

**PROGRAM FOR LICENSING ASSESSMENTS
FOR COLORADO EDUCATORS® (PLACE®)
OBJECTIVES
FIELD 023: SPECIAL EDUCATION SPECIALIST:
VISUALLY IMPAIRED**

Subareas

Knowledge of Human Development, Vision, and Visual Impairments
Assessing Students with Visual Impairments
Fostering Student Growth and Development
Professional Knowledge

KNOWLEDGE OF HUMAN DEVELOPMENT, VISION, AND VISUAL IMPAIRMENTS

Understand typical processes of human growth and development and the developmental significance of disabilities.

Includes typical characteristics and progressions relating to physical, communicative, cognitive, psychological, and social/emotional development through adolescence; factors affecting development in various domains, including factors relating to cultural and language differences; effects of disabilities on different domains of development; and strategies for fostering students' development in all domains.

Understand learning processes and the significance of disabilities for learning.

Includes processes by which learning occurs; applications of learning theories; factors that may affect learning, including cultural and language differences; effects of disabilities, especially visual impairments, on learning; factors that may facilitate or impede learning in students with special needs; and strategies for promoting learning that are responsive to students' needs and take advantage of their capacities.

Understand the visual system and characteristics of all types and degrees of visual impairments.

Includes structures and processes of the visual system; characteristics of and sequences in the normal development of vision and visual perception; types and degrees of visual impairments, their causes, characteristics, and effects; and student behaviors that may indicate the presence of a visual impairment.

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

Includes 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.

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OBJECTIVES

FIELD 023: SPECIAL EDUCATION SPECIALIST: VISUALLY IMPAIRED

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

Includes 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.

Understand principles of optics and the use of low vision aids.

Includes principles of optics as related to low vision aids; types of low vision aids, their characteristics and uses; procedures for helping students learn to use low vision aids; and situations in which the use of low vision aids is appropriate.

ASSESSING STUDENTS WITH VISUAL IMPAIRMENTS

Understand assessment procedures for evaluating individual differences and making placement and programming decisions for students with disabilities.

Includes types and characteristics of informal and formal assessments used to make placement and programming decisions; use of assessment information to identify and understand students with special needs, to determine degree of need in compensatory skills areas, to make placement and program recommendations, and to monitor progress; and assessment-related issues in special education (e.g., early identification and intervention, nondiscriminatory assessment, use of assessments designed for general student populations to test students with disabilities).

Apply procedures for assessing students' functional vision.

Includes types and characteristics of formal and informal assessments of functional vision; procedures for conducting different types of assessments (including screening procedures and procedures for ongoing assessment of visual behavior); and interpretation of assessment results (including clinical reports).

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

Includes 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; and interpretation of assessment results.

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

Includes 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; and interpretation of assessment results.

FOSTERING STUDENT GROWTH AND DEVELOPMENT

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

Includes roles and functions of team members; factors and procedures in 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.

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

Includes procedures for establishing a smoothly functioning and productive learning environment that is responsive to the academic, social, and affective needs of all students, including those with cultural and language differences; factors in the learning environment that affect students' self-esteem and attitudes toward learning; strategies for modifying learning environments to address diverse student needs, particularly needs related to visual impairments; physical and medical management of and specialized equipment for students with physical and health 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).

Understand how to foster the orientation and mobility skills of students with visual impairments.

Includes factors related to the development of orientation and mobility skills; strategies for providing students with learning experiences to achieve goals related to orientation and mobility; and evaluation, selection, and adaptation of instructional methods, resources, and technologies to foster students' orientation and mobility skills.

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Understand sensory training techniques used with students with visual impairments.

Includes strategies and activities for providing students with sensory training; and evaluation, selection, and adaptation of instructional methods, resources, and technologies for sensory training for students with visual impairments.

Understand strategies for fostering communicative skills development in students with visual impairments.

Includes knowledge of braille and procedures for developing students' readiness and ability to read in braille; strategies for providing students with learning experiences to address communication needs and meet specified goals relating to expressive and receptive language (e.g., through keyboarding); and evaluation, selection, and adaptation of instructional methods, resources, and technologies to individualize instruction and foster the communicative functioning of students with visual impairments.

Understand how to foster academic achievement in students with visual impairments.

Includes curriculum scope and sequence in reading/language arts, mathematics, science, and social studies; strategies for teaching academic skills and content to elementary and secondary students with visual impairments and providing them with learning experiences to meet specified academic goals (e.g., involving concept development, study skills); and evaluation, selection, and adaptation of instructional methods, resources, and technologies to individualize instruction and foster student achievement.

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

Includes strategies and activities for promoting students' social development and functioning and for meeting students' emotional needs; use of consultation and counseling skills to facilitate student growth in specified areas (e.g., self-esteem, assertiveness, social adjustment); and evaluation, selection, and adaptation of instructional methods, resources, and technologies to promote student achievement of goals related to social/emotional development.

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Understand how to foster the functional living competence of students with visual impairments.

Includes strategies for promoting the independent living, vocational/ career, and leisure time skills of students with visual impairments; strategies for providing learning experiences to enhance transition readiness; and evaluation, selection, and adaptation of instructional strategies, materials, technologies, and community resources to individualize instruction and promote functional living and vocational/career competence.

PROFESSIONAL KNOWLEDGE

Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with visual impairments.

Includes consultation, collaboration, and communication skills and strategies for working with other school staff and support service providers to solve problems and promote student achievement; and strategies for effectively providing services that involve other professionals (e.g., providing training to teachers individually and through inservice programs, conducting student evaluations, coordinating instruction with other teaching professionals).

Understand how to foster strong school-home relationships.

Includes strategies for establishing and maintaining communication with families, including families with diverse backgrounds; how to recognize and overcome barriers to communication with families; how to work collaboratively with families to promote their participation in planning and implementing their children's education; and how to provide information, training, support, counseling, and referrals to families whose children have visual impairments.

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

Includes strategies for accessing and working effectively with agencies and services that can help meet the needs of students with visual impairments; how to establish and maintain positive relationships with community institutions to facilitate successful transitioning of students; and how to engage community support for the special education program.

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Understand requirements, responsibilities, and constraints associated with teaching special needs populations in Colorado.

Includes legal and ethical issues affecting special education teachers; roles and responsibilities of teachers of students with visual impairments; organizational and management responsibilities (e.g., involving program development and coordination, scheduling, record keeping); and application of special education-related regulations (e.g., Section 504 of the Rehabilitation Act, PL 94-142) and guidelines (e.g., involving referral, evaluation, eligibility, equity, program development, due process).

Understand the history and philosophy of special education and key issues, trends, and research relating to the education of students with visual impairments.

Includes the historical, philosophical, and theoretical foundations of special education and education for students with visual impairments; current issues and trends in special education and education for students with visual impairments (e.g., regarding alternative delivery systems); and research regarding special education and education for students with visual impairments and its interpretation and applications.