the components necessary for listening comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Retaining auditory information in short-term memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizing stress, rhythm, and tone patterns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizing word patterns and vocabulary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Detecting key words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Deriving meaning from context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows techniques for teaching listening comprehension skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifying the purpose for listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Determining relevant information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Using listening strategies flexibly and appropriately |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Checking for comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Following written materials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands strategies for effective listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Attending to the speaker |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Restating key points |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Asking appropriate questions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Interpreting information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Providing relevant feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Being respectful |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Listening interactively |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Knows strategies to help students use their senses of touch, smell, and taste, as appropriate, to gather information about their environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Knows basic strategies for the development of orientation and mobility skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Sensory awareness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Spatial concepts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Systematic search patterns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Independent movement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Sighted guide |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Protective techniques |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **J. Knows strategies for teaching social-emotional, daily living, and functional life skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to assess students’ social and daily living skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to use role play, problem-solving scenarios, and peer-mediated interventions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to provide information about sexuality, as appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows strategies for teaching self-advocacy skills and provides opportunities for advocating independently |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to foster positive self-esteem |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows strategies for teaching daily living skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **K. Knows strategies for developing prevocational and career education skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to work with team members to assess students’ vocational and career interests, preferences, and aptitudes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to explain the impact of visual impairment on students’ ability to obtain and maintain employment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to support students’ development of organizational, study, and time management skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to provide opportunities for career exploration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to communicate workplace behavior and a work ethic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Assessment (16%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Understands the basic terminology associated with assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Validity, reliability, norm referenced, criterion referenced |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Raw score, scaled score, percentile |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Mean, median, mode, range, standard deviation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Grade-equivalent scores, age-equivalent scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Understands terminology associated with assessment of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Functional vision assessment (FVA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Learning media assessment (LMA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Low-vision evaluation (LVE) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Assistive technology assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Orientation and mobility assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Understands the legal and ethical issues related to assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Validity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Reliability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Bias related to gender, language, culture, socioeconomic status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Qualifications of examiners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Accommodations/modifications |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Socioeconomic status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Understands the legal and ethical issues related to assessment of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Flagging |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Testing accommodations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Testing modifications |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Proctoring issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Use of tactile graphics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Equivalent questions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Test format and content |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Knows the distinctions between the legal and functional definitions of terms related to visual impairment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Functionally blind |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Low vision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Legally blind |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. FDB (functions at the definition of blindness) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Visual efficiency |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Utilization of visual information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Visual-field restrictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Knows how to gather background information and family history related to a student’s visual status** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Knows how to interpret eye reports and other vision-related diagnostic information** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Knows how to use data from disability-specific assessment instruments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Knows how to conduct formal and informal assessment of areas of development impacted by visual impairment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **J. Knows how to conduct assessments of the progress and academic achievement of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **K. Knows how to adapt non-disability-specific instruments for students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **L. Knows how to seek and synthesize information from a range of sources to develop comprehensive profiles of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **M. Knows how to collaborate with parents/caregivers and school and community personnel in assessments of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **N. Knows how to use assessment data to make eligibility, program, and placement recommendations for students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **O. Knows how to create and maintain records of assessment procedures, resulting actions, and ongoing progress for students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **P. Knows how to communicate assessment results to students, parents/caregivers, and school and community personnel, using language appropriate for the audience** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Q. Understands the role of formal and informal assessment in guiding the instructional process** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Defines and provides uses and examples of formal and informal assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Explains how the results of formal and informal assessments are used in making educational decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **R. Understands the uses, strengths, and limitations of a variety of assessment instruments used to evaluate student performance** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Essay |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Selected response |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Portfolio |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Conference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Observation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **S. Knows how to select or adapt assessment tools and procedures for assessment of the performance of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describes the uses, strengths, and limitations of a variety of assessments for students with visual impairments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T. Knows how to use technology to conduct and/or adapt assessments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **U. Knows how to interpret and use assessment data for instructional planning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **VI. Professional Practice, Collaboration, and Counseling (12%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Knows how to locate information on current research, practice, issues, and movements in the field of education** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Knows how to locate information on current research, practice, issues, and movements in the field of education of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Knows organizations and publications relevant to the field of education of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with organizations serving students with visual impairments, their families, and educators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. American Council of the Blind |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. American Foundation for the Blind |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. International Council for Education of People with Visual Impairment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. National Alliance of Blind Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. National Association for Visually Handicapped |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. National Association of Blind Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. National Federation of the Blind |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with publications serving students with visual impairments, their families, and educators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Journal of Visual Impairment and Blindness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Teaching Exceptional Children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Technology and Disability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Access World |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. The Educator |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Braille Monitor |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Future Reflections |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Knows the legal and ethical implications of laws and regulations related to the education of students with disabilities and specifically to students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. IDEA 2004, ADA, Section 504 of the Rehabilitation Act |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Federal quota funds, Federal entitlements, American Printing House for the Blind (APH) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Equal access |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Privacy and confidentiality |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. First Amendment issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Intellectual freedom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Mandated reporting of child neglect/abuse |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Due process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Liability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Licensing and tenure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Copyright |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Knows strategies for planning and conducting collaborative conferences with students with visual impairments, their families, and school and community members** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the elements of successful collaboration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Developing an action plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifying the stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifying the purpose of the collaboration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Supporting effective communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Seeking support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Understands their collaborative role in the creation, implementation, and assessment of IEPs and IFSPs** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to work and communicate within a team context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to observe, record, and assess the performance and behaviors of special education students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to contribute to development of interventions and strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to contribute to determinations of supplementary aids and services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to implement an IEP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Knows how to communicate with school personnel about the characteristics and needs of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Facilitating career exploration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Providing opportunities for job shadowing or work experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Training in compensatory skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **J. Knows techniques for structuring and supervising the activities of paraprofessionals who work with students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Communicating needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Planning instructional support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Modeling strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Scheduling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Providing specific training |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **K. Knows a variety of resources for students with visual impairments and their families, as well as methods for accessing those resources** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **L. Understands the role of educational service personnel and paraprofessionals in the education of students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Orientation and mobility specialist |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Teacher of visually impaired students (TVI) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Members of interdisciplinary team |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. School nurse, physical therapist, paraprofessionals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Itinerant, special education, general education teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Transcriber, reader, counselors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **M. Understands ways a visual impairment affects families and the reciprocal effects on the student** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows common reactions of family members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Grief, denial, anger, anxiety, depression, rejection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Protectiveness, acceptance, advocacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the effects of family reactions on students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Anxiety, dependence, depression |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Reduced self-esteem, social withdrawal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Acceptance, trust, self-advocacy, perseverance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **N. Knows strategies for assisting families in understanding the implications of a student’s visual impairment for a student’s learning and experience and provides strategies for supporting the student’s development and learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **O. Knows how to integrate observations provided by students and parents/caregivers in instructional planning and decision making** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **P. Knows a variety of strategies for communicating with parents/caregivers about a student’s progress and needs** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to use a variety of verbal, written, and electronic communication methods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is able to communicate using language appropriate for the audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Q. Understand the teacher’s role as a resource for parents/caregivers, school personnel, and members of the community in providing information about students with visual impairments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |