



Michigan
TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

61 Visually Impaired



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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test 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 predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

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%

HUMAN DEVELOPMENT AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

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.

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.

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.

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.

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.

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.

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.

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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.

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.

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.

VISUAL IMPAIRMENTS

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.

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.

Analyze the functional effects of visual impairments.

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

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.

Understand anatomical and physiological aspects of vision.

Includes anatomical structures involved in vision and their functions; and processes involved in vision.

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.

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.

ASSESSMENT

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.

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.

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.

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.

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.

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.

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.

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.

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.

PROGRAM DEVELOPMENT AND INTERVENTION**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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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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.

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.

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.

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.

PROFESSIONAL KNOWLEDGE AND LEGAL ISSUES

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.

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.

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.

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.

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.

Understand current research on visual impairments.

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

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.

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.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following cognitive abilities is typically expected to be exhibited by a four-year-old child?
 - A. recognizing basic relationships among numbers from 1 to 20
 - B. sorting common objects according to size and color
 - C. identifying another person's point of view
 - D. distinguishing between fantasy and reality
2. For a student with a severe visual impairment, associated delays in fine-motor development would most likely have the greatest negative effect on the student's rate of learning in which of the following areas?
 - A. daily living skills
 - B. orientation and mobility
 - C. auditory training
 - D. tactile discrimination
3. 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
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.
5. 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

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6. Which of the following occurs first in the development of visual perception?

- A. response to light
- B. perception of form
- C. ability to fixate
- D. ability to focus

7. Which of the following auditory training activities would be most appropriate for helping a student with a severe visual impairment improve his or her skills in figure-ground discrimination?

- A. focusing on a unique sound in the presence of other sounds
- B. indicating the location of a fixed auditory signal in an otherwise silent environment
- C. following the path of a moving sound source
- D. identifying the agent that has made a particular isolated sound

8. A Raised Line Drawing Kit (Sewell Kit) would most likely be useful in helping first or second grade students with visual impairments:

- A. represent the relationship between two- and three-dimensional objects.
- B. write on lines and in specified spaces.
- C. improve map-reading skills.
- D. produce various textures in tactal drawings.

9. An effective technique for teaching the concept of distance to a student with a severe visual impairment and a profound hearing impairment would be to have the student:

- A. interpret a description of the concept as presented by the teacher in the student's preferred mode of communication.
- B. use rulers of different lengths to measure the length of a familiar hallway in the school.
- C. explore a tactal map that includes familiar streets, buildings, and landmarks around the school.
- D. follow several paths of different lengths and compare the amount of time it takes to complete each path.

10. Michigan and federal laws guarantee that students who are eligible for special education services will be provided with:

- A. appropriate placements during a 12-month year.
- B. a special needs evaluation conducted in their native language.
- C. vocational placement following graduation.
- D. a review of their IEP conducted by a multidisciplinary team once each semester.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	B	Understand human development during early childhood.
2.	A	Understand physical and health impairments.
3.	C	Identify visual impairments and their characteristics.
4.	C	Apply methods used to assess functional vision.
5.	B	Apply continuous assessment procedures.
6.	A	Understand the development of vision and visual perception.
7.	A	Understand sensory training techniques used with students with visual impairments.
8.	B	Understand the use of educational materials, media, and equipment for students with visual impairments.
9.	D	Apply intervention and instruction techniques in the education of visually impaired students who have additional handicapping conditions.
10.	B	Understand the rights of students with special educational needs and the rights and responsibilities of their parents, guardians, advocates, teachers, and administrators.