Developed, produced, and printed under the authority of the
Florida Department of Education

Subject area content developed by the
Educational Research and Development Center
College of Education
University of West Florida

Produced by the
Institute for Instructional Research and Practice
College of Education
University of South Florida

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Test and Study Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge that is tested on the Visually Impaired K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Study Guide

The purpose of this study guide is to help candidates taking the Initial Teacher Subject Area Test in Visually Impaired K-12 to prepare effectively for the exam. The guide was designed to familiarize prospective test takers with various aspects of the exam, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This study guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.
College or university faculty may also use the guide to prepare students for certification, and in-service trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This study guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The list of references is not exhaustive, and the sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.
Preparation for the Test

The following outline may help you to prepare for the exam. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

• Look over the organization of the study guide.
  Section 1 discusses the development of the test and study guide.
  Section 3 presents information about the content of the test.
  Section 4 contains an annotated bibliography of review sources.
  Section 5 lists question formats and includes sample test items.
  Section 6 offers strategies for taking the test.
  Section 7 identifies sources of further information.

Self-assessment

• Decide which content areas you should review.
  Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area. It also cross-references each skill with the review sources found in Section 4.

Research

• Choose the study resources you need.
  Section 4 lists sources you can use for a quick review, for specialized study, or for extensive test preparation.

Review

• Study according to your needs.
  Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

• Acquaint yourself with the format of the exam.
  Section 5 describes types of questions you may find on the exam.

• Answer sample test questions.
  Section 5 also gives you an opportunity to test yourself with sample test questions and an answer key.

Final preparation

• Review test-taking advice.
  Section 6 includes suggestions for improving your performance on the exam.
3 Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Visually Impaired K-12 exam. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The percentage weightings and review sources should help you to organize your review.

The following excerpt illustrates the components of the table:

- **Competencies** are areas of content knowledge.
- **Skills** identify behaviors that demonstrate the competencies.
- **Percentages** indicate the approximate proportion of test items that represent the competencies on the test.
- **Review sources** for a particular skill are listed by number. Each number is keyed to a reference listed in Section 4 of this guide.

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Knowledge of developmental growth patterns</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1 Identify the ways development may be affected by a</td>
<td></td>
<td>2, 10, 12, 19, 20,</td>
</tr>
<tr>
<td>visual impairment.</td>
<td></td>
<td>23, 24</td>
</tr>
<tr>
<td>2 Recognize cultural, familial, and environmental</td>
<td></td>
<td>2, 7, 10, 20, 23</td>
</tr>
<tr>
<td>factors that may influence individual development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Identify potential differences and variations in</td>
<td></td>
<td>2, 5, 10, 12, 19,</td>
</tr>
<tr>
<td>the development of gross and fine motor, social,</td>
<td></td>
<td>20, 23, 24, 25</td>
</tr>
<tr>
<td>emotional, play/recreational, and communicative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skills for the visually impaired learner.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table of Competencies and Skills, Percentages, and Review Sources

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Knowledge of developmental growth patterns</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1 Identify the ways development may be affected by a visual impairment.</td>
<td></td>
<td>2, 10, 12, 19, 20, 23, 24</td>
</tr>
<tr>
<td>2 Recognize cultural, familial, and environmental factors that may influence individual development.</td>
<td></td>
<td>2, 7, 10, 20, 23</td>
</tr>
<tr>
<td>3 Identify potential differences and variations in the development of gross and fine motor, social, emotional, play/recreational, and communicative skills for the visually impaired learner.</td>
<td></td>
<td>2, 5, 10, 12, 19, 20, 23, 24</td>
</tr>
<tr>
<td>2 Knowledge of assessment, evaluation, and diagnostic procedures</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1 Apply medical, psychoeducational, and psychological data secured in the assessment process to the education of the visually impaired learner.</td>
<td></td>
<td>2, 9, 15, 18, 22, 23</td>
</tr>
<tr>
<td>2 Identify formal and informal assessment procedures appropriate for visually impaired learners at all developmental levels.</td>
<td></td>
<td>2, 12, 15, 18, 19, 22, 23</td>
</tr>
<tr>
<td>3 Identify strategies for selecting or adapting instruments for assessing functional skills of visually impaired learners.</td>
<td></td>
<td>15, 18, 23</td>
</tr>
<tr>
<td>4 Interpret results and recommendations about assessment to parents, students, and school personnel.</td>
<td></td>
<td>15, 22, 23</td>
</tr>
<tr>
<td>3 Ability to select, design, and modify curriculum</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>1 Identify the specialized curricular needs of visually impaired learners at all developmental levels and with various handicapping conditions.</td>
<td></td>
<td>12, 18, 20, 23, 24</td>
</tr>
<tr>
<td>2 Select specialized curriculum and instructional modules for concept development in visually impaired learners.</td>
<td></td>
<td>8, 12, 20, 23</td>
</tr>
<tr>
<td>3 Identify or select communication skills required by visually impaired learners.</td>
<td></td>
<td>3, 20, 23, 24</td>
</tr>
<tr>
<td>4 Describe social-emotional skills required by visually impaired learners.</td>
<td></td>
<td>7, 20, 23, 24</td>
</tr>
<tr>
<td>Competency/Skill</td>
<td>%</td>
<td>Review Sources</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>5 Describe the independent living skills required by visually impaired learners.</td>
<td></td>
<td>19, 20, 23, 24</td>
</tr>
<tr>
<td>6 Select, design, and modify basic orientation and mobility skills and concepts.</td>
<td></td>
<td>20, 23, 24, 25</td>
</tr>
<tr>
<td>7 Select prevocational and career education skills for visually impaired learners.</td>
<td></td>
<td>19, 21, 23</td>
</tr>
<tr>
<td>8 Identify the visual perception skills related to impaired vision.</td>
<td></td>
<td>3, 20, 23, 25</td>
</tr>
<tr>
<td>9 Select and adapt programs that teach visually impaired learners to develop and use play/leisure skills.</td>
<td></td>
<td>5, 20, 23, 24</td>
</tr>
<tr>
<td>10 Identify, assess, and implement behavioral objectives and task analyses appropriate for an individual educational plan (IEP).</td>
<td></td>
<td>18, 23</td>
</tr>
</tbody>
</table>

4 Knowledge of specialized media and devices  8

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Use braille codes and formats.</td>
<td>1, 17</td>
<td></td>
</tr>
<tr>
<td>2 Apply techniques for adapting visual formats for tactual readers.</td>
<td>8, 23</td>
<td></td>
</tr>
<tr>
<td>3 Identify criteria to evaluate, adapt, and design materials for use by visually impaired readers.</td>
<td>8, 23</td>
<td></td>
</tr>
<tr>
<td>4 Describe the application of electronic and manual teaching aids.</td>
<td>8, 11, 20, 23, 25</td>
<td></td>
</tr>
<tr>
<td>5 Identify criteria for the selection and use of media and devices necessary to meet the needs of visually impaired learners.</td>
<td>8, 11, 20, 23</td>
<td></td>
</tr>
</tbody>
</table>

5 Knowledge of instructional strategies  21

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Select instructional strategies for developing listening skills.</td>
<td>3, 11, 20, 23, 24</td>
<td></td>
</tr>
<tr>
<td>2 Apply instructional strategies for the utilization of low vision.</td>
<td>15, 20, 23, 25</td>
<td></td>
</tr>
<tr>
<td>3 Select strategies for teaching daily living skills.</td>
<td>10, 20, 23, 24</td>
<td></td>
</tr>
<tr>
<td>4 Select strategies for teaching typing and keyboarding skills.</td>
<td>3, 23</td>
<td></td>
</tr>
<tr>
<td>5 Select instructional strategies for developing motor skills.</td>
<td>10, 13, 20, 23, 24, 25</td>
<td></td>
</tr>
</tbody>
</table>
### Table of Competencies and Skills, Percentages, and Review Sources

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Select strategies for teaching sex education.</td>
<td></td>
<td>7, 23, 24</td>
</tr>
<tr>
<td>7 Select strategies for teaching basic orientation and mobility.</td>
<td></td>
<td>23, 24, 25</td>
</tr>
<tr>
<td>8 Select instructional strategies for concept development.</td>
<td></td>
<td>10, 12, 20, 23, 24</td>
</tr>
<tr>
<td>9 Select instructional strategies for developing communication skills.</td>
<td></td>
<td>13, 23, 24</td>
</tr>
<tr>
<td>10 Select instructional strategies for vocational and career development.</td>
<td></td>
<td>21, 23</td>
</tr>
<tr>
<td>11 Select strategies for teaching tactual learning.</td>
<td></td>
<td>10, 20, 23, 25</td>
</tr>
<tr>
<td>12 Select instructional strategies for developing study and organizational skills.</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>13 Select instructional strategies for developing play and leisure skills.</td>
<td></td>
<td>5, 19, 20, 23, 24</td>
</tr>
<tr>
<td>14 Identify ways to access adaptive technology.</td>
<td></td>
<td>11, 12, 20, 23</td>
</tr>
<tr>
<td>15 Identify appropriate uses of word processing software.</td>
<td></td>
<td>11, 13, 20</td>
</tr>
<tr>
<td>6 Knowledge of materials, sources, and basic principles for selection of instructional design</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1 Identify national, regional, and state sources for the purchase and loan of instructional materials and equipment including technology.</td>
<td></td>
<td>14, 23, 24</td>
</tr>
<tr>
<td>2 Describe care, use, and storage procedures for a variety of media for visually impaired learners.</td>
<td></td>
<td>11, 23</td>
</tr>
<tr>
<td>3 Specify methods for instructing others in the use of media for visually impaired learners.</td>
<td></td>
<td>3, 23</td>
</tr>
<tr>
<td>4 Identify services that repair media for visually impaired learners.</td>
<td></td>
<td>11, 23</td>
</tr>
<tr>
<td>5 Identify nationally accepted standards for production of teacher-made or volunteer-produced media.</td>
<td></td>
<td>17, 23</td>
</tr>
<tr>
<td>7 Knowledge of interdisciplinary approaches</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>1 Identify ancillary personnel and services available for visually impaired learners.</td>
<td></td>
<td>14, 19, 23</td>
</tr>
<tr>
<td>Competency/Skill</td>
<td>%</td>
<td>Review Sources</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>2 Interpret instructional strategies to other school personnel, parents, and community workers.</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>3 Identify ways to collaborate with ancillary personnel in meeting the individual needs of visually impaired learners.</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>4 Specify professional ethics regarding student information.</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>5 Describe techniques that assist visually impaired learners to develop realistic self-esteem.</td>
<td>23, 25</td>
<td></td>
</tr>
<tr>
<td>6 Describe the roles of members of an interdisciplinary team.</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>7 Specify methods of cooperative consultation that facilitate the success of visually impaired students in the mainstream.</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>8 Identify state, community, and school resources needed to implement programming strategies.</td>
<td>11, 23</td>
<td></td>
</tr>
<tr>
<td>9 Identify techniques for assisting visually impaired learners to adjust to their impairment.</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8 Knowledge of local, state, and national legislation, policy, and resources to assist in the delivery of services</th>
<th>3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify legislation that impacts visually impaired learners.</td>
<td>2, 19, 23</td>
<td></td>
</tr>
<tr>
<td>2 Identify support services for visually impaired learners.</td>
<td>3, 14, 23</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9 Knowledge of the changing roles and functions of the teaching profession</th>
<th>4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Evaluate and apply research findings to the education of visually impaired learners.</td>
<td>2, 18, 23, 25</td>
<td></td>
</tr>
<tr>
<td>2 Identify various attitudes and value systems that affect the visually impaired.</td>
<td>2, 19, 21, 23</td>
<td></td>
</tr>
<tr>
<td>3 Identify issues related to the education of the diverse population of visually impaired learners including all ages, all levels of visual functioning, and multiple handicaps.</td>
<td>2, 19, 23</td>
<td></td>
</tr>
<tr>
<td>4 Identify the roles and responsibilities of the vision teacher including direct teaching, consultation, parent training, community awareness, and advocacy.</td>
<td>2, 19, 23</td>
<td></td>
</tr>
</tbody>
</table>
# Table of Competencies and Skills, Percentages, and Review Sources

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>%</th>
<th>Review Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Knowledge of medical aspects of visual impairments</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>1 Identify factors that may indicate a need for medical referral.</td>
<td></td>
<td>4, 15, 16, 23</td>
</tr>
<tr>
<td>2 Identify the characteristics of specific visual impairments.</td>
<td></td>
<td>4, 6, 9, 12, 15, 16, 23</td>
</tr>
<tr>
<td>3 Interpret the educational implications of the eye medical report.</td>
<td></td>
<td>4, 15, 16, 23</td>
</tr>
<tr>
<td>11 Knowledge of general exceptional student education</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1 Identify characteristics of handicapping conditions other than visual impairment.</td>
<td></td>
<td>4, 12, 13, 20, 23</td>
</tr>
<tr>
<td>2 Interpret the compounding effects of additional handicapping conditions on an individual student.</td>
<td></td>
<td>4, 12, 20, 23</td>
</tr>
</tbody>
</table>
Sources for Review

The annotated bibliography that follows includes basic references that test candidates may use to prepare for the exam. These sources provide a framework for review of subject area knowledge learned through books, course work, and practical experience. The references have been coded to the table of competencies and skills, percentages, and review sources in Section 3 of this guide.

Committees of content consultants compiled the bibliography to address the entire range of competencies and skills on the exam. The consultants selected references that provide relevant material, giving preference to sources that are available in college bookstores and libraries.

This bibliography is representative of sources that can be used to prepare for the exam. The Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

   Contains ten contracts for independent study leading to competency in the braille code. Introduces contractions and other signs in progressive levels of difficulty and includes the nemeth code and other braille notations available at the time of its publication. Covers competency 4, skill 1.

   Covers the unique patterns of learning by children with visual impairments by analyzing the variety of visual problems affecting four children. Topics range from assessment and educational settings to motor development and interdisciplinary terminology. Covers all skills in competencies 1 and 9 and additional skills in competencies 2 and 8.

   A collection of varied experiences and ideas applied to the teaching of visually impaired children in educational settings. Addresses vision variations, adaptations, environment, and materials/sources. Useful for competencies 3, 5, 6, and 8.

   Educationally oriented medical information on disabling conditions, including illustrations and suggestions for adaptive aids/equipment. Written for those teaching disabled children in special schools and in the regular classroom. Covers all skills in competencies 10 and 11.


   Introduces concepts and suggests teaching strategies that may be utilized with visually impaired students in the field of physical education. Provides information for competency 3, skill 9 and competency 5, skill 13.


   A glossary of ophthalmic terminology for the eye and eye-related problems. An excellent source for competency 10, skill 2.


   A basic reference in sex education, written for teachers, counselors, administrators, and parents of visually handicapped youth. A good source for competency 1, skill 2; competency 3, skill 4; and competency 5, skill 6.


   Contains graphics and directions for making instructional aids used with visually impaired children. Also suggests uses of these aids in the development of physical and mental capabilities. An excellent source for competency 3, skill 2 and competency 4, skills 2-5.

An orientation to the functions and features of clinical services for low vision clients. Discusses referral, diagnostics, evaluation, examination, prescriptions, and follow-up as applied to children and adults. A good review of the features and applications of low vision aids. Covers competency 2, skill 1 and competency 10, skill 2.


A programmed approach for parents that gives information on early childhood development and offers ideas and activities for home use. Covers competencies 1 and 5.


Comprehensive resource manual that describes electronic communication devices and computer accessibility for the visually impaired learner. Includes information about sources, price ranges, applications, and types of equipment. Good review for competencies 4-7.


A comprehensive view of child development. Presents an overall perspective on special education and thoroughly discusses physical, cognitive, and social development of nonhandicapped and handicapped children. Addresses all handicapping conditions. An excellent source for skills within competencies 1-3, 5, 10, and 11.

Addresses the use of computers with handicapped children. Based on experiments with physically handicapped, deaf, and autistic children. Identifies computer hardware and software and makes specific suggestions for use of technology developed for the handicapped individual. A good source for competencies 5 and 11.


An excellent source for identifying national organizations and services for disabled persons. Updated by the U.S. Department of Education to address current areas of health concerns. Covers competency 6, skill 1; competency 7, skill 1; and competency 8, skill 2.


Examines functioning, learning, and psychosocial aspects as they relate to low vision. Contains a comprehensive appendix that includes low vision resources, the competencies required of low vision instructors, and an extensive bibliography. Covers competency 2; competency 5, skill 2; and competency 10.


Written specifically for those who teach students with eye defects or diseases severe enough to require special services. Discusses all aspects of vision pathology as well as educational implications for the visually impaired student. Appendix contains an extensive glossary of eye terms, models of medical reports, and examples of vision inventories. Excellent source for all skills in competency 10.


A comprehensive guide for transcription into the braille code including rules, applications, and examples. Helpful for competency 4, skill 1 and competency 6, skill 5.

Offers insight into the assessment of multihandicapped, visually impaired learners. Reviews a wide range of instruments available for use with this population and offers suggestions for choosing appropriate assessment tools for specific children. Identifies procedures for assessment as well as questions to be answered while observing daily living skills. Contains several tables with information on developmental components for psychoeducational assessment, eating behaviors, and a prevocational training sequence. Covers skills in competencies 2, 3, and 9.


A historical perspective on the education of the visually handicapped. Discusses development, assessment, educational programming, communication, and life adjustment. Covers competencies 1-3, 5, and 7-9.


Presents a dynamic interactionist model of intervention for individuals with severe visual handicaps in combination with other developmental problems. Identifies characteristics of the population and educational interventions. Also includes chapters on language, play, technology, and a curriculum for developing independence. Provides extensive coverage of competencies 1, 3, 5, and 11 plus competency 4, skills 4 and 5.


An introduction to the vocational rehabilitation of blind persons. Divided into three sections: problems and possibilities, available vocational rehabilitation services, and special considerations in serving the blind. Also addresses the factors that contribute to improvement of rehabilitative services. Provides coverage of competency 3, skill 7 and competency 5, skill 10.

An introduction to psychoeducational assessment in special and remedial education. Addresses legal and ethical issues in assessment. Reviews and evaluates the most commonly used formal assessment and discusses how assessment data are applied in the educational setting. Covers competency 2.


A comprehensive resource on visually impaired children and their educational program needs. Includes units on basic vision information, educational program components, and specific concerns about school curriculum as related to the visually impaired learner. Also discusses handicapping conditions and research. The most complete resource available for coverage of the visually impaired competencies. Covers all skills in each competency with the exception of competency 4, skill 1 and competency 5, skill 15.


Guidelines for helping visually impaired youths acquire the skills necessary for independence in daily living, orientation and mobility, and recreational activities. Useful for competencies 1, 3, 5, and 6.


A complete source of information on the origin of the study of orientation and mobility. Reviews theories of psychomotor development and spatial orientation and discusses approaches to teaching orientation and mobility. A good source for competencies 1, 3-5, 7, and 9.
Test Format and Sample Questions

The Visually Impaired K-12 subject area test consists of approximately 150 multiple-choice questions. You will have two-and-one-half hours to complete the test.

You will receive a test booklet with a separate answer sheet. Each question will contain four response options, and you will record your selection by bubbling in A, B, C, or D on the answer sheet.

Table of Question Types

The table below presents types of questions on the exam and directs you to examples of these formats among the sample items that follow.

<table>
<thead>
<tr>
<th>Question Format</th>
<th>Sample Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct question</td>
<td>Item 5, page 19</td>
</tr>
<tr>
<td>Choose the response option that best answers the question.</td>
<td></td>
</tr>
<tr>
<td>Sentence completion</td>
<td>Item 18, page 21</td>
</tr>
<tr>
<td>Select the response option that best completes the sentence.</td>
<td></td>
</tr>
<tr>
<td>Command</td>
<td>Item 12, page 20</td>
</tr>
<tr>
<td>Select the best response option.</td>
<td></td>
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<td>Scenario</td>
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<td>Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.</td>
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Sample Items

The following items represent both the form and content of questions you will encounter on the exam. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual exam questions. However, these items will acquaint you with the general format of the exam.

An answer key follows on page 24.
DIRECTIONS: Read each item and select the best response.

1. One of the best ways to enhance a visually impaired student's self-esteem is to
   A. allow the student to work independently.
   B. provide opportunities for success in a group situation.
   C. provide peer tutors in academic areas.
   D. point out successes experienced by other students.

2. What code should be used to teach a beginning student to read and write braille?
   A. Grade 1
   B. Grade 1-1/2
   C. Grade 2
   D. Grade 3

3. Which cause of visual impairment is hereditary?
   A. albinism
   B. strabismus
   C. nystagmus
   D. rubella

4. For a child who is blind, the development of concepts about human sexual functioning is
   A. compensated for by the enhancement of the remaining senses.
   B. a normal progression from childhood to adulthood.
   C. often lacking and frequently distorted.
   D. repressed during childhood but approaches normality during adolescence.

5. From which source can tape recorders, braille, and large-print documents be purchased?
   A. American Printing House for the Blind
   B. American Council for the Blind, Inc.
   C. National Federation of the Blind
   D. National Society to Prevent Blindness

6. For which information in a student's IEP is the vision teacher in a self-contained classroom responsible?
   A. rehabilitation plan
   B. psychological evaluation
   C. academic content
   D. team coordination

7. A student who practices the appropriate trailing technique will use a (an)
   A. open palm facing downward, slightly forward of the body.
   B. open palm facing downward, parallel to the body.
   C. hand cupped slightly toward the trailing surface, behind the body.
   D. hand cupped slightly toward the trailing surface, forward of the body.
8. What is the total number of whole-word and short-form contractions found in the sentence below?

She came to the office to give an explanation about the article in the newspaper because one of the words was offensive.
A. 16
B. 19
C. 23
D. 26

9. Select the list of characteristics that indicates a student’s need for a medical eye examination referral.
A. reversal of letters, omission of words, difficulty in reading
B. head-tilting, headaches, complaints of inability to see the blackboard
C. significant changes in grades, inappropriate behavior, inability to stay on task
D. head-bobbing, inability to follow instructions, distractibility

10. The greatest advantage of using an Optacon is the
A. flexibility of its use.
B. short training time required.
C. cost.
D. accessibility of printed material.

11. In the design of a home training program for the parents of congenitally blind infants, which factors listed below should be given primary emphasis?
A. visual-auditory
B. tactual-auditory
C. visual-tactual
D. auditory-motor

12. Identify the most effective method of teaching concept development to a child with a visual impairment.
A. sensory interaction with the environment
B. vocabulary skill building
C. labeling objects in the environment
D. using tactual or enlarged materials

13. A state-funded program that provides resources for teachers of the visually impaired is the Florida
A. Instructional Materials Center.
B. Council for Exceptional Children.
C. Department of Children and Families.
D. Division of the American Foundation for the Blind.

14. The eye disease characterized by increased intraocular pressure is called
A. optic nerve atrophy.
B. retinitis pigmentosa.
C. retinopathy of prematurity.
D. glaucoma.
15. A student with visual and motor impairments wants to learn to dress himself independently. The professionals who are most likely to have the skills to help the student are
A. a physical therapist and an orientation/mobility instructor.
B. a vision teacher and an occupational therapist.
C. a vision teacher and a speech therapist.
D. a regular classroom teacher and a vision teacher.

16. As outlined in the Individuals with Disabilities Education Act (IDEA), formerly known as Education of the Handicapped Act, a statement that specifies instructional goals, special education, and related services for a handicapped child is called an
A. instructional format.
B. annual objective.
C. individual education plan.
D. instructional objective.

17. Who is responsible for certifying and regulating volunteer braille transcribers?
A. Library of Congress
B. American Printing House for the Blind
C. American Council for the Blind, Inc.
D. National Braille Press

18. A medical report showing a visual acuity of 20/400 OS indicates that the vision in
A. the left eye is 20/400.
B. the right eye is 20/400.
C. both eyes is 20/400.
D. the left eye is 20 and the right eye is 400.

19. According to Hill and Blasch’s (1980) classification of orientation and mobility concepts, which of the following are examples of environmental concepts?
A. body parts and their locations
B. shapes and measurements
C. textures and smells
D. functions and movements of body parts

20. A kindergarten child who is totally blind is unable to identify sounds in the classroom environment. Select the most appropriate strategy for remediation.
A. Teach the names of sounds from selected tapes.
B. Provide an audio tape for sound-discrimination training.
C. Associate the meaning of words with sounds.
D. Begin extensive vocabulary training.

21. A student has ocular albinism. The teacher should encourage her to sit
A. in the center of the room where there is fluorescent light.
B. near a window where there is natural light.
C. in an area away from direct light.
D. in the back of the room where she can use a high intensity light.

22. An ongoing method of assessing the behavior of a child with a visual impairment is
A. structured parental interviewing.
B. standardized achievement testing.
C. systematic observation.
D. developmental identification assessment.
23. Which search pattern should be used by a totally blind student to locate a dropped object?
   A. sweeping his foot in the vicinity of the dropped object
   B. using a touching motion in the area of the dropped object
   C. extending his hand over the floor in several directions
   D. moving his hand in a series of gradually increasing concentric circles

24. In the early 1960s, one piece of research was primarily responsible for encouraging students who would have traditionally learned braille to read from large-print materials instead. The research is commonly referred to as
   A. Taylor's study of delivery systems.
   B. Barraga's low vision study.
   C. Peabody's print size study.
   D. Ashcroft's programmed instruction in braille.

25. During an IEP conference, the regular classroom teacher asks the teacher of visually impaired students, "How well does this child actually see?" Which item in the child's cumulative folder will answer this question?
   A. functional vision evaluation
   B. low vision evaluation
   C. medical eye report
   D. mobility evaluation

26. Stereotypical behaviors associated with the visually impaired, such as eye-gouging, body-rocking, and head-swaying, are more observable among people who are
   A. adventitiously blind.
   B. partially sighted.
   C. congenitally blind.
   D. traumatized blind.
## Answer Key

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Test-taking Advice

- Go into the exam prepared, alert, and well-rested.
- Complete your travel arrangements prior to the exam date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - admission ticket
  - picture identification
  - watch
  - money for lunch and change for vending machines

There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.

- Read each question and all the response options carefully before marking your answer. Pay attention to all of the details.
- Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
- Check periodically to be sure that you are correctly coding your answers on the answer sheet. When you answer questions out of sequence, be certain that the answers you mark on your answer sheet correspond to the correct question numbers in the test booklet.
- When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
- Be certain to mark your answers clearly on the answer sheet. If you change an answer, erase the first pencil mark completely. Also make sure there are no stray marks on the answer sheet.
- After completing the exam, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.
Additional Information

Write to the following address to request an FTCE registration bulletin or to request information on test administration, retakes, and score reports, or to offer comments about this study guide.

FTCE Inquiries
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

Write to the address below for an order form and price list if you wish to order additional copies of this study guide or guides for other subject areas, the Professional Education Test, the General Knowledge Test, or the Florida Educational Leadership Examination.

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Tampa, Florida 33620-8360

Refer to the following Web site for additional FTCE information including upcoming test dates, test registration, pass/fail status, and score reports.
www.cefe.usf.edu
Acknowledgments

The Department of Education wishes to thank the following people for their work with the Florida Teacher Certification Examination program.

Project Administration
Educational Research and Development Center
College of Education
University of West Florida

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Study Guide Production
Institute for Instructional Research and Practice
College of Education
University of South Florida