

**Florida Teacher Certification Examination
Test Preparation Guide
for
Visually Impaired K-12**



FLORIDA DEPARTMENT OF EDUCATION

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Subject area content developed by the
Institute for Instructional Research and Practice
College of Education
University of South Florida

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

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Test and Test Preparation 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 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 Test Preparation Guide

The purpose of this test preparation guide is to help candidates taking the initial teacher subject area test in Visually Impaired K-12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, 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 test preparation 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 inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test preparation 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 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 examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test preparation guide.**

Section 1 discusses the development of the test and test preparation guide.

Section 2 (this section) outlines test preparation steps.

Section 3 presents information about the content of the test.

Section 4 lists question formats and includes sample test items.

Section 5 offers strategies for taking the test.

Section 6 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.

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 examination.**

Section 4 describes types of questions you may find on the examination.

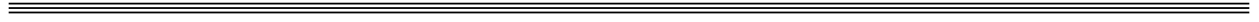
- **Answer sample test questions.**

Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

- **Review test-taking advice.**

Section 5 includes suggestions for improving your performance on the examination.



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 examination. 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 competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

<i>Competency</i>	<i>Percentage of total test items</i>
Competency/Skill	%
1 Knowledge of developmental growth patterns	8%
1 Identify cultural, familial, and environmental factors that may influence individual development. 2 Identify potential differences in concept development of motor, social, emotional, play, leisure, recreational, vocational, daily living, and communicative skills of students with visual impairments. 3 Identify learning and behavioral characteristics of students with both visual impairments and other exceptionalities. 4 Identify developmental stages for acquisition of visual skills.	

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.

Table of Competencies, Skills, and Percentages

Competency/Skill	%
1 Knowledge of developmental growth patterns	8%
<ol style="list-style-type: none"> 1 Identify cultural, familial, and environmental factors that may influence individual development. 2 Identify potential differences in concept development of motor, social, emotional, play, leisure, recreational, vocational, daily living, and communicative skills of students with visual impairments. 3 Identify learning and behavioral characteristics of students with both visual impairments and other exceptionalities. 4 Identify developmental stages for acquisition of visual skills. 	
2 Knowledge of assessment, evaluation, and diagnostic procedures	9%
<ol style="list-style-type: none"> 1 Apply medical, psychoeducational, and other data obtained through the assessment process to the education of all students with visual impairments. 2 Identify formal and informal assessment procedures appropriate for students with visual impairments at all developmental levels. 3 Identify methods and materials for assessing skills in both core and expanded core curricula. 4 Identify methods and materials used to evaluate the functional vision of students. 5 Identify methods and materials used to select learning media appropriate for students with visual impairments. 6 Interpret assessment results to make recommendations to individuals involved in students' education. 	
3 Knowledge of the expanded core curriculum	9%
<ol style="list-style-type: none"> 1 Identify the specialized curricular needs of students with visual impairments at all developmental levels. 2 Identify materials and instructional activities to facilitate concept development for students with visual impairments. 3 Identify written communication skills unique to students with visual impairments. 4 Identify social-emotional skills unique to students with visual impairments. 	

Competency/Skill	%
<ul style="list-style-type: none"> 5 Identify skills and behaviors necessary for positive social interactions by students with visual impairments. 6 Identify independent living skills unique to students with visual impairments. 7 Identify basic orientation and mobility skills and concepts. 8 Identify prevocational and career education skills for students with visual impairments. 9 Identify visual efficiency skills needed by students with visual impairments. 10 Identify play, leisure, and recreational activities and appropriate adaptations for students with visual impairments. 11 Identify technology skills unique to students with visual impairments. 	
<p>4 Knowledge of specialized assistive devices and technology</p>	<p>5%</p>
<ul style="list-style-type: none"> 1 Identify appropriate assistive devices and technology relevant to students with visual impairments. 2 Identify the appropriate application of assistive devices and technology. 3 Identify optical and nonoptical devices used by students with visual impairments. 	
<p>5 Knowledge of instructional strategies and accommodations</p>	<p>20%</p>
<ul style="list-style-type: none"> 1 Identify instructional strategies for developing compensatory skills (e.g., listening, communicating, organizing, studying, using an abacus, braille reading and writing). 2 Identify instructional strategies for reinforcing basic orientation and mobility skills and concepts. 3 Identify instructional strategies for developing social interaction concepts (e.g., pragmatics, human sexuality, visual impairment, play) unique to students with visual impairments. 4 Identify instructional strategies for developing independent living skills (e.g., working with finances, cooking, personal hygiene, dressing) unique to students with visual impairments. 5 Identify instructional strategies for developing recreation and leisure skills unique to students with visual impairments. 6 Identify instructional strategies for developing career education skills and concepts unique to students with visual impairments. 	

Table of Competencies, Skills, and Percentages

Competency/Skill	%
<ul style="list-style-type: none"> 7 Identify instructional strategies for using assistive devices and technology unique to students with visual impairments. 8 Identify instructional strategies for teaching visual efficiency and use of low-vision devices. 9 Identify instructional strategies for developing self-determination skills unique to students with visual impairments. 10 Identify instructional strategies for facilitating transition at all levels for students with visual impairments. 11 Identify instructional strategies for developing motor skills unique to students with visual impairments. 12 Identify instructional strategies for teaching tactile learning (e.g., tactile perception, object exploration, graphic interpretation). 13 Identify instructional strategies for teaching concept development unique to students with visual impairments. 14 Identify techniques for making accommodations across environments (e.g., school, home, community) for students with visual impairments. 15 Identify instructional strategies for developing the use of other senses for students with visual impairments. 	
6 Knowledge of collaborative approaches	4%
<ul style="list-style-type: none"> 1 Identify additional personnel, resources, and services available for students with visual impairments. 2 Identify strategies for collaborating with and providing support to a variety of personnel in the school, home, and community. 3 Identify methods for instructing others in the use of specialized materials and media for students with visual impairments. 4 Identify strategies for working with paraprofessionals who provide services or specialized materials to students with visual impairments. 	
7 Knowledge of philosophical, historical, and legal foundations	6%
<ul style="list-style-type: none"> 1 Identify legislation that affects students with visual impairments. 2 Identify various societal and cultural attitudes and value systems that affect students with visual impairments and their families. 	

Competency/Skill	%
<ul style="list-style-type: none"> 3 Identify diverse philosophical perspectives related to the implementation of education for the heterogeneous population of students with visual impairments. 4 Identify the roles and responsibilities of teachers of students with visual impairments. 5 Identify historical foundations in the provision of services to students with visual impairments. 6 Identify educational definitions, criteria for eligibility, and placement options for students with visual impairments. 7 Identify strategies for determining service delivery models and the amount of contact time for students with visual impairments. 	
8 Knowledge of medical aspects of visual impairments	14%
<ul style="list-style-type: none"> 1 Identify behaviors that may indicate a visual impairment. 2 Identify the characteristics and educational implications of specific visual impairments. 3 Interpret eye medical reports and other vision-related diagnostic information. 4 Identify the structures and functions of the visual system. 5 Identify components of various types of eye medical evaluations. 	
9 Knowledge of exceptional student education	5%
<ul style="list-style-type: none"> 1 Identify characteristics of students with exceptional learning needs. 2 Identify educational implications of additional exceptionalities. 3 Identify methods for monitoring progress of students with exceptional learning needs. 4 Identify the participants required by and the components of an IEP and an IFSP. 5 Identify appropriate, measurable goals and objectives for an IEP. 	
10 Knowledge of specialized learning and literacy media	20%
<ul style="list-style-type: none"> 1 Apply knowledge of the literary braille code. 2 Apply knowledge of the Nemeth code. 3 Identify methods of producing tactile graphics. 	

Table of Competencies, Skills, and Percentages

Competency/Skill	%
4 Apply knowledge of the abacus. 5 Identify visual, tactile, and auditory literacy tools. 6 Identify sources for the production, purchase, or loan of specialized instructional materials and equipment, including assistive technology.	



Test Format and Sample Questions

The Visually Impaired K-12 subject area test consists of approximately 120 multiple-choice questions. You will have two-and-one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

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

Table of Question Formats

Type of question	Sample item
Direct question Choose the response option that best answers the question.	Item 1, page 13
Sentence completion Select the response option that best completes the sentence.	Item 2, page 13
Scenario 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.	Item 4, page 13
Data Analysis Examine and analyze data from an experiment or study. Then answer a question by selecting the best response option.	Item 52, page 24
Command Select the best response option.	Item 54, page 25

Sample Items

The following items represent both the form and content of questions you will encounter on the examination. 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 examination questions. However, these items will acquaint you with the general format of the examination.

An answer key follows on page 28.

DIRECTIONS: Read each item and select the best response.

1. **What is the most important factor in the development of skills for a child who is visually impaired?**
 - A. presence of books in the home
 - B. socioeconomic status of household
 - C. presence of siblings in family
 - D. opportunities for experiential learning

2. **A common language difficulty for young students with severe visual impairments is**
 - A. echolalia.
 - B. stuttering.
 - C. aphasia.
 - D. prosody.

3. **A typical movement pattern for toddlers who are blind is**
 - A. marching.
 - B. hopping.
 - C. toeing out.
 - D. side-stepping.

4. **To elicit improved eye-hand coordination behaviors in an 8-year-old child with cerebral palsy who has cortical visual impairment and is nonverbal, a teacher instructs the child to pick up raisins from the tray of his wheelchair. The child is not successful in this task. His head remains downward and to the right. Which initial strategy is most appropriate to help the child succeed in the task?**
 - A. increasing lighting in the room
 - B. stabilizing the child's trunk and shoulders
 - C. offering the child a different food for the task
 - D. improving contrast in the task

5. **In the first 3 weeks an infant should be able to**
 - A. see small details.
 - B. follow a moving object.
 - C. coordinate movement of eyes.
 - D. fixate on close objects.

-
- 6. A new student with a visual impairment has been referred to the teacher of the visually impaired. After the teacher reviews the student's medical and educational records, her next appropriate step is to**
- A. perform a learning media assessment.
 - B. complete behavior scales.
 - C. observe the student in the school environment.
 - D. evaluate the student's reading inventories.
- 7. What is the best strategy for assessing a child's ability to pour milk from a carton?**
- A. Interview the parent.
 - B. Use an adaptive behavior scale.
 - C. Ask the child.
 - D. Observe the child.
- 8. During a functional vision assessment, a student is asked to locate a clock on the wall and read the time. The assessor is evaluating the student's**
- A. distance vision.
 - B. eye preference.
 - C. oculomotor behaviors.
 - D. convergence.
- 9. A learning media assessment provides information about the**
- A. topics and types of books the student enjoys for leisure reading.
 - B. student's efficiency in gathering information from various sensory channels.
 - C. academic level at which the student is performing.
 - D. student's eligibility for the visually impaired program.

-
10. The following are the functional vision assessment results of a 13-year-old student with RP:
- visual acuity: 20/100 visual fields: 5° left (OS) 30° right (OD)
contrast sensitivity: poor color vision: decreased
light sensitivity: poor night vision

Based on these findings, which of the following would be the most appropriate recommendation for the student?

- A. CC-TV reader
B. O and M evaluation
C. large-print textbooks
D. transition lenses
11. **Because incidental learning is difficult for many children with visual impairments, these students often need instruction in the expanded core curriculum, which includes**
- A. social, career, mathematics, and ADL skills.
B. career, compensatory, social studies, and technology skills.
C. self-determination, O and M, career, and social skills.
D. recreation, technology, science, and social skills.
12. **The students in a 5th-grade class are writing stories on laptops. What activity is the most appropriate for a child who is blind?**
- A. removing the child from the class to work on braille writing
B. having the child use a note-taking device to write a story
C. having the child dictate a story to a paraprofessional
D. having the child work with a peer, who keyboards the story
13. **Feelings of deprivation and dependence in high school students with visual impairments are most often associated with the students'**
- A. inability to get a driver's license.
B. difficulties in dating.
C. limited career choices.
D. inability to meet graduation requirements.

-
- 14. A problem faced by preschoolers who are blind in developing dramatic play skills is that they typically**
- A. do not develop play skills until age 8.
 - B. have overprotective parents.
 - C. choose self-stimulatory behaviors rather than dramatic play.
 - D. have difficulty imitating activities others are doing.
- 15. What should a teacher of the visually impaired teach students to assist them in identifying and organizing paper money?**
- A. how to label money using braille labels
 - B. how to use a portable money identification device
 - C. how to fold the bills
 - D. how to ask for assistance in identification of bills
- 16. Which of the following are examples of environmental clues?**
- A. textures and smells
 - B. shapes and measurement
 - C. global positioning systems
 - D. maps
- 17. Which of the following is an example of a prevocational skill that may be taught to a preschool child with a visual impairment?**
- A. writing the alphabet
 - B. putting away toys
 - C. playing outdoors
 - D. finding the bathroom
- 18. What is the highest level visual efficiency skill necessary for a student with a visual impairment when using a telescope to locate a parked bus?**
- A. tracking
 - B. fixating
 - C. focusing
 - D. scanning

-
- 19. A middle school student who has low vision wants to use the Internet in the school library for research. To access the information on the Internet, the student needs to know how to use**
- A. screen reading software.
 - B. scanning software.
 - C. screen magnification software.
 - D. braille translation software.
- 20. A mathematics teacher is using an overhead projector to present new material. What assistive device would best enable a student with low vision to access the information?**
- A. screen reader
 - B. monocular
 - C. magnifier
 - D. typoscope
- 21. A student with a visual impairment is most likely to use a slate and stylus to**
- A. take notes in a class.
 - B. complete a worksheet.
 - C. write a book report.
 - D. write down a phone number.
- 22. Which of the following devices assists in finding and keeping the place on a page of print?**
- A. screen reader
 - B. monocular
 - C. bioptic device
 - D. typoscope
- 23. Which of the following are the most appropriate strategies for teaching beginning braille reading?**
- A. modeling hand movements, using flashcards, leading tactile discrimination activities
 - B. modeling hand movements, allowing scrubbing, leading tactile discrimination activities
 - C. using flashcards, teaching students to read with one finger, using a variety of books
 - D. teaching students to read with one hand, modeling hand movements, helping students develop tactile sensitivity

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- 24. A teacher who is reinforcing the technique of trailing a wall should instruct the student to**
- A. extend an open palm facing downward parallel to the body.
 - B. cup the hand slightly towards the parallel surface behind the body.
 - C. cup the hand slightly with the palm down and forward of the body.
 - D. extend an open palm slightly forward and parallel to the body.
- 25. The physical education teacher at an elementary school is unsure of how to include a student with a visual impairment in a mile run around the track. Which strategy should the teacher of the visually impaired recommend?**
- A. assigning a sighted guide to run with the student
 - B. providing a tactile running surface for the student
 - C. providing a guide rope for the student
 - D. assigning a sighted peer to provide auditory cues for directionality
- 26. A 4th grader with a visual impairment has expressed an interest in operating heavy machinery as a career. Identify the most appropriate strategy for the teacher of the visually impaired to use to redirect this career choice?**
- A. reminding the student that people with visual impairments cannot drive
 - B. discussing realistic career options with the student's parents
 - C. giving the student a report on heavy machinery
 - D. having the student research requirements for operating heavy machinery
- 27. A student who is blind is learning to use a word processing program on a personal computer. While learning to use a screen reader, the student should be taught to perform the functions of the software using**
- A. an optical mouse.
 - B. keyboard shortcut commands.
 - C. a refreshable braille display.
 - D. a braille input device.

-
- 28. A 1st-grade student with cerebral palsy has a visual diagnosis of hemianopsia. What visual efficiency strategy would be most important to teach the student?**
- A. leaning in closer to materials
 - B. using a magnifier
 - C. using visual scanning techniques
 - D. using a monocular
- 29. In teaching self-determination skills to older teens with visual impairments, what aspects should the teacher emphasize?**
- A. employment, independent living, and self-advocacy
 - B. health maintenance, social skills, and academics
 - C. employment, community awareness, and recreation and leisure skills
 - D. health maintenance, communication skills, and academics
- 30. A student who is visually impaired frequently fails to turn in her homework at the specified time. What instructional strategy is most appropriate for helping the student complete her assignments on time?**
- A. having her partially complete the homework assignments in class
 - B. reducing the amount of homework assigned to her
 - C. having her use a calendar to schedule homework due dates
 - D. requiring her to sign a contract indicating homework due dates
- 31. The best way to help a child develop the finger strength necessary to push the keys on a braille is to have the child**
- A. squeeze or mold clay.
 - B. use a flour sifter.
 - C. dial a toy telephone.
 - D. push a button through a button hole.
- 32. Before a student who is blind is required to read a tactile map, the teacher of the visually impaired should instruct the student in**
- A. reading the key.
 - B. using techniques to systematically explore.
 - C. understanding cardinal directions.
 - D. using the Nemeth code.

-
- 33. A teacher of the visually impaired is helping a student practice making whole, half, and quarter turns with his body. The strategy is emphasizing**
- A. body concept development.
 - B. environmental concept development.
 - C. temporal concept development.
 - D. spatial concept development.
- 34. What is the first step the teacher of the visually impaired must take before modifying a worksheet to be used in class?**
- A. determine if there is time to modify the assignment
 - B. determine the purpose for using the worksheet
 - C. determine what materials are necessary to make the modification
 - D. determine which parts of the work sheet are most important to modify
- 35. A teacher of the visually impaired gives a student a seashell and encourages her to feel, smell, and listen to it. Two days later, the teacher repeats the activity and asks the child to describe her sensory experiences. This exercise is an example of sensory**
- A. comparison.
 - B. categorization.
 - C. sequencing.
 - D. identification.
- 36. From which of the following agencies should a teacher order a braille format of a 6th-grade science text?**
- A. Florida Instructional Materials Center
 - B. American Foundation for the Blind
 - C. Division of Blind Services
 - D. American Printing House for the Blind
- 37. In which collaborative model do team members develop a joint service plan that is implemented by a primary service provider?**
- A. multidisciplinary team model
 - B. transdisciplinary team model
 - C. child study team model
 - D. interdisciplinary team model

-
- 38. A teacher of the visually impaired needs to teach sighted guide techniques to the school personnel who will be working with a child who is newly assigned to the school. What is the best approach to this instruction?**
- A. providing involved personnel with a list of applicable Web sites
 - B. conducting a workshop for involved personnel
 - C. distributing an illustrated instructional memo to all teachers
 - D. demonstrating basic techniques to the classroom teacher
- 39. Training for paraprofessionals working with students who have visual impairment should include which of the following concepts?**
- A. The paraprofessional should resolve behavior problems encountered by the student throughout the day.
 - B. The paraprofessional should keep the student organized by providing appropriate materials to the student and the teacher.
 - C. The paraprofessional should collaborate with the teacher to ensure that classroom materials are in an accessible format for the student.
 - D. The paraprofessional should provide direct instruction for the student.
- 40. Which legislative act requires that braille be considered when planning the educational program for all students with visual impairments?**
- A. Act to Promote the Education of the Blind
 - B. Individuals with Disabilities Education Improvement Act
 - C. Americans with Disabilities Act
 - D. Section 504
- 41. Which of the following perceptions concerning visual impairment is supported by statistics?**
- A. Individuals with visual impairments are likely to be paid lower wages than other disability groups.
 - B. Career education for students with visual impairments is vital and should begin in middle school.
 - C. A person using a white cane expects a sighted person's help in crossing a street.
 - D. People who are blind see only blackness or grayness.

-
- 42. The teacher of students with visual impairments assigned to a full-time special class setting is responsible for**
- A. core and expanded core curriculum.
 - B. orientation and mobility training.
 - C. career education and prevocational skills.
 - D. motor skills and adaptive physical education.
- 43. Significant changes in services and intervention for students with low vision was influenced by which of the following individuals?**
- A. Natalie Barraga
 - B. Samuel Genensky
 - C. Sally Mangold
 - D. Phil Hatlen
- 44. A student who had adventitious loss of vision moves into a school district. The teacher for students with visual impairments will need to know if the student**
- A. acquired this impairment before or at birth.
 - B. has a genetic predisposition for blindness.
 - C. acquired the condition after visual memory was established.
 - D. has anophthalmia.
- 45. A 3-year reevaluation meeting is scheduled for Harry, a 3rd-grade student. Harry has a degenerative eye condition and he is struggling with large print. Harry is reading at grade level and has well-developed social skills. Which assessment tool should be used to help determine if braille is appropriate for this student?**
- A. Mangold Braille Criterion Tests
 - B. Learning Media Assessment
 - C. Informal Reading Inventory
 - D. Tactile Skills Scale

-
- 46. Mary's eye report indicates the diagnosis of myopia. Because of the visual impairment, which of the following behaviors might she exhibit?**
- A. holding objects away, preferring to sit in back of classroom
 - B. looking at objects using the lower field
 - C. squinting, holding objects close, difficulty seeing at a distance
 - D. limited eye motility
- 47. A medical report states that a student has 20/400 OS. This means that the visual acuity of**
- A. the right eye is 20/400.
 - B. the left eye is 20/400.
 - C. both eyes is 20/400.
 - D. either eye is 20/400.
- 48. Which parts of the eye provide the greatest amount of refraction?**
- A. cornea and lens
 - B. lens and iris
 - C. cornea and iris
 - D. iris and pupil
- 49. Which of the following is a common test used by eye care professionals to detect abnormal color vision?**
- A. Hirshberg
 - B. Humphrey
 - C. Goldman
 - D. Ishihara
- 50. A student with visual impairment also has a traumatic brain injury. Which of the following characteristics is this child most likely to demonstrate?**
- A. difficulty recognizing faces
 - B. short-term memory loss
 - C. echolalia
 - D. dyscalcula

51. A 3rd-grade student with a diagnosis of Usher syndrome was referred to the school staffing team. The student would most likely require which of the following modifications to access the classroom curriculum?

- A. sign language, corrective lenses, enhanced lighting
- B. FM communication system, books on tape, reduced lighting
- C. braille, enhanced lighting, books on tape
- D. sign language, corrective lenses, reduced lighting

52.

Objective: Given a drink, the student will use the cup independently on 4 of 5 occasions							
locates cup	+	+	+	+	+	+	+
reaches for cup	+	+	+	+	+	+	+
grasps cup	-	-	+	-	-	-	+
brings cup to mouth	-	-	-	-	-	+	-
sips cup	-	-	+	+	+	+	+
places cup on table	+	-	+	+	+	+	+

Which of the following statements best describes the data presented above as they relate to the objective?

- A. The student has mastered the objective.
- B. The student has mastered 4 of 6 steps of the objective.
- C. The student is showing no progress on the objective.
- D. The student is making progress on the objective.

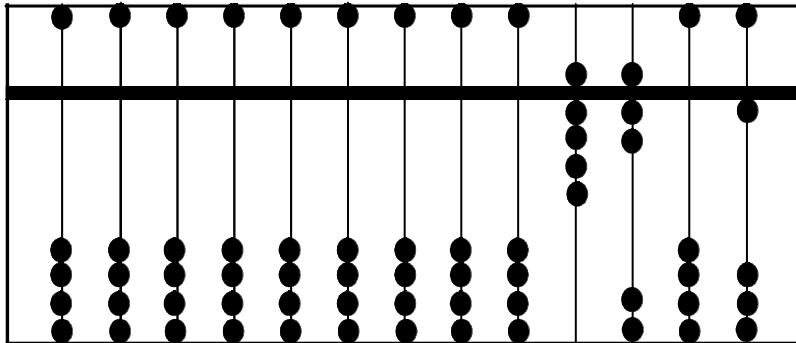
53. The vision teacher is scheduling an IEP team meeting for a 9th-grade student with a visual impairment who is enrolled in inclusion classes. In addition to the teacher of students who are visually impaired, who is required to be invited?

- A. general education teacher, parent, principal, local education agency representative
- B. parent, student, local education agency representative
- C. general education teacher, local education agency representative, student, parent
- D. general education teacher, student, parent, principal

56. A tactile graphic used in an academic situation should be

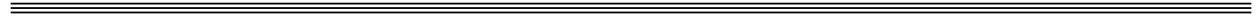
- A. created to omit unnecessary parts of the diagram.
- B. replicated exactly the same as the original print.
- C. placed on the right side of the page.
- D. included in braille books.

57.



What number is shown in the above illustration of an abacus?

- A. 4071
 - B. 4701
 - C. 9071
 - D. 9701
58. An 18-year-old student who is totally blind and is planning to pursue a college education should be proficient in the use of
- A. translation software, a slate and stylus, and screen enlargement software.
 - B. books on tape, CCTV, and a note taker.
 - C. embossers, optical character readers, and a slate and stylus.
 - D. screen reading software, optical character readers, and digital books.
59. From which of the following sources can tape recorders, braille documents, and large-print documents be purchased?
- A. American Printing House for the Blind
 - B. Howe Press
 - C. National Library Service
 - D. Division of Blind Services



Answer Key

1. D	21. D	41. A
2. A	22. D	42. A
3. C	23. A	43. A
4. B	24. C	44. C
5. D	25. C	45. B
6. C	26. D	46. C
7. D	27. B	47. B
8. A	28. C	48. A
9. B	29. A	49. D
10. B	30. C	50. B
11. C	31. A	51. A
12. B	32. B	52. D
13. A	33. D	53. C
14. D	34. B	54. D
15. C	35. D	55. A
16. A	36. A	56. A
17. B	37. B	57. D
18. D	38. B	58. D
19. C	39. C	59. A
20. B	40. B	



5 Test-taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination 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
 - Proper identification as described in “Identification Policy”
 - Watch
- 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 selecting 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.
 - 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.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.





Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>

