

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 061: VISUALLY IMPAIRED

Subarea	Approximate Percentage of Questions on Test
Human Development and Students with Special Educational Needs	20%
Visual Impairments	14%
Assessment	16%
Program Development and Intervention	34%
Professional Knowledge and Legal Issues	16%

I. HUMAN DEVELOPMENT AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

001 Understand human development during infancy.
Includes the characteristics and sequence of physical, sensory, motor, cognitive, linguistic, social, and emotional development in infancy and other developmental issues of particular importance during infancy.

002 Understand human development during early childhood.
Includes the characteristics and sequence of physical, sensory, motor, cognitive, linguistic, social, and emotional development during early childhood and other developmental issues of particular importance during early childhood.

003 Understand human development during middle childhood.
Includes the characteristics and sequence of physical, sensory, motor, cognitive, linguistic, social, and emotional development during middle childhood and other developmental issues of particular importance during middle childhood.

004 Understand human development during adolescence.
Includes characteristics of physical, cognitive, social, and emotional development during adolescence and other developmental issues of particular importance during adolescence.

005 Analyze the effects of physical, biological, cultural, and environmental factors on human development.
Includes the effects of physical, biological, cultural, and environmental factors on cognitive, linguistic, social, emotional, physical, sensory, and motor development.

TEST OBJECTIVES
FIELD 061: VISUALLY IMPAIRED

006 Understand mental impairments.

Includes characteristics of students with mental impairments; and the effects of mental impairments on human development, learning, and behavior as they relate to visually impaired and unimpaired students.

007 Understand specific learning disabilities.

Includes characteristics of students with specific learning disabilities; and the effects of learning disabilities on human development, learning, and behavior as they relate to visually impaired and unimpaired students.

008 Understand emotional impairments.

Includes types of social/emotional and behavioral disorders and their characteristics; and the effects of emotional impairments and behavior disorders on human development, learning, and behavior as they relate to visually impaired and unimpaired students.

009 Understand speech, language, and hearing impairments.

Includes major types of speech, language, and hearing impairments and their characteristics; and the effects of speech, language, and hearing impairments on human development, learning, and behavior as they relate to visually impaired and unimpaired students.

010 Understand physical and health impairments.

Includes types of physical and health impairments and their characteristics; the causes of physical and health impairments; and the effects of physical and health impairments on human development, learning, and behavior as they relate to visually impaired and unimpaired students.

II. VISUAL IMPAIRMENTS

011 Identify visual impairments and their characteristics.

Includes the classification and characteristics of visual impairments and degrees of loss; terms related to visual impairments; and behavior that may indicate the presence of a visual impairment.

012 Analyze the influence of visual impairments on human development.

Includes psychological aspects of visual impairments; and the influence of visual impairments on social, emotional, cognitive, language, sensory, and motor development.

013 Analyze the functional effects of visual impairments.

Includes the effects of visual impairments on learning style, communication skills, daily living skills, and mobility.

TEST OBJECTIVES
FIELD 061: VISUALLY IMPAIRED

014 Understand the causes of visual impairments and methods of prevention.
Includes causes of visual impairments; factors that affect vision; methods of preventing visual impairments; and the effects of diseases on vision.

015 Understand anatomical and physiological aspects of vision.
Includes anatomical structures involved in vision and their functions; and processes involved in vision.

016 Understand the basic principles of light and optics.
Includes the properties of light; and the principles of optics and their application to the measurement and physiology of vision.

017 Understand the development of vision and visual perception.
Includes stages, characteristics, and sequences in the development of vision and visual perception; and the characteristics of vision and visual perception at various developmental levels.

III. ASSESSMENT

018 Understand legal requirements relating to assessment.
Includes state and federal requirements related to screening, referral, and assessment; the rights of students, parents, and guardians in relation to assessment procedures; procedures for addressing and correcting violations of rights in relation to assessment; and legal requirements related to nondiscriminatory assessment.

019 Understand formal assessment instruments.
Includes types, characteristics, uses, advantages, and disadvantages of formal assessment instruments; and evaluation criteria and principles, and procedures for selecting formal assessment instruments.

020 Understand methods of informal assessment.
Includes methods, characteristics, uses, advantages, and disadvantages of informal assessments; and principles and procedures for selecting or creating informal assessment methods.

021 Apply methods used to assess functional vision.
Includes tests, procedures, observational techniques, and the selection of assessments and procedures for assessing various aspects of functional vision; procedures for administering vision assessments to students with visual impairments; and the interpretation of vision assessment data.

TEST OBJECTIVES
FIELD 061: VISUALLY IMPAIRED

022 Apply assessment procedures appropriate for developmental areas, educational achievement, and skills specific to the visually impaired student.
Includes assessment procedures appropriate for developmental areas; educational achievement; and skills specific to the visually impaired student.

023 Understand tests, procedures, and observational techniques for assessing the orientation skills, mobility skills, and motor development of students with visual impairments.
Includes procedures for selecting, administering, and interpreting data from tests; and procedures for assessing orientation, mobility, and motor development.

024 Understand instruments used in intellectual assessment.
Includes types, characteristics, uses, advantages, and disadvantages of instruments in intellectual assessment; and the interpretation of data provided by intellectual assessment.

025 Apply continuous assessment procedures.
Includes methods and procedures for maintaining and using continuous assessment procedures; and the interpretation and use of continuous assessment data in the revision of IEPs.

026 Apply assessment data to the development and revision of Individualized Education Programs (IEPs).
Includes the use of functional vision assessment data; orientation, mobility, and motor development assessment data; intellectual assessment data; and developmental, achievement, and skill assessment data in the development and revision of IEPs.

IV. PROGRAM DEVELOPMENT AND INTERVENTION

027 Identify procedures for conducting a comprehensive evaluation.
Includes components of a comprehensive evaluation used to determine eligibility for special education and related services; and requirements and procedures for conducting a comprehensive evaluation.

028 Understand the development of Individualized Education Programs (IEPs) for students with visual impairments.
Includes members of the multidisciplinary evaluation team and the individualized educational planning committee and their roles; appropriate annual goals and short-term instructional objectives for an IEP; information that must be specified in an IEP; requirements for reviewing and revising an IEP; and the rights and responsibilities of students, parents, and guardians in the development of an IEP.

TEST OBJECTIVES
FIELD 061: VISUALLY IMPAIRED

029 Understand the implementation of Individualized Education Programs (IEPs) for students with visual impairments.
Includes appropriate activities and curriculum components to meet IEP objectives; procedures for evaluating progress toward IEP goals and objectives; appropriate ways of communicating with persons involved in the implementation of an IEP; and procedures for modifying and updating an IEP.

030 Analyze the continuum of alternative placements and programs available to individuals with visual impairments.
Includes school and community placement options for students with visual impairments; community-based services and their characteristics; and placement options and programs within the continuum of services for various students.

031 Identify the roles of personnel who provide ancillary and other related services to students with visual impairments.
Includes the roles of ancillary and related service personnel who may be involved in educational programs for students with visual impairments.

032 Understand sensory training techniques used with students with visual impairments.
Includes factors that influence the use of sensory input in the perceptions of visually impaired individuals; and the use of sensory training techniques, activities, and materials by students with visual impairments.

033 Apply the use of low vision aids.
Includes types, characteristics, advantages, disadvantages, and use of low vision aids; and appropriate procedures for instructing and training students with visual impairments in the use and maintenance of low vision aids.

034 Understand basic techniques for teaching orientation and mobility skills to students with visual impairments.
Includes techniques, activities, and devices for orientation and mobility training; the interpretation of reports and recommendations generated by orientation and mobility specialists; and the roles and responsibilities of the teacher of the visually impaired and the orientation and mobility specialists.

035 Understand literary braille code and the Braille Code of Mathematics and Scientific Notation (Nemeth).
Includes literary and Nemeth braille code.

Note: Due to the full implementation of Unified English Braille (UEB) in Michigan, as of January 2016, any items assessing literary braille will not contribute to a candidate's score.

TEST OBJECTIVES
FIELD 061: VISUALLY IMPAIRED

036 Identify techniques for braille reading and writing instruction.

Includes age-appropriate activities for developing readiness to read and write braille; age-appropriate activities, techniques, and instructional materials for teaching braille reading and writing; and activities, techniques, and instructional materials for working with problem readers.

037 Apply techniques for developing the communication skills of students with visual impairments.

Includes techniques and activities for developing communication skills; instructional media and materials for teaching communication skills; and activities and techniques appropriate for family members to use to aid the development of communication skills in students with visual impairments.

038 Understand the use of educational materials, media, and equipment for students with visual impairments.

Includes appropriate materials, aids, equipment, reading devices, writing equipment, and technological aids for students with visual impairments; appropriate procedures for operating media, devices, and adaptive equipment; and appropriate ways of adapting and designing materials for various situations.

039 Apply techniques for content-area instruction for students with visual impairments.

Includes appropriate techniques and activities for content-area instruction; ways to adapt instructional methods and materials for students with visual impairments; and ways to integrate the development of specialized skills in content-area instruction.

040 Apply intervention and instruction techniques in the education of visually impaired students who have additional handicapping conditions.

Includes intervention and instruction techniques and ways to adapt the classroom environment to meet the needs of visually impaired students who have additional handicapping conditions.

041 Understand ways to develop the social skills of students with visual impairments.

Includes factors and techniques involved in assessing the social needs and developing the social skills of students with visual impairments; and ways to interact with parents and involve them in meeting the social and emotional needs of students with visual impairments.

TEST OBJECTIVES
FIELD 061: VISUALLY IMPAIRED

042 Apply techniques for providing career education, vocational education, and vocational training and rehabilitation to students with visual impairments.

Includes appropriate techniques and settings for providing career education, vocational education, and vocational training and rehabilitation; appropriate methods for establishing career and vocational interests and skills; the appropriate sequence of career education, vocational education, and vocational training and rehabilitation objectives and activities; and career and vocational opportunities available to youths with visual impairments.

043 Apply techniques for teaching independent living skills to students with visual impairments.

Includes techniques and activities for teaching self-help, home management, leisure, and recreation skills.

044 Understand the use of technological advances in the education of the visually impaired.

Includes uses and application of new technology related to techniques, materials, and equipment in the education of the visually impaired.

045 Understand the development and implementation of behavior management programs.

Includes types of behavior management programs and their characteristics; procedures for developing, implementing, and revising individual and group behavior management programs based on progress; and appropriate ways to ensure coordination of the behavior management program among persons involved in the implementation of an IEP.

046 Understand techniques for managing a classroom effectively.

Includes appropriate techniques for managing a classroom effectively; features that contribute to the safety, comfort, and usefulness of a classroom; appropriate ways of adapting a classroom to meet the needs of students with visual impairments, including those with multiple impairments; and classroom factors that may affect learning.

V. PROFESSIONAL KNOWLEDGE AND LEGAL ISSUES

047 Understand the rights of students with special educational needs and the rights and responsibilities of their parents, guardians, advocates, teachers, and administrators.

Includes the rights of students with special educational needs; and the rights and responsibilities of parents, guardians, advocates, teachers, and administrators.

TEST OBJECTIVES
FIELD 061: VISUALLY IMPAIRED

048 Apply procedures and processes for consulting with school personnel.

Includes appropriate procedures for consulting with regular education personnel; and appropriate methods for reporting information to teachers and other professionals.

049 Identify organizations, agencies, and resources involved in education and rehabilitation of the visually impaired.

Includes national and state organizations, agencies, and resources that provide services to augment the education and rehabilitation program.

050 Understand the historical development of education for students with visual impairments.

Includes trends in the education of students with visual impairments; persons who have influenced the education of students with visual impairments, and their achievements; and major goals and philosophies of education for students with visual impairments.

051 Understand methods of communicating and interacting with the families of students with visual impairments, including those who are linguistically, culturally, and socioeconomically diverse.

Includes appropriate ways to discuss assessment results with family members; help parents and guardians understand human development and the special needs of their child; convey information about a student's educational program and progress to family members; and coordinate techniques used in the school with those used at home.

052 Understand current research on visual impairments.

Includes sources of current research on visual impairments; and appropriate ways to apply research findings in the school.

053 Apply federal laws and regulations concerning the delivery of special education and related services.

Includes federal laws and regulations governing special education and related services; landmark judicial decisions related to special education; and the application of federal laws to situations involving special education.

054 Apply Michigan state laws and regulations concerning the delivery of special education and related services.

Includes Michigan state laws and regulations and their application to the delivery of special education; related services; and the preparation and responsibilities of special education and related service personnel.