Texas
Educator Certification
Examination Program

Preparation Manual
Deafblind EC–12 (185)

Overview and Exam Framework
Sample Selected-Response Questions
Sample Selected-Response Answers and Rationales
Sample Constructed-Response Question

Preparation Manual

Section 3: Overview and Exam Framework Deafblind EC–12 (185)

Exam Overview

Exam Name	Deafblind EC–12
Exam Code	185
Time	5 hours
Number of Questions	90 selected-response questions and 1 constructed-response question
Format	Computer-administered test (CAT)

The TExES Deafblind EC–12 (185) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 90 selected-response questions and the 1 constructed-response question are based on the Deafblind EC–12 exam framework. Questions on this exam range from grades EC–12. Your final scaled score will be based only on scored questions.

The Standards

§235.1. General Requirements.

A. The knowledge and skills identified in this section must be used by an educator preparation program in the development of the curricula and coursework as prescribed in §228.30 of this title (relating to Educator Preparation Curriculum) and serve as the basis for developing the examinations as prescribed in §230.35 of this title (relating to Development, Approval, Implementation, and Evaluation of Teacher Certification Standards).

B. Unless provided otherwise in this title, the content area and grade level of a certificate category as well as the standards underlying the certification examination for each shall include the following:

1. the relevant Texas Essential Knowledge and Skills (TEKS) curriculum adopted by the State Board of Education, as prescribed in §74.1 of Part II of this title (relating to Essential Knowledge and Skills);

2. the English Language Proficiency Standards (ELPS) adopted by the State Board of Education, as prescribed in §74.4 of Part II of this title (relating to English Language Proficiency Standards);

3. the relevant knowledge and application of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills; and

4. the relevant grade-banded Pedagogy and Professional Responsibilities Standards, specifically including how to effectively address the needs of all student populations.

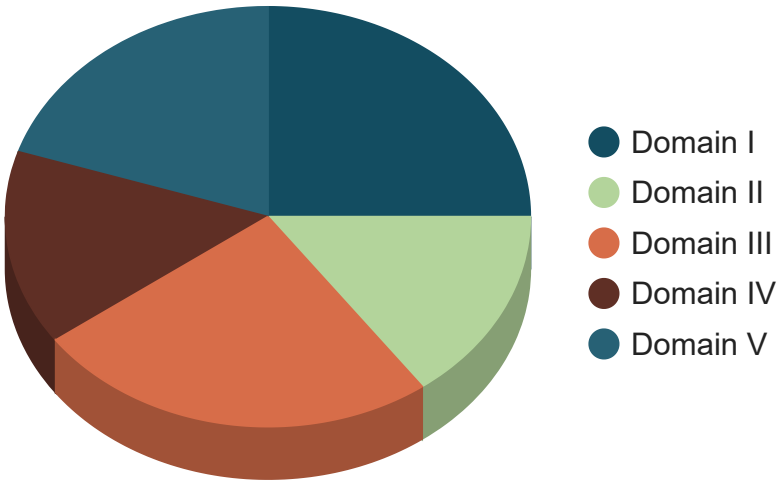
C. A person must satisfy all applicable requirements and conditions under this title and other law to be issued a certificate in a category. A person seeking an initial standard certification must pass the appropriate examination(s) as prescribed in §230.21 of this title (relating to Educator Assessment).

Statutory Authority: The provisions of this §235.1 issued under Texas Education Code, §§21.003(a); 21.031; 21.041(a) and (b)(1), (2), and (4).
Source: The provisions of this §235.1 adopted to be effective March 8, 2018, 43 TexReg 1267; amended to be effective March 6, 2019, 44 TexReg 1125.

In addition to the General Requirements stated above, prospective educators of students who are Deafblind are held accountable for the understanding and demonstration of knowledge and skills documented within §235.135. Deafblind Standards: Early Childhood–Grade 12 in the *Special Education Certificate Standards*.

Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam
I	Knowledge of Learners and the Visual, Auditory, Tactile, and Sensory Systems	25%
II	Assessment, Instructional Planning, and the Learning Environment	15%
III	Promoting Learning, Communication, and Independence	25%
IV	The Educator as a Professional	15%
V	Analysis and Response	20%



The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I—Knowledge of Learners and the Visual, Auditory, Tactile, and Sensory Systems

Competency 001—(Foundations): Apply knowledge of key philosophical, historical, and legal foundations in the education of learners who are deafblind.

For example:

A. Demonstrate knowledge of key deafblind etiologies and terminology of congenital or adventitious conditions.

B. Apply knowledge of key theories and philosophies for providing instruction and access for learners who are deafblind (e.g., Jan van Dijk, Lilli Nielson, Barbara Miles, the child-guided approach for evaluation).

C. Demonstrate knowledge of the range of vision and hearing of learners who are deafblind and the diversity within the culture of learners who are deafblind.

D. Apply knowledge of key research and practices to promote learning, engagement, communication, access, and inclusion for learners who are deafblind.

E. Demonstrate knowledge of the clinical, functional, and legal definitions for eligibility and services for learners who are deafblind/blind/visually impaired/D/deaf/hard of hearing.

Competency 002—(Learners' Strengths and Needs): Apply knowledge of the complex and unique effects of combined vision and hearing impairment as well as the strengths of the tactile sense of learners who are deafblind.

For example:

A. Demonstrate knowledge of typical child development stages and progressions within all developmental domains from birth to age 22.

B. Demonstrate knowledge of the critical roles of vision, hearing, and touch in child development and learning.

C. Apply knowledge of the implications of combined sensory impairment and the importance of the tactile sense on accessing and understanding information and the environment (e.g., potential for isolation, opportunity for incidental learning, emotional implications).

D. Understand the potential impact of the combined effects of vision and hearing impairment and tactile accessibility on the development of concrete and abstract concepts.

E. Apply knowledge of the combined effects of hearing and vision impairment and the tactile experiences on the development of interpersonal relationships, including the importance of sensory-attuned reciprocal interactions to support bonding, attachment, inclusion, and friendships.

F. Demonstrate knowledge of additional disabilities, including additional sensory disabilities (i.e., touch, vestibular, proprioception, taste, and smell) on learners who are deafblind.

G. Apply knowledge of the effects of the age of onset (congenital vs. adventitious), degrees, and/or progression of hearing and vision impairment on learners who are deafblind.

Competency 003—(Anatomy/Physiology of the Auditory, Visual, Tactile, and Sensory Systems): Understand the key components and functions of the human auditory, visual, tactile, and sensory systems.

For example:

A. Demonstrate knowledge of key terminology to identify the structures and key functions of the auditory system, including areas of the brain involved in processing auditory stimuli.

B. Demonstrate knowledge of key terminology to identify the structures and key functions of the visual system, including areas of the brain involved in processing visual stimuli.

C. Demonstrate knowledge of key terminology to identify the structures and key functions of the tactile system, including areas of the brain involved in processing tactile stimuli.

D. Demonstrate knowledge of the key terminology and functions associated with sensory integration, including proprioceptive, vestibular, and kinesthetic systems.

E. Understand the role of the intact and functional sensory systems on development and learning for learners who are deafblind.

Domain II—Assessment, Instructional Planning, and the Learning Environment

Competency 004—(Evaluation and Assessment): Apply knowledge of the educational evaluation and assessment process to determine a learner's strengths and needs, and apply appropriate assessment strategies in the learner's preferred mode of communication to support the learner.

For example:

A. Demonstrate knowledge of key assessment terminology, including concepts associated with formal, informal, and alternative assessments (e.g., reliability, validity, baseline, ecological inventory, performance assessments).

B. Demonstrate knowledge of key specialized terminology associated with ophthalmological, optometric, and other vision-related medical reports (e.g., visual acuity, visual field, visual efficiency, OD, OU, OS) used to identify learners' strengths and needs and determine educational programming.

C. Demonstrate knowledge of key specialized terminology associated with audiological evaluations, audiograms, and other diagnostic hearing assessments (e.g., unilateral, bilateral, mixed, conductive, sensorineural, bone conduction threshold, pre- or post-lingually deafened, pure-tone audiometry) used to identify learners' strengths and needs and determine educational programming.

D. Demonstrate knowledge of the components of a functional vision evaluation (FVE) and learning media assessment (LMA), including strategies and methods for creating nonbiased accommodations and modifications to support the diverse needs of learners who are deafblind.

E. Demonstrate knowledge of the components of a communication evaluation, including strategies and methods for creating nonbiased accommodations and modifications to support the diverse needs of learners who are deafblind.

F. Interpret FVE and LMA, communication assessment data, expanded core curriculum (ECC) evaluation, including understanding how to integrate relevant clinical assessments of vision, hearing, and medical/neurological information (i.e., etiology) to inform the Individualized Education Program (IEP) team decisions regarding eligibility, services and supports, learner goals, and appropriate accommodations and modifications.

G. Apply knowledge of strategies and methods for evaluating expanded core curriculum (ECC) skills, including determining readiness to begin specific ECC skills.

H. Apply knowledge of functional sensory evaluations, including evaluations of the tactile, proprioceptive, vestibular, and kinesthetic systems, as a foundation for identifying accommodations, adaptations, and strategies for learners who are deafblind.

I. Demonstrate knowledge of evaluative methods using co-active, child-guided, and functional routines and motor sequences, as appropriate, to assess learners who are deafblind, including collecting and evaluating multiple sources of data.

J. Apply knowledge of processes for creating, selecting, and evaluating assessment instruments and assessment methods and procedures to ensure the use of culturally responsive, nonbiased assessment practices.

Competency 005—(Instructional Planning and the Learning Environment): Apply knowledge of the diverse strengths and needs of learners who are deafblind to plan meaningful instructional opportunities that encourage social interaction and active engagement and promote a joy of learning in home, school, and community environments.

For example:

A. Apply knowledge of key components and features of tactile learning and tactile modes of communication to promote learners' active engagement and academic success in one-to-one, small-group, and large-group settings, and for facilitating independence (e.g., direct instruction, modeling, peer-to-peer).

B. Apply knowledge of practices that have been validated for learners who are D/deaf or hard of hearing and are blind or have low vision, including explicit instruction, guided instruction, peer learning, and reflection; and apply knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of given learners who are deafblind.

C. Apply knowledge of a balanced assessment system (e.g., pre-assessment, formative assessment, summative assessment) to identify the strengths and needs of individual learners, including establishing baseline data, developing differentiated task analyses or instructional plans, and adjusting instruction using progress monitoring.

D. Apply knowledge of strategies and methods for the use of tactile tools, organizers, and other specialized instructional materials that enhance access to the curriculum and support programming and instruction across a variety of instructional settings and in learners' preferred language and communication mode.

E. Demonstrate knowledge of strategies and practices for developing communication-rich environments that support sensory-appropriate modes of social engagement within the context of developmentally appropriate (age and/or grade), meaningful activities.

F. Apply knowledge of methods and activities for facilitating incidental learning experiences to promote access, conceptual understanding, and communication, including providing a variety of direct sensory experiences for learners who are deafblind.

G. Apply knowledge of ways to incorporate learner preferences to design motivating instructional activities across learning environments (e.g., choice making, hands-on experiences, learners' preferred language and communication mode).

H. Apply knowledge of ways to create and maintain a safe, equitable, and productive learning environment for learners who are deafblind, including establishing and explicitly teaching routines, managing transitions, planning additional time for tactual modeling and exploration, and using environmental adaptations and accommodations (e.g., strategic seating, acoustics, lighting, line of sight, tactile supports).

I. Demonstrate knowledge of the potential for elements in the environment to be perceived as stressful by the learner who is deafblind and ways to effectively remove or address these elements to promote access and independence by the learner.

J. Demonstrate knowledge of the positive behavior supports systems and interventions that effectively address the communicative intent of learners who are deafblind and that reflect an understanding of and respect for diversity.

K. Apply knowledge of methods, materials, and activities for evaluating the communicative intent related to observable behavior of the learner who is deafblind, including identifying the learner's preferred mode of communication.

L. Demonstrate knowledge of components of transition planning, including assessment and procedures for developing and monitoring transition plans from prekindergarten through school and postsecondary environments.

M. Apply knowledge of methods and strategies for integrating interveners and educational interpreters into the general education classroom and school environment to support access to instruction, mobility, and communication for learners who are deafblind.

Domain III—Promoting Learning, Communication, and Independence

Competency 006—(The General Education and Expanded Core Curriculum): Apply knowledge of a variety of instructional strategies, methods, and meaningful activities to promote access, success, and independence in both the academic and expanded core curriculum for learners who are deafblind.

For example:

A. Apply knowledge of tactile learning methods and strategies in functional, leisure, recreational, and play activities.

B. Apply knowledge of evidence-based and/or research-based principles and teaching strategies for supporting access to instruction and communication for the learner who is deafblind (e.g., co-active movement, co-active signing, scaffolding skills, multimodal instruction).

C. Apply knowledge of strategies, methods, and activities for developing awareness of kinesthetic and proprioceptive sensory systems as they relate to the body in the environment (e.g., spatial orientation strategies, mobility techniques, positioning, balance).

D. Apply knowledge of strategies, methods, and activities for teaching and supporting developmentally appropriate self-advocacy and self-determination skills.

E. Apply knowledge of strategies and activities that promote learners' knowledge and use of instructional accommodations in their preferred language and communication mode to improve access to instruction, to promote participation in academic and social activities, and to promote independence across settings.

F. Apply knowledge of strategies and activities for promoting vocational and career awareness and work-related skills and for supporting learners' access to employment.

G. Apply knowledge of strategies and activities for developing independent living skills (e.g., personal hygiene, dressing, preparing and eating meals, shopping, budgeting).

H. Apply knowledge of strategies and activities for supporting learners' use and application of orientation and mobility skills, including using environmental features, protective techniques, and self-advocacy for optimal environmental accommodations and modifications and requesting/refusing assistance as needed.

I. Apply knowledge of strategies to optimize learners' sensory efficiency skills and learning channels (e.g., multimodal, visual and auditory, tactile, tactile-bodily).

J. Apply knowledge of meaningful and developmentally appropriate strategies and methods for developing and promoting literacy, vocabulary, and language skills that are appropriate to learners' preferred mode of communication and needs.

K. Apply knowledge of strategies, resources, and technologies for developing literacy skills, including instruction and activities to develop tactile perception and tactile readiness.

Competency 007—(Communication): Apply knowledge of a variety of linguistic and nonlinguistic communication modes and knowledge of the importance of identifying and developing learners' preferred mode of communication to promote learning, self-determination, and independence.

For example:

A. Demonstrate knowledge of dynamic modes of formal and informal communication and language theories (e.g., body movements, gestures, Bodily Emotional Traces [BETs], co-active signing, Visual American Sign Language [VASL], Signing Exact English [SEE-II], Conceptually Accurate Signed English [CASE], Protactile Language [PTL], tactile signing [TASL], listening and spoken language [LSL]).

B. Apply knowledge of approaches that are applicable to teaching learners who are deafblind (e.g., body movements, gestures, Bodily Emotional Traces [BETs], co-active signing, Visual American Sign Language [VASL], Signing Exact English [SEE-II], Conceptually Accurate Signed English [CASE], Protactile Language [PTL], tactile signing [TASL], listening and spoken language [LSL]).

C. Demonstrate knowledge of static modes of communication and approaches to literacy (e.g., real objects, tactile symbols, pictures, print, braille, digital technology).

D. Apply knowledge of strategies, methods, and activities for developing static and dynamic communication skills and creating opportunities to practice effective expressive and receptive communication or language in the learner's preferred mode (e.g., low-tech communication devices, objects and tactile symbols, natural conversations, story boxes, experience books).

E. Apply knowledge of methods, materials, and activities for assessing communication along a continuum from pre-intentional and pre-symbolic to full communicative competencies.

F. Apply knowledge of methods, materials, and activities for integrating communication in all contexts and daily activities (e.g., use of naturally occurring events, routines, explicit instruction), including creating and promoting opportunities for learners to communicate with peers, family members, and school staff.

Competency 008—(Technology: Low- and High-Tech): Apply knowledge of the role of both low- and high-tech devices and digital supports to promote independence, engagement, communication, and learning.

For example:

A. Demonstrate knowledge of types, characteristics, and uses of hearing assistive technology (HAT), amplification systems, telecommunications, and optical and non-optical low vision aids.

B. Apply knowledge of strategies and methods for teaching learners to use optical, electronic, and non-optical devices to optimize visual efficiency and to independently use dual learning media such as visual and auditory information or auditory and tactile information.

C. Demonstrate knowledge of strategies for planning and implementing instruction in the use of augmentative and alternative communication (AAC) systems, including digital applications, visual alert systems, and captioning.

D. Demonstrate knowledge of how to manage and incorporate appropriate assistive technology that enhances auditory, visual, and/or tactile functioning in learning environments across settings.

E. Demonstrate knowledge of ways to collaborate with technology professionals to identify and support customized tools to meet the accessibility needs of learners who are deafblind, including awareness of accessibility in physical and virtual environments.

Domain IV—The Educator as a Professional

Competency 009—(Collaboration and Consultation): Apply knowledge of techniques for fostering active inquiry, collaboration, instructional coaching, and supportive interaction between professionals, family members, interveners, paraeducators, and learners who are deafblind.

For example:

A. Demonstrate knowledge of the role of the intervener for individual learners who are deafblind, including providing training and coaching to support the intervener's role and responsibilities related to the learner's needs.

B. Demonstrate knowledge of methods to provide training to caregivers, school personnel, and peers that will support access and quality interactions for the learner who is deafblind.

C. Demonstrate knowledge of the role of the orientation and mobility specialist and other appropriate specialists in collaborating and supporting learners' access, safety, and independence, including recommending appropriate referrals to other specialists or assessing the need for assistive devices or additional evaluations.

D. Apply knowledge of ways to collaborate with the educational team to identify and provide support related to learners' access to and progress in or toward the general education curriculum.

E. Demonstrate knowledge of how to work with the educational team to create a transition plan for learners who are deafblind that includes opportunities for a high quality of life beyond the educational setting, including ways to develop and implement communication systems appropriate to the mode and developmental level of learners who are deafblind.

F. Demonstrate knowledge of ways to educate, facilitate, and collaborate with all educational team members, including family members, to ensure that an individual learner's unique needs are being supported by all team members during evaluation and instruction in home, school, and/or community settings.

G. Demonstrate knowledge of ways to effectively communicate evaluation results to educational team members, including family members and the learner, to support the decision-making process that considers the proper eligibility criteria and educational programming for learners who are deafblind.

H. Demonstrate knowledge of appropriate resources for families and individuals who are deafblind that provide technical assistance at the local, state, and national levels, including home and community services and supports for learners who are deafblind and their families.

I. Understand ways to assist others in the development of trusting relationships and in becoming competent communication partners with learners who are deafblind, including providing training to caregivers, school personnel, and peers that will improve the quality of their interactions and relationships with learners who are deafblind.

J. Understand the value of peers and role models who are D/deaf, blind, or deafblind on family perceptions, decision making, and learner outcomes.

Competency 010—(Educator Responsibilities, Ethical Practice, and Professional Growth): Understand teaching as a profession, maintain and adhere to ethical standards and professional conduct, and understand the value of reflective practice and professional growth.

For example:

A. Understand the specialized roles and responsibilities of the Individualized Education Program (IEP) team members, including learners who are deafblind, teachers of students who are deafblind, other educators, related service personnel, and family members.

B. Demonstrate knowledge of the regulations, rules, and guidelines relevant to appropriate comprehensive evaluation, eligibility, and placement procedures and processes for deafblind services, including transition services.

C. Demonstrate knowledge of the regulations, rules, and guidelines relevant to Child Find.

D. Demonstrate knowledge of the components of Individualized Education Programs (IEPs) and procedures for developing, implementing, and amending IEPs in collaboration with the IEP team.

E. Demonstrate knowledge of ways to identify and support all least restrictive environment (LRE) options to facilitate the team decisions and to address the diverse strengths and needs of learners who are deafblind.

F. Demonstrate knowledge of principles and professional practices related to the rights of learners and families, including accessibility, inclusion, equity, and due process (e.g., procedural safeguards, due process rights, free appropriate public education [FAPE], Twenty-First Century Communications and Video Accessibility Act).

G. Demonstrate knowledge of the professional code of ethics for special educators and the application of these standards in the teacher's role and practice.

H. Demonstrate knowledge of effective strategies for engaging in regular intentional reflection and self-evaluation activities to identify personal strengths and weaknesses, to become aware of biases, to improve instructional practice, and to determine goals for professional growth.

I. Understand effective practices related to advocating for learners who are deafblind and their families through engagement with local, regional, state, and national initiatives related to the field.

Domain V—Analysis and Response

Competency 011—(Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given learner's strengths and needs and design appropriate instruction.

For example:

A. Analyze and interpret assessment information related to a given learner, including qualitative and quantitative data from a variety of formal and informal assessments (e.g., vision and hearing assessments and reports, anecdotal observation notes, communication and adaptive behavior assessments, relevant social history information), to identify the learner's strengths and needs.

B. Synthesize data and information related to the given learner to generate one recommendation for evidence-based and/or research-based instruction and provide a rationale for the recommendation.

C. Describe how a teacher would implement and monitor the progress of the recommendation.

Section 4: Sample Selected-Response Questions Deafblind EC–12 (185)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Selected-Response Questions with Rationales

Each sample exam question here includes the correct answer and a rationale for each answer option.

Domain I—Knowledge of Learners and the Visual, Auditory, Tactile, and Sensory Systems

Competency 001—(Foundations): Apply knowledge of key philosophical, historical, and legal foundations in the education of learners who are deafblind.

1. A student has a bilateral sensorineural hearing loss, colobomas of the eye, and atresia of the choanae. These conditions are typically associated with:

A. Waardenburg syndrome.

B. CHARGE syndrome.

C. Usher syndrome Type 2.

D. Williams syndrome.

Answer _____

2. The parents/guardians of a student who is deafblind ask for assistance with paying for intervener services outside of the school day. Which of the following resources would be the most appropriate for the TDB to recommend?

A. Deaf Blind with Multiple Disabilities (DBMD) waiver

B. Texas Health and Human Services (HHS) Blind Children's Vocational Discovery and Development Program (BCVDDP)

C. Texas Workforce Commission Vocational Rehabilitation Services

D. Texas Health and Human Services (HHS) Home and Community-based Services (HCS) waiver

Answer _____

3. The use of tactile communication systems (e.g., braille, Protactile Language [PTL], Print on Palm [POP]) to promote communication, learning, and access for individuals who are deafblind is supported by which of the following key research findings?

A. Studies of brain neuroplasticity indicate increased stimulation of the cortical areas of the brain associated with language development by tactile communication systems.

B. Evidence that promotes the theory of multisensory learning modalities includes strategies of tactile communication.

C. Student self-perception studies suggest increased enjoyment of learning using tactile communication systems.

D. Studies indicate tactile skills reinforce the development of secondary modes of communication and support cognitive development for students with sensory disabilities.

Answer _____

Competency 002—(Learners' Strengths and Needs): Apply knowledge of the complex and unique effects of combined vision and hearing impairment as well as the strengths of the tactile sense of learners who are deafblind.

4. In a life skills classroom, a second-grade teacher begins a social studies unit about community helpers. The teacher plans individualized instruction for a student who is congenitally deafblind and primarily uses their tactile sense to access their environment. Which of the following approaches would be most effective for supporting the student's concept development when beginning the unit on community helpers?

A. reading aloud to the class a picture book about firefighters, police officers, doctors, and teachers and their roles within the community

B. creating an experience book with the student about a doctor's visit and providing objects such as the stethoscope, gloves, and tongue depressor for the student to explore

C. working with the student using a hand-under-hand approach to color in a picture of community helpers

D. providing center activities for the student to explore, such as sorting small plastic fire trucks, police cars, school buses, and ambulances into labeled containers

Answer _____

5. An eight-year-old student who is deafblind with emerging language works on a tactile task while sitting on the carpet. The student picks up different sized blocks and passes them back and forth, hand-to-hand, finally matching them with their corresponding container. Which of the following actions by the teacher is most appropriate to initiate an interaction with the student that is sensory attuned to build trust as the student works on this task?

A. sitting at a nearby table, taking notes, and carefully observing the student's movements and actions before actively engaging with the student on the activity they are doing

B. picking up each of the blocks one at a time and stacking them on top of each other to build a tower for the student to knock down

C. asking the student for a turn with one of the blocks using tactile signs, imitating the student's actions with the block, and putting the block back into the student's hands when done

D. sitting with knees touching the student's knees and lightly resting their hands on the student's hands to show they are watching and engaging in the activity as directed by the student

Answer _____

6. A TDB wishes to reference a specific object in the classroom while working with a student who is deafblind. Which of the following actions by the TDB would be the equivalent of using a pointing gesture for communicating with the student?

A. taking turns exploring the object the student is touching

B. moving with the student toward the object to explore it coactively

C. limiting the number of objects near the student and watching what they choose to touch

D. imitating what the student does with their hands with a different object

Answer _____

Competency 003—(Anatomy/Physiology of the Auditory, Visual, Tactile, and Sensory Systems): Understand the key components and functions of the human auditory, visual, tactile, and sensory systems.

7. A student without the eighth cranial nerve bilaterally displays which of the following types of hearing loss?

A. a congenital, profound, and conductive hearing loss

B. a congenital, profound, and sensorineural hearing loss

C. an acquired, profound, and sensorineural hearing loss

D. an acquired, moderate, mixed hearing loss

Answer _____

8. Tactile receptors are located primarily in which of the following areas of the body?

A. the dermis layers

B. hair follicles

C. nerve fibers

D. subcutaneous tissue

Answer _____

Domain II—Assessment, Instructional Planning, and the Learning Environment

Competency 004—(Evaluation and Assessment): Apply knowledge of the educational evaluation and assessment process to determine a learner's strengths and needs, and apply appropriate assessment strategies in the learner's preferred mode of communication to support the learner.

9. **Use the information below to answer the question that follows.**

> A TDB is determining the appropriate accommodations for a student. The student's functional vision evaluation (FVE) results show that the student has a superior field loss to 20° and a need for high contrast. The FVE results also show a difficulty in seeing information presented at distances greater than 3 feet. The learning media assessment (LMA) results show that the student's primary learning channel is visual, and the secondary channel is auditory.

The student uses manual communication but relies on auditory feedback to verify messages. The student prefers using real pictures on the daily calendar of activities rather than cartoons or line drawings. Based on this information gathered from the FVE/LMA, which of the following accommodations would best meet the student's needs and support their independent access to instruction?

A. keeping auditory information at a minimum to reduce auditory clutter in the classroom

B. providing high-contrast, black-and-white photographs to represent daily activities on the schedule

C. pairing auditory information with signed communication and providing visual supports using high-contrast, low-clutter photographs

D. alternating between auditory information and signed communication to minimize overwhelming the student

Answer _____

10. Standardized assessments can be one of many evaluations administered as part of a communication evaluation. Which of the following concerns regarding the reliability and validity of standardized tests should the TDB be aware of?

A. Norm groups for standardized tests often do not include a representative sample of students who are deafblind.

B. Standardized tests may not match the classroom instruction received by students who are deafblind.

C. Accommodations and modifications may not be available for many standardized tests.

D. Any signed interpretation of test items or directions may be transcribed differently in written English on a standardized test.

Answer _____

Competency 005—(Instructional Planning and the Learning Environment): Apply knowledge of the diverse strengths and needs of learners who are deafblind to plan meaningful instructional opportunities that encourage social interaction and active engagement and promote a joy of learning in home, school, and community environments.

11. A ninth-grade student with 20/200 acuity in both eyes and a mild bilateral hearing loss receives inclusion support from a special education teacher in the general education classroom with collaborative consultation from a TDB. The student has a goal to demonstrate independence regarding accessibility needs. Which of the following strategies would most effectively support student access in the general education setting?

A. providing a reinforcement schedule for the student when classroom expectations are met

B. creating additional time during the school day to pre-teach and re-teach key academic concepts to the student as needed

C. creating a self-monitoring checklist with the student to track the use of their current accommodations and supports

D. encouraging the student to share any concerns about their accommodations with their general education teachers

Answer _____

12. A TDB uses explicit and systematic approaches to develop students' incidental learning and communication. Which of the following activities would be most effective for a middle school student with cortical vision impairment (CVI), Phase II, and a moderate bilateral hearing loss?

A. The TDB pairs the student with a peer to teach emergent concepts using look-touch-listen activities.

B. The TDB provides repeated multisensory experiences with specialized materials and adaptations designed for the student.

C. The TDB begins instruction using objects to promote familiarity and attention to the task.

D. The TDB uses high-contrast pictures when teaching visual recognition of common objects found in the classroom.

Answer _____

Domain III—Promoting Learning, Communication, and Independence

Competency 006—(The General Education and Expanded Core Curriculum): Apply knowledge of a variety of instructional strategies, methods, and meaningful activities to promote access, success, and independence in both the academic and expanded core curriculum for learners who are deafblind.

13. **Use the information below to answer the question that follows.**

> A 16-year-old student who is deafblind has the following supports and accommodations in their Individualized Education Program (IEP):
>
> - an educational interpreter to provide access to classroom instruction in American Sign Language (ASL) and interpret communication between the student and their teachers and peers
> - an intervener to support the student with classroom tasks such as note taking and previewing new vocabulary, as well as by reviewing elements of the lessons that the student may have misunderstood from the initial lesson
> - text enlargement software to help the student with accessing text on the computer or laptop for test taking and doing research on the Internet
> - closed captioning

The student's transition plan includes a postsecondary plan to attend college. The TDB and student are working on self-advocacy goals as part of the expanded core curriculum (ECC). Which of the following strategies would best support the student in building self-advocacy skills in preparation for future employment and college?

A. providing the student with a list of state and federal agencies that provide their specific accommodations under the Americans with Disabilities Act (ADA)

B. connecting the student and their family with local support programs for children and adults with sensory disabilities

C. explaining to the student the implications of their medical condition, including how to understand their vision and hearing test results

D. working with the student to develop a brief video to explain how their current accommodations allow them access to and independence in their everyday activities

Answer _____

14. A kindergarten student who is deafblind is learning to read braille. The student has a goal to develop fine-motor skills related to hand and finger strength. The TDB and occupational therapist (OT) coordinate various center-based activities to support the student's progress toward this goal. Which of the following activities would be most effective for developing the fine-motor skills related to this goal?

A. organizing and placing letter shapes into boxes of different sizes

B. popping the bubbles in bubble wrap to make a shape

C. drawing lines on a piece of paper to simulate letter formation

D. fitting wooden puzzle pieces together

Answer _____

15. A high school student who is deafblind is fluent in American Sign Language (ASL) and has 20/60 vision with correction. The student has a goal to demonstrate understanding of their rights and responsibilities regarding community interpreter services. Which of the following activities would be most effective for the student to engage in to support their goal?

A. becoming familiar with the training requirements for ASL interpreters

B. learning how to engage with and schedule ASL interpreters

C. attending Individualized Education Program (IEP) team meetings

D. meeting with other students and adults who are Deaf

Answer _____

Competency 007—(Communication): Apply knowledge of a variety of linguistic and nonlinguistic communication modes and knowledge of the importance of identifying and developing learners' preferred mode of communication to promote learning, self-determination, and independence.

16. **Use the information below to answer the question that follows.**

> A sign system, which is not a language of its own, was created to make spoken language visible. In this system, every word is signed and voiced, and morphological word endings (for example, *-ed*, *-ing*, *-s*) are used. Many of the signs are initialized, and concepts are not emphasized.

Which of the following sign systems best matches this description?

A. Signing Exact English (SEE-II)

B. American Sign Language (ASL)

C. Conceptually Accurate Signed English (CASE)

D. Protactile Language (PTL)

Answer _____

17. **Use the information below to answer the question that follows.**

> A TDB is creating literacy materials for a ten-year-old, third-grade student who is deafblind and has multiple disabilities. The student has light perception in one eye, 20/400 acuity in the other eye after correction, and a moderate hearing loss in both ears. The student follows a routine-based schedule each day of the week as part of the student's self-contained classroom programming. Real objects are the student's designated and preferred literacy and learning medium. The student enjoys engaging in specific activities each day, including grooming, mathematics, cooking class, lunch, physical education, and music class.

The TDB wants to create functional literacy materials to help the student learn literacy-based one-to-one correspondence and symbolic representation, information recall, and time concepts. Which of the following materials would most appropriately support instruction in the literacy objectives for the student?

A. an experience book with real objects related to daily activities for each school day corresponding to the student's daily routines

B. a fictional story in auditory format presented on a tablet that describes a student who goes to school and has many adventures during the school day

C. a digital slideshow with color pictures presented on a tablet that names and explains the purpose of each of the student's classes for each day of the week

D. an experience book with print pictures of objects and braille text that describes unfamiliar or new learning activities on the student's schedule

Answer _____

Competency 008—(Technology: Low- and High-Tech): Apply knowledge of the role of both low- and high-tech devices and digital supports to promote independence, engagement, communication, and learning.

18. A second-grade student who is deafblind has a visual acuity of 20/100 and a mild-to-moderate sensorineural hearing loss. The student receives occupational therapy to address fine-motor skills and handwriting. Recent learning media assessment (LMA) results recommend introducing a speech-to-text device to the student to support written expression. Which of the following initial considerations would be most important to address when teaching the student to use a speech-to-text device?

A. whether the student has a progressive or stable hearing loss

B. the student's ability to speak at a consistent volume and enunciate clearly

C. the student's current reading level and vocabulary

D. whether the student can use a computer independently

Answer _____

19. In paired instructional lessons, a student who is deafblind demonstrates success with a digital picture communication device after a partial physical prompt. Which of the following prompts in the most-to-least prompting hierarchy should the TDB use *next* to support the student's independence with the device?

A. full physical

B. visual

C. direct verbal

D. modeling

Answer _____

20. A TDB and a teacher of students with visual impairments (TVI) work with an eight-year-old student who has Stargardt disease to transition from a tactile symbol calendar system paired with braille to using mainly braille cards in the calendar system. The student has learned to read all the labels in uncontracted braille and is progressing with braille instruction. Which of the following strategies for incorporating assistive technology devices would promote the student's braille learning at this time?

A. providing a SMART Brailler® for the student to develop written expression using the vocabulary learned in braille

B. introducing a braille QWERTY keyboard for the student to develop their keyboarding skills and writing

C. beginning instruction using a slate and stylus for the student to develop writing skills

D. incorporating a braille calculator for the student to practice math computation and number recognition

Answer _____

Domain IV—The Educator as a Professional

Competency 009—(Collaboration and Consultation): Apply knowledge of techniques for fostering active inquiry, collaboration, instructional coaching, and supportive interaction between professionals, family members, interveners, paraeducators, and learners who are deafblind.

21. **Use the information below to answer the question that follows.**

> The Individualized Education Program (IEP) team completes a reevaluation for a third-grade student whose current placement is a self-contained functional skills classroom. The following new information is included in the report:
>
> - visual impairment due to high myopia resulting in a best corrected acuity after surgery of 20/80 OU
> - initial audiology report provided by the family indicating that the student has a moderate hearing loss in the right ear due to a perforated eardrum and a current mastoiditis infection that was not detected in a timely manner
> - hearing aids to be considered in the future pending resolution of the mastoiditis
> - speech-language pathologist (SLP) indicates a need for continued speech therapy due to significant receptive and expressive speech delays

Which of the following actions should the TDB take to support the IEP team in considering the student's current evaluation data as part of their decision-making process?

A. providing information regarding the alignment of the student's current IEP goals to the grade-level curriculum to support instructional programming

B. providing information about the impact of the student's dual sensory loss on access to communication and instruction to inform instructional programming

C. providing a comprehensive plan for the student's instructional program and accommodations for each service provider to follow

D. providing examples of the types of augmentative and alternative communication (AAC) devices based on the student's evaluation results and the instructional program

Answer _____

22. The family of a seven-year-old student who is deafblind meets with the Individualized Education Program (IEP) team. The parents/guardians inquire about various interventions and programs that may be appropriate for them as they work to support their child's communication and learning goals. They ask the team, "What interventions does the research recommend to effectively support our child's social skills and language development?" Which of the following responses by the TDB would be most appropriate to answer their question?

A. "Providing the student with many opportunities to explore, compare, and contrast a variety of objects to understand their function."

B. "Building relationships with peers, role models, and eventually mentors with similar sensory access needs has positive psychosocial benefits for students from childhood through adulthood."

C. "Learning to set attainable goals, working hard to reach them, and having support from their family and friends helps students identify their future goals."

D. "Experiencing a learning environment that is consistent and provides discipline and structure helps students with disabilities learn to meet any challenges."

Answer _____

Competency 010—(Educator Responsibilities, Ethical Practice, and Professional Growth): Understand teaching as a profession, maintain and adhere to ethical standards and professional conduct, and understand the value of reflective practice and professional growth.

23. **Use the information below to answer the question that follows.**

> According to the IEP Quality Indicators for Students who are Deafblind (Texas Deafblind Outreach 2003; revised 2023), ten content areas should be addressed in a well-designed Individualized Education Program (IEP) for a student who is deafblind to specifically address their individualized needs. An incomplete list of these quality indicators is shown below.
>
> 1. Etiology
> 2. _____
> 3. _____
> 4. Communication
> 5. Calendar System
> 6. Behavior
> 7. Orientation and Mobility (O&M)
> 8. Related and Supplemental Services
> 9. Transition Planning
> 10. A Teaming Process Plan

Which two indicator categories complete the list of content areas to address to ensure that an IEP is well designed and appropriate to the individualized needs of a student who is deafblind?

A. Technology Sign Language Instruction

B. Functional Literacy Braille Instruction

C. Access to Information Social Issues

D. Expanded Core Curriculum Self-Advocacy

Answer _____

24. An eleventh-grade student who is deafblind has no light perception (NLP) and moderate-to-severe hearing loss. The student consistently wears hearing aids and is independent in the care of the hearing aids. The student has functional goals in the areas of self-care, socialization, daily living, and prevocational skills. The student uses a weekly calendar system with object symbols, as well as pointing, some functional signs, and gestures. The student matches, categorizes, and completes work jobs in the classroom as part of prevocational training transition goals, and maintains attention with support. The student's postsecondary transition plan identifies continued development of work skills and daily living skills. For this student, the recommendation of the least restrictive environment (LRE) would most likely be which of the following settings?

A. general education classrooms

B. blended resource special education and general education classrooms

C. a life skills classroom

D. a substantially separate program located within the school district

Answer _____

25. Parents/guardians have provided written consent for a Full and Individual Initial Evaluation (FIIE) for their child. According to the Special Education Initial Referral Timeline, the Admission, Review, and Dismissal (ARD) committee must meet to review the comprehensive evaluation results and determine eligibility:

A. within 30 days after the parents/guardians were provided the Prior Written Notice for evaluation.

B. not later than the 45th school day following the date the district received the written parental consent.

C. within 30 calendar days from the date the comprehensive evaluation report is completed.

D. not earlier than 45 days after the parents/guardians were provided the *Parent's Guide to the Admission, Review, and Dismissal Process* document.

Answer _____

Additional Selected-Response Questions

This section includes additional sample selected-response questions for you to review in preparation for the exam. The correct answer is provided for each question below.

Domain I—Knowledge of Learners and the Visual, Auditory, Tactile, and Sensory Systems

Competency 001—(Foundations): Apply knowledge of key philosophical, historical, and legal foundations in the education of learners who are deafblind.

26. Retinitis pigmentosa (RP) is a genetic condition that affects the layer of light-sensitive tissue at the back of the eye. RP is a primary condition associated with:

A. Usher syndrome.

B. Prader-Willi syndrome.

C. CHARGE syndrome.

D. Stickler syndrome.

Answer _____

27. **Use the information below to answer the question that follows.**

> The family of a student diagnosed with Usher syndrome Type 2 moves to Texas from another state prior to the new school year. The student's current Individualized Education Program (IEP) identifies a primary eligibility of deaf/hard of hearing (DHH) and a secondary eligibility of multiple disabilities (MD). The parents/guardians present their child's IEP and necessary eligibility and assessment documentation to the Admission, Review, and Dismissal (ARD) committee. During the meeting, the following discussion occurs.
>
> *School Representative*: We are very excited to have you and your child join our school community! Thank you for the copy of the IEP to help provide a smooth transition to this process.
>
> *Parent/Guardian*: Thank you! We just want our child, P.J., to get acclimated to new teachers and staff, make new friends, and keep making progress to achieve his vision, hearing, and academic goals.
>
> *School Representative*: I see that P.J. has a primary eligibility of DHH, and secondary eligibility of MD. P.J.'s schedule of services includes DHH and VI services, speech-language therapy, occupational therapy, assistive technology, audiology, and orientation and mobility. As a team, we will review the existing evaluation data and would like to consider eligibility for special education services under the category of deafblind.

Which of the following statements would be most accurate for the school representative to use in describing the rationale for a change of eligibility category for P.J. at this time?

A. There is the possibility no change would be proposed in P.J.'s current placement or service time as listed on the IEP.

B. There is no benefit from having two eligibility categories identified on the IEP as far as P.J.'s goals and placement are concerned.

C. There are unique considerations and resources to support both P.J. and the family that would be more accessible to meet their needs now and in the future.

D. There are service delivery options that are unavailable to P.J. due to the multiple eligibility categories currently listed.

Answer _____

Competency 002—(Learners' Strengths and Needs): Apply knowledge of the complex and unique effects of combined vision and hearing impairment as well as the strengths of the tactile sense of learners who are deafblind.

28. A kindergarten student with CHARGE syndrome frequently bumps into things, sometimes purposefully, and has difficulty sitting in a chair without sliding down or falling out of it. These characteristics are most likely related to which of the following aspects of CHARGE syndrome?

A. executive function and motivation delays

B. muscle spasticity and nerve pain

C. poor proprioception and low muscle tone

D. hypersensitivity and joint swelling

Answer _____

29. A three-year-old child who has a pet dog is able to look at pictures of different animals, identify a dog, and share that a dog barks. Which of following skills is the child using to identify and describe a dog in this scenario?

A. visual closure

B. abstract thinking

C. visual memory

D. problem solving

Answer _____

Competency 003—(Anatomy/Physiology of the Auditory, Visual, Tactile, and Sensory Systems): Understand the key components and functions of the human auditory, visual, tactile, and sensory systems.

30. A TDB provides systematic vocabulary instruction to a student with a central visual field loss and a profound hearing loss. The teacher presents two objects and two cards in braille with a sentence describing the objects to the student. The student picks up one object at a time, holds it up to the light, turns it around, and shifts it from hand to hand, squeezing it. Then the student smells the object and rubs it against their cheeks and forehead. The student then places the object on the corresponding card to identify it. The student's actions in this activity demonstrate which of the following concepts regarding the role of the intact and residual sensory systems on learning for students with combined sensory loss?

A. Instructional strategies that encourage tactile and sensory exploration have been shown to promote the concept and language development of students who are deafblind.

B. The use of hands-on manipulatives supports instruction through scaffolding for students who are deafblind.

C. Sensory exploration of the environment is most effective when combined with assistive technology to promote engagement and access for students who are deafblind.

D. Integrating familiar manipulatives provides increased understanding for guided and independent practice during instruction for students who are deafblind.

Answer _____

31. Which of the following key structures of the auditory system also plays a major role in the vestibular system?

A. pinna

B. hair cells

C. stapes

D. tympanic membrane

Answer _____

32. Which of the following functions does the visual cortex serve in the process of visual perception?

A. protecting the inside eye structures from harmful materials

B. controlling the amount of light that enters the eyes

C. transferring visual information to the occipital lobe

D. processing visual stimuli received from the optic tracts

Answer _____

Domain II—Assessment, Instructional Planning, and the Learning Environment

Competency 004—(Evaluation and Assessment): Apply knowledge of the educational evaluation and assessment process to determine a learner's strengths and needs, and apply appropriate assessment strategies in the learner's preferred mode of communication to support the learner.

Use the information below to answer the question that follows.

> A six-year-old student's responses to sensory stimuli are evaluated using a sensory-based assessment. Below are the results of the assessment:
>
> **1. Vestibular:** Student enjoyed rocking back and forth as evidenced by smiling but showed an aversion to side-to-side rocking by crying out.
>
> • Further probes needed: None at this time.
>
> **2. Proprioception:** Student really enjoyed deep pressure on the arms and legs, which was indicated by quieting and calming.
>
> • Further probes needed: None at this time.
>
> **3. Tactile:** Student loved a variety of squishy balls; some had a gelatinous substance inside, others had smaller balls inside the bigger ball. The student disliked wet textures.
>
> • Further probes needed: None at this time.
>
> **4. Visual:** Student noticed bright lights or spotlighting mylar materials; when materials were presented without a light component student did not notice visually presented materials.
>
> • Further probes needed: None at this time.
>
> **5. Olfactory:** Student did not have a reaction to any of the scents presented. Student did not put any objects presented up to their nose.
>
> • Further probes needed: Possible lack of olfactory sense needs further discussion.
>
> **6. Gustatory:** Not applicable; student is G-tube fed.
>
> • Further probes needed: After swallow study is conducted, may present a taste on the student's tongue.
>
> **7. Auditory:** Student showed more interest in objects presented that had an auditory component.
>
> • Further probes needed: All objects presented also had a light component; try again without lights to see if student is drawn to lights, sound, or both.
>
> **8. Causality:** Student is still learning causality.
>
> • Further probes needed: None at this time.

33. Based on this sensory assessment, which of the following activities would be an appropriate motivator for this student?

A. engaging in a light pressure routine

B. playing with a sensory bin filled with water beads

C. swinging with a weighted blanket

D. rolling a hard ball with a bumpy surface

Answer _____

34. A TDB plans to evaluate a 12-year-old student with congenital rubella syndrome for an upcoming functional vision evaluation/learning media assessment (FVE/LMA) and communication evaluation. The student has multiple disabilities, including a profound hearing loss. The student wears bilateral hearing aids and will respond by vocalizing and with prelinguistic communication to familiar voices and tactile cues. The student's latest eye report indicates no light perception (NLP) in both eyes. Which of the following evaluation tools would be most appropriate for assessing this student's strengths and current areas of functioning?

A. Assessment of Deafblind Access to Manual Language Systems

B. Child-Guided Strategies: The van Dijk Approach to Assessment

C. Barraga Visual Efficiency Program

D. Callier-Azusa Scale

Answer _____

35. A TDB works with an educational diagnostician to assess a seven-year-old student who has a profound hearing loss with best corrected visual acuity of 20/400 and a restricted visual field. According to Dr. Jan van Dijk's Child-Guided Assessment protocol, it is important to address which of the following domains *first* in the observational, child-guided method?

A. problem solving

B. approach withdrawal

C. biobehavioral state

D. social interaction

Answer _____

Competency 005—(Instructional Planning and the Learning Environment): Apply knowledge of the diverse strengths and needs of learners who are deafblind to plan meaningful instructional opportunities that encourage social interaction and active engagement and promote a joy of learning in home, school, and community environments.

36. **Read the excerpt below from the Individualized Education Program (IEP) of a fourth-grade student who is deafblind; then answer the question that follows.**

> **Present Level of Academic Achievement and Functional Performance (PLAAFP):** The student often sits alone during the daily recreation/leisure choice time center activities. The student refuses or ignores any verbal or object prompts presented by the teacher or intervener to engage in a preselected activity. The special education teacher is collaborating with the TDB to identify a strategy to encourage the student's engagement in recreation/leisure choice time.
>
> **Goal:** By the end of the IEP year, when provided with one verbal or tactual prompt and a choice board with two objects, the student will choose one preferred recreation/leisure activity in 4/5 trials.

Which of the following would be the most appropriate method to support the student's engagement in a recreation/leisure activity?

A. offering the student the opportunity to make a choice between a preferred and a non-preferred activity

B. allowing the student to sit alone during the recreation/leisure choice time and waiting for the student to engage without any staff intervention

C. bringing the materials and the activity to where the student is sitting and having other students engage in the activity in the student's personal space

D. sending the student with the intervener to work on other IEP goals during this time until the student is ready to engage in recreation/leisure activities with peers

Answer _____

37. A TDB collaborates with general education teachers and speech-language pathologists to create structured communicative interactions across school settings. Which of the following rationales best supports the use of this strategy and practice for students with dual sensory loss?

A. Structured communicative interactions promote students' independent engagement in social activities.

B. Structured communicative interactions encourage students to develop social routines.

C. Structured communicative interactions allow students to acquire content-area knowledge in context to support generalization of skills.

D. Structured communicative interactions provide incidental learning opportunities for students to acquire knowledge and social skills.

Answer _____

38. A TDB uses a calendar system with a fifth-grade student to support daily transitions. The anticipation calendar consists of two very distinct containers on the student's desk with items representing the next activity in the student's day. The teacher notes that after lunch, the student uses the anticipation calendar to move the spoon from one container to the other. The student's action provides evidence that they have developed which of the following concepts?

A. tactile memory

B. object permanence

C. past and future

D. action-reaction

Answer _____

Domain III—Promoting Learning, Communication, and Independence

Competency 006—(The General Education and Expanded Core Curriculum): Apply knowledge of a variety of instructional strategies, methods, and meaningful activities to promote access, success, and independence in both the academic and expanded core curriculum for learners who are deafblind.

39. A student with high myopia and congenital severe-to-profound bilateral hearing loss uses cochlear implants and wears glasses. Which of the following activities most effectively promotes the student's ability to access visual cues to support their auditory comprehension when learning new vocabulary?

A. prompting the student to check the functioning of their assistive listening device

B. ensuring the student has access to the speaker's face as information is spoken

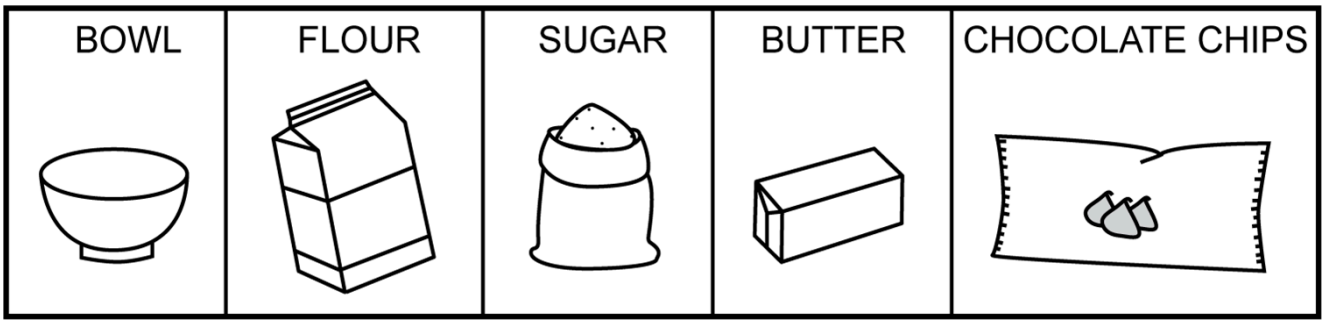
C. sitting beside the student while giving the student verbal directions

D. using objects to depict the meaning of content-specific terms

Answer _____

40. **Use the information below to answer the question that follows.**

> A middle school student with optic nerve hypoplasia (ONH) and a moderate bilateral hearing loss uses amplification and is learning a multistep, sequenced routine. The TDB introduces the student to baking cookies by using a sequence box. The TDB initiates the conversation by verbally labeling and tactually exploring each item with the student in the sequence box below.



During the routine, the student becomes excited when recognizing the sugar and begins tasting it. The TDB extends the discussion with the student by touching and repeating the word SUGAR and teaching its corresponding sign. The primary purpose of teaching this routine is to:

A. encourage the student to interact socially with others through a preferred-learning task.

B. integrate larger topics of language, concept development, and conversation in a meaningful activity.

C. enable the student to complete tasks by incorporating strategies into a structured routine.

D. include a variety of communication systems to encourage active participation in a conversation.

Answer _____

Competency 007—(Communication): Apply knowledge of a variety of linguistic and nonlinguistic communication modes and knowledge of the importance of identifying and developing learners' preferred mode of communication to promote learning, self-determination, and independence.

41. Which of the following principles is known as the First Principle of Protactile Language (PTL)?

A. Protactile communication is a means of sharing experiences.

B. When sharing information, be sure to include the sources of the information.

C. Any time space is used, it should be contact space, not air space.

D. In Protactile the best way to communicate is through touch.

Answer _____

42. A four-year-old child with 20/400 acuities OU has a profound bilateral hearing loss and communicates at the prelinguistic stage. The Admission, Review, and Dismissal (ARD) committee is developing goals to promote the child's communication and emergent literacy skills. After reviewing recent assessment data, and on recommendation of the TDB and speech-language pathologist (SLP), the team plans to introduce real objects and tactile symbols to develop the child's receptive and expressive communication. Which of the actions should the teachers take *first* to develop the child's understanding of real objects and tactile symbols as communication?

A. developing cognitive skills related to theory of mind

B. building understanding of concrete representations

C. promoting functional vision to support visual processing

D. encouraging emergent sensory efficiency and motor skills

Answer _____

43. A sixth-grade student who has low vision with a congenital bilateral mild hearing loss has targeted goals to develop functional hearing and listening skills. The TDB regularly uses a modified auditory sandwich technique to teach new routines and give directions. When using this technique, the purpose of restating a verbal direction or statement after presenting a tactile cue is to:

A. observe the student's initial level of auditory attention.

B. emphasize the importance of the student's participation in the activity.

C. reinforce and strengthen the student's auditory input and processing.

D. prevent misinterpretation of the direction cues by the student.

Answer _____

Competency 008—(Technology: Low- and High-Tech): Apply knowledge of the role of both low- and high-tech devices and digital supports to promote independence, engagement, communication, and learning.

44. A middle school student uses various technology accommodations, including their cell phone, school laptop, handheld magnifier, digital modulation system (DM system), and personal hearing aids. The student's intervener is primarily responsible for managing the everyday equipment. The student is independent in the care and maintenance of their hearing aids and cell phone. The Admission, Review, and Dismissal (ARD) committee has developed goals for the student to develop responsibility for their technology, including transporting equipment from class to class and ensuring the devices are charged. Which of the following strategies would be most effective for *initial* instruction on maintaining personal technology?

A. creating a daily written checklist for maintenance steps for the equipment for the student to complete and turn in to a designated staff person at the end of the day

B. developing a plan with the student to manage one piece of equipment at a time with the least intrusive monitoring system that can be faded as the student develops independence

C. asking the student's parents/guardians to encourage the student's independence in their everyday use of their devices and technology at home and at school

D. discussing with the student the importance of appropriate maintenance and use of their devices while developing a plan for the use and care of their devices

Answer _____

45. A ***disadvantage*** of using a tablet as a student's primary assistive technology device to access the learning management system is that:

A. options for voicing and speech are limited.

B. access to a strong Internet connection is needed.

C. color preferences may not be adequate or adjustable.

D. optical character recognition is inconsistent.

Answer _____

Domain IV—The Educator as a Professional

Competency 009—(Collaboration and Consultation): Apply knowledge of techniques for fostering active inquiry, collaboration, instructional coaching, and supportive interaction between professionals, family members, interveners, paraeducators, and learners who are deafblind.

46. A middle school student with CHARGE syndrome is experiencing difficulty with balance while sitting at their desk for long periods of time. The educational interpreter is positioned 3 feet away and uses large expressive signs that are hard for the student to visually track. The student is experiencing a great deal of fatigue due to their sensory needs and the extra energy used to access the visual and auditory information. Which of the following actions by the TDB would most quickly and effectively address the student's access to classroom instruction while also reducing the fatigue that the student is experiencing?

A. building in peer-supported learning opportunities during the school day

B. administering a functional evaluation to determine optimal signing space for the interpretation

C. allowing the student to take more frequent breaks from classroom instruction

D. trialing hand-tracking strategies that allow the student to have tactile access to the interpretation

Answer _____

47. A student who is deafblind will age out of school-based services at the end of the current school year and is getting ready to enroll at the local community college for the summer. The student shares with the TDB that the family is having difficulty finding an affordable way to obtain a tablet device with adequate capacity to allow the student access to print materials. Which of the following resources should the TDB suggest the family contact *first* for support with obtaining assistive technology for the student's postsecondary endeavors?

A. Texas Workforce Commission (TWC) Vocational Rehabilitation Services

B. Texas Health and Human Services (HHS) Blind Children's Vocational Discovery and Development Program (BCVDDP)

C. Deaf Blind with Multiple Disabilities (DBMD) Waiver Program

D. The National Federation of the Blind (NFB)

Answer _____

48. A third-grade student with cerebral palsy (CP), cortical visual impairment (CVI), nystagmus, and seizures uses a wheelchair. The student has auditory neuropathy, with communication at the prelinguistic stage. The TDB and the student's intervener discuss strategies to develop competent communication partners and ways to create meaningful interactions for the student. Which of the following activities should be conducted *first* to facilitate positive interaction, communication, and bonding between the intervener and the student?

A. The intervener should read the student's records and all information regarding the student's visual diagnosis and hearing condition.

B. The TDB should assist the intervener in getting to know the student's likes and dislikes, how the student engages with the environment, and the student's strengths.

C. The intervener should talk with the student's family and related service providers to understand their expectations for the student.

D. The TDB should provide the intervener with the student's Individualized Education Program (IEP) goals and share their expectations for the student's learning.

Answer _____

Competency 010—(Educator Responsibilities, Ethical Practice, and Professional Growth): Understand teaching as a profession, maintain and adhere to ethical standards and professional conduct, and understand the value of reflective practice and professional growth.

49. An eleventh-grade student and their parents/guardians attend the annual Individualized Education Program (IEP) team meeting. The student is blind, with a moderate hearing loss due to Leber congenital amaurosis (LCA). The student wears hearing aids and is a fluent braille reader. The student's preferred mode of communication is listening and spoken language (LSL), and the student uses a refreshable braille display for written communication. The student has a postsecondary goal to attend a vocational program at the local community college. To directly support the student's postsecondary goal, the TDB should ensure that the student and the parents/guardians have knowledge of and access to which of the following resources?

A. Texas Workforce Commission (TWC) Vocational Rehabilitation Services

B. The Arc of Texas

C. Texas Department of Health and Human Services (HHS)

D. Coalition of Texans with Disabilities (CTD)

Answer _____

50. When developing an Individualized Education Program (IEP) for students who are deafblind, which of the following topics must be considered and is required to be discussed by the IEP team?

A. how to create activities and materials for visual and auditory efficiency based on the needs of the student

B. the work products that will identify the student's progress on classwork, projects, and assessments

C. how to provide training and professional development for staff on the impact that a dual sensory loss has on a student's educational progress

D. the full range of placements and types of supports needed for the student to access the curriculum and setting

Answer _____

Section 4: Sample Selected-Response Answers and Rationales Deafblind EC–12 (185)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Selected-Response Questions with Rationales

Each sample exam question here includes the correct answer and a rationale for each answer option.

Domain I—Knowledge of Learners and the Visual, Auditory, Tactile, and Sensory Systems

Competency 001—(Foundations): Apply knowledge of key philosophical, historical, and legal foundations in the education of learners who are deafblind.

1. A student has a bilateral sensorineural hearing loss, colobomas of the eye, and atresia of the choanae. These conditions are typically associated with:

A. Waardenburg syndrome.

B. CHARGE syndrome.

C. Usher syndrome Type 2.

D. Williams syndrome.

Answer

Option B is correct because CHARGE syndrome is a genetic condition characterized by: coloboma, heart defects, atresial choanae, restricted growth, and genital and ear abnormalities. The student is noted to have three of the six characteristics, which together would most likely indicate CHARGE syndrome. **Option A is incorrect** because while Waardenburg syndrome can cause hearing loss, this hereditary condition involves changes in skin pigmentation. **Option C is incorrect** because Usher syndrome Type 2 is typically characterized by a sensorineural hearing loss along with retinitis pigmentosa. **Option D is incorrect** because Williams syndrome is typically characterized by developmental delay and heart disease.

2. The parents/guardians of a student who is deafblind ask for assistance with paying for intervener services outside of the school day. Which of the following resources would be the most appropriate for the TDB to recommend?

A. Deaf Blind with Multiple Disabilities (DBMD) waiver

B. Texas Health and Human Services (HHS) Blind Children's Vocational Discovery and Development Program (BCVDDP)

C. Texas Workforce Commission Vocational Rehabilitation Services

D. Texas Health and Human Services (HHS) Home and Community-based Services (HCS) waiver

Answer

Option A is correct because the DBMD waiver provides home and community-based services to people who are deafblind with multiple disabilities. The program focuses on increasing opportunities for individuals who are deafblind with multiple disabilities to communicate and interact with their environment, which an intervener would support. **Options B and C are incorrect** because these Texas organizations primarily provide vocational services for individuals with disabilities. **Option D is incorrect** because the Texas HCS waiver program provides services for individuals with intellectual disabilities or related conditions, and intervener services are not one of the approved consumer-directed services in this program.

3. The use of tactile communication systems (e.g., braille, Protactile Language [PTL], Print on Palm [POP]) to promote communication, learning, and access for individuals who are deafblind is supported by which of the following key research findings?

A. Studies of brain neuroplasticity indicate increased stimulation of the cortical areas of the brain associated with language development by tactile communication systems.

B. Evidence that promotes the theory of multisensory learning modalities includes strategies of tactile communication.

C. Student self-perception studies suggest increased enjoyment of learning using tactile communication systems.

D. Studies indicate tactile skills reinforce the development of secondary modes of communication and support cognitive development for students with sensory disabilities.

Answer

Option A is correct because similar patterns of brain activation are seen in users of braille, Print on Palm, and PTL. Research has shown that the neural networks associated with tactile communication systems are consistent with those implicated with language. **Option B is incorrect** because multisensory learning focuses on the benefits of learning through more than one sense and integration of the tactile sense with visual, auditory, and kinesthetic activities. **Options C and D are incorrect** because while tactile learning methods can help improve concentration and increase self-confidence, these are not the key findings within the research.

Competency 002—(Learners' Strengths and Needs): Apply knowledge of the complex and unique effects of combined vision and hearing impairment as well as the strengths of the tactile sense of learners who are deafblind.

4. In a life skills classroom, a second-grade teacher begins a social studies unit about community helpers. The teacher plans individualized instruction for a student who is congenitally deafblind and primarily uses their tactile sense to access their environment. Which of the following approaches would be most effective for supporting the student's concept development when beginning the unit on community helpers?

A. reading aloud to the class a picture book about firefighters, police officers, doctors, and teachers and their roles within the community

B. creating an experience book with the student about a doctor's visit and providing objects such as the stethoscope, gloves, and tongue depressor for the student to explore

C. working with the student using a hand-under-hand approach to color in a picture of community helpers

D. providing center activities for the student to explore, such as sorting small plastic fire trucks, police cars, school buses, and ambulances into labeled containers

Answer

Option B is correct because incorporating real objects from an activity in which the student has participated can help connect to their background knowledge as they begin the unit. The student's experience at the doctor's office can be used to build upon as the unit on community helpers progresses. **Option A is incorrect** because a read aloud is not an interactive or tactile activity for a student who primarily uses their tactile sense. **Options C and D are incorrect** because coloring and sorting activities do not support initial development of the concept of community helpers.

5. An eight-year-old student who is deafblind with emerging language works on a tactile task while sitting on the carpet. The student picks up different sized blocks and passes them back and forth, hand-to-hand, finally matching them with their corresponding container. Which of the following actions by the teacher is most appropriate to initiate an interaction with the student that is sensory attuned to build trust as the student works on this task?

A. sitting at a nearby table, taking notes, and carefully observing the student's movements and actions before actively engaging with the student on the activity they are doing

B. picking up each of the blocks one at a time and stacking them on top of each other to build a tower for the student to knock down

C. asking the student for a turn with one of the blocks using tactile signs, imitating the student's actions with the block, and putting the block back into the student's hands when done

D. sitting with knees touching the student's knees and lightly resting their hands on the student's hands to show they are watching and engaging in the activity as directed by the student

Answer

Option D is correct because the teacher is establishing joint tactile attention. By maintaining contact with the student's knees and hands, the teacher is sharing in the activity through non-controlling mutual touch. **Option A is incorrect** because observing from a distance does not allow the student to know the teacher is engaged with them. **Option B is incorrect** because stacking the blocks for the student does not allow the student to direct the activity. **Option C is incorrect** because imitating the student without maintaining joint tactile attention will not keep the student engaged.

6. A TDB wishes to reference a specific object in the classroom while working with a student who is deafblind. Which of the following actions by the TDB would be the equivalent of using a pointing gesture for communicating with the student?

A. taking turns exploring the object the student is touching

B. moving with the student toward the object to explore it coactively

C. limiting the number of objects near the student and watching what they choose to touch

D. imitating what the student does with their hands with a different object

Answer

Option B is correct because the teacher establishes and maintains mutual tactile attention. Using coactive engagement encourages focus on and exploration of the target object. **Option A is incorrect** because taking turns without maintaining contact disrupts tactile communication. **Options C and D are incorrect** because watching what the student chooses to touch and imitating the student do not allow the teacher to reference a specific object.

Competency 003—(Anatomy/Physiology of the Auditory, Visual, Tactile, and Sensory Systems): Understand the key components and functions of the human auditory, visual, tactile, and sensory systems.

7. A student without the eighth cranial nerve bilaterally displays which of the following types of hearing loss?

A. a congenital, profound, and conductive hearing loss

B. a congenital, profound, and sensorineural hearing loss

C. an acquired, profound, and sensorineural hearing loss

D. an acquired, moderate, mixed hearing loss

Answer

Option B is correct because congenital absence of the eighth cranial nerve is associated with a profound sensorineural hearing loss. **Option A is incorrect** because the eighth cranial nerve is a structure of the inner ear and would not create a conductive hearing loss. **Options C and D are incorrect** because while the eighth cranial nerve could become damaged through injury, trauma, infection, or other acquired causes, lack of the structure would be due to a congenital cause.

8. Tactile receptors are located primarily in which of the following areas of the body?

A. the dermis layers

B. hair follicles

C. nerve fibers

D. subcutaneous tissue

Answer

Option A is correct because the dermis layer of the skin contains sensory receptors that allow the body to receive stimulation such as pain, pressure, and temperature. **Option B is incorrect** because only the nerve endings around a hair follicle can detect hair movement. **Option C is incorrect** because nerve fibers carry impulses. **Option D is incorrect** because the subcutaneous layer of skin is the deepest layer made of mostly fat cells and connective tissue.

Domain II—Assessment, Instructional Planning, and the Learning Environment

Competency 004—(Evaluation and Assessment): Apply knowledge of the educational evaluation and assessment process to determine a learner's strengths and needs, and apply appropriate assessment strategies in the learner's preferred mode of communication to support the learner.

9. **Use the information below to answer the question that follows.**

> A TDB is determining the appropriate accommodations for a student. The student's functional vision evaluation (FVE) results show that the student has a superior field loss to 20° and a need for high contrast. The FVE results also show a difficulty in seeing information presented at distances greater than 3 feet. The learning media assessment (LMA) results show that the student's primary learning channel is visual, and the secondary channel is auditory.

The student uses manual communication but relies on auditory feedback to verify messages. The student prefers using real pictures on the daily calendar of activities rather than cartoons or line drawings. Based on this information gathered from the FVE/LMA, which of the following accommodations would best meet the student's needs and support their independent access to instruction?

A. keeping auditory information at a minimum to reduce auditory clutter in the classroom

B. providing high-contrast, black-and-white photographs to represent daily activities on the schedule

C. pairing auditory information with signed communication and providing visual supports using high-contrast, low-clutter photographs

D. alternating between auditory information and signed communication to minimize overwhelming the student

Answer

Option C is correct because the student uses manual communication with auditory feedback and prefers real, high-contrast pictures. Pairing auditory information with signed communication supports the student's preferred learning channels and using real pictures with high contrast supports their visual preferences. **Options A and D are incorrect** because the student uses auditory information as a secondary channel to visual communication and relies on auditory feedback to verify signed messages. **Option B is incorrect** because while black and white photos are high contrast they do not support the student's preference for real pictures.

10. Standardized assessments can be one of many evaluations administered as part of a communication evaluation. Which of the following concerns regarding the reliability and validity of standardized tests should the TDB be aware of?

A. Norm groups for standardized tests often do not include a representative sample of students who are deafblind.

B. Standardized tests may not match the classroom instruction received by students who are deafblind.

C. Accommodations and modifications may not be available for many standardized tests.

D. Any signed interpretation of test items or directions may be transcribed differently in written English on a standardized test.

Answer

Option A is correct because standardized tests are designed to compare the performance of one individual to that of a normative group, yet most standardized tests lack adequate norms for students who are deafblind. Without a representative norm group to compare to, results may not be reliable or valid. **Option B is incorrect** because the purpose of standardized testing does not include matching classroom instruction. **Option C is incorrect** because there are accommodations that may affect test validity as they may compromise the presentation of the item content or the level of difficulty. While the TDB should be aware of which accommodations and modifications may not be available on standardized assessments, these would not be a primary concern of the TDB as they relate to reliability and validity. **Option D is incorrect** because a signed interpretation may not match written English.

Competency 005—(Instructional Planning and the Learning Environment): Apply knowledge of the diverse strengths and needs of learners who are deafblind to plan meaningful instructional opportunities that encourage social interaction and active engagement and promote a joy of learning in home, school, and community environments.

11. A ninth-grade student with 20/200 acuity in both eyes and a mild bilateral hearing loss receives inclusion support from a special education teacher in the general education classroom with collaborative consultation from a TDB. The student has a goal to demonstrate independence regarding accessibility needs. Which of the following strategies would most effectively support student access in the general education setting?

A. providing a reinforcement schedule for the student when classroom expectations are met

B. creating additional time during the school day to pre-teach and re-teach key academic concepts to the student as needed

C. creating a self-monitoring checklist with the student to track the use of their current accommodations and supports

D. encouraging the student to share any concerns about their accommodations with their general education teachers

Answer

Option C is correct because the checklist requires the student to monitor their own use of accommodations and promotes independence regarding accessibility needs. This strategy would support the student in accessing and using their own accommodations and promote independence by requiring them to keep track of their use. **Option A is incorrect** because reinforcement for meeting expectations does not necessarily promote independent use of accommodations. **Option B is incorrect** because pre-teaching and re-teaching concepts may support student access, but it does not help the student meet the goal of demonstrating independence regarding accessibility needs. **Option D is incorrect** because while encouraging the student to share concerns about accommodations with their general education teachers may be a step toward independence regarding accessibility needs, this does not necessarily support student access in the classroom.

12. A TDB uses explicit and systematic approaches to develop students' incidental learning and communication. Which of the following activities would be most effective for a middle school student with cortical vision impairment (CVI), Phase II, and a moderate bilateral hearing loss?

A. The TDB pairs the student with a peer to teach emergent concepts using look-touch-listen activities.

B. The TDB provides repeated multisensory experiences with specialized materials and adaptations designed for the student.

C. The TDB begins instruction using objects to promote familiarity and attention to the task.

D. The TDB uses high-contrast pictures when teaching visual recognition of common objects found in the classroom.

Answer

Option B is correct because a multisensory approach allows a student with CVI to incorporate different sensory channels into the learning process. This will reduce visual fatigue and stress for the student and provide them with opportunities to use and develop sensory efficiency skills. **Option A is incorrect** because the teacher should provide direct and explicit instruction in skills and concepts. **Option C is incorrect** because relying only on real objects does not support the development of incidental learning. **Option D is incorrect** because relying only on two-dimensional materials for too long, even with high contrast, can be fatiguing for a student with CVI.

Domain III—Promoting Learning, Communication, and Independence

Competency 006—(The General Education and Expanded Core Curriculum): Apply knowledge of a variety of instructional strategies, methods, and meaningful activities to promote access, success, and independence in both the academic and expanded core curriculum for learners who are deafblind.

13. **Use the information below to answer the question that follows.**

> A 16-year-old student who is deafblind has the following supports and accommodations in their Individualized Education Program (IEP):
>
> - an educational interpreter to provide access to classroom instruction in American Sign Language (ASL) and interpret communication between the student and their teachers and peers
> - an intervener to support the student with classroom tasks such as note taking and previewing new vocabulary, as well as by reviewing elements of the lessons that the student may have misunderstood from the initial lesson
> - text enlargement software to help the student with accessing text on the computer or laptop for test taking and doing research on the Internet
> - closed captioning

The student's transition plan includes a postsecondary plan to attend college. The TDB and student are working on self-advocacy goals as part of the expanded core curriculum (ECC). Which of the following strategies would best support the student in building self-advocacy skills in preparation for future employment and college?

A. providing the student with a list of state and federal agencies that provide their specific accommodations under the Americans with Disabilities Act (ADA)

B. connecting the student and their family with local support programs for children and adults with sensory disabilities

C. explaining to the student the implications of their medical condition, including how to understand their vision and hearing test results

D. working with the student to develop a brief video to explain how their current accommodations allow them access to and independence in their everyday activities

Answer

Option D is correct because creating a video is student-driven and requires the student to self-advocate. The student must explain their accommodations and their benefits, preparing them to use these same skills of being able to self-advocate in the workplace and postsecondary education settings. **Option B is incorrect** because connecting the student and their family with support programs does not ensure that they will be used. **Options A and C are incorrect** because only providing this information to the student does not develop self-advocacy skills needed in the workplace or post-secondary settings.

14. A kindergarten student who is deafblind is learning to read braille. The student has a goal to develop fine-motor skills related to hand and finger strength. The TDB and occupational therapist (OT) coordinate various center-based activities to support the student's progress toward this goal. Which of the following activities would be most effective for developing the fine-motor skills related to this goal?

A. organizing and placing letter shapes into boxes of different sizes

B. popping the bubbles in bubble wrap to make a shape

C. drawing lines on a piece of paper to simulate letter formation

D. fitting wooden puzzle pieces together

Answer

Option B is correct because pressing and popping bubble wrap strengthens finger muscles to build fine motor skills. This is an age-appropriate fine-motor activity related to hand and finger strength. **Options A and D are incorrect** because these activities focus on hand-eye coordination more than finger dexterity. **Option C is incorrect** because drawing lines on a piece of paper to simulate letter formation focuses on grip strength rather than hand to finger strength.

15. A high school student who is deafblind is fluent in American Sign Language (ASL) and has 20/60 vision with correction. The student has a goal to demonstrate understanding of their rights and responsibilities regarding community interpreter services. Which of the following activities would be most effective for the student to engage in to support their goal?

A. becoming familiar with the training requirements for ASL interpreters

B. learning how to engage with and schedule ASL interpreters

C. attending Individualized Education Program (IEP) team meetings

D. meeting with other students and adults who are Deaf

Answer

Option B is correct because engaging with and scheduling their own ASL interpreters promotes student understanding and application of their rights and responsibilities regarding community interpreter services. This helps to prepare the student for eventual independent and appropriate use of interpreting services in the community as an adult. **Option A is incorrect** because understanding the training requirements for interpreters does not support the student in understanding their own rights and responsibilities regarding interpreting services. **Option C is incorrect** because attending IEP team meetings does not support the student in learning about interpreting services. **Option D is incorrect** because engaging with other peers and Deaf adults may not support the student in developing an understanding of their rights regarding interpreting services.

Competency 007—(Communication): Apply knowledge of a variety of linguistic and nonlinguistic communication modes and knowledge of the importance of identifying and developing learners' preferred mode of communication to promote learning, self-determination, and independence.

16. **Use the information below to answer the question that follows.**

> A sign system, which is not a language of its own, was created to make spoken language visible. In this system, every word is signed and voiced, and morphological word endings (for example, *-ed*, *-ing*, *-s*) are used. Many of the signs are initialized, and concepts are not emphasized.

Which of the following sign systems best matches this description?

A. Signing Exact English (SEE-II)

B. American Sign Language (ASL)

C. Conceptually Accurate Signed English (CASE)

D. Protactile Language (PTL)

Answer

Option A is correct because SEE-II is a sign system that represents the English language. It is not a language itself but a manual code for the English language that follows the rules of English grammar and uses initialized signs. **Options B and D are incorrect** because ASL and PTL are not sign systems but languages. **Option C is incorrect** because CASE is a blending of SEE-II and ASL and emphasizes concepts.

17. **Use the information below to answer the question that follows.**

> A TDB is creating literacy materials for a ten-year-old, third-grade student who is deafblind and has multiple disabilities. The student has light perception in one eye, 20/400 acuity in the other eye after correction, and a moderate hearing loss in both ears. The student follows a routine-based schedule each day of the week as part of the student's self-contained classroom programming. Real objects are the student's designated and preferred literacy and learning medium. The student enjoys engaging in specific activities each day, including grooming, mathematics, cooking class, lunch, physical education, and music class.

The TDB wants to create functional literacy materials to help the student learn literacy-based one-to-one correspondence and symbolic representation, information recall, and time concepts. Which of the following materials would most appropriately support instruction in the literacy objectives for the student?

A. an experience book with real objects related to daily activities for each school day corresponding to the student's daily routines

B. a fictional story in auditory format presented on a tablet that describes a student who goes to school and has many adventures during the school day

C. a digital slideshow with color pictures presented on a tablet that names and explains the purpose of each of the student's classes for each day of the week

D. an experience book with print pictures of objects and braille text that describes unfamiliar or new learning activities on the student's schedule

Answer

Option A is correct because an experience book using concrete materials that relate to the child's own life encourages the student to use and apply one-to-one correspondence and symbolic representation while also using the skills of information recall and time concepts as they record and talk about the events of the day. **Options B, C, and D are incorrect** because they do not incorporate real objects, which are the student's preferred literacy and learning medium.

Competency 008—(Technology: Low- and High-Tech): Apply knowledge of the role of both low- and high-tech devices and digital supports to promote independence, engagement, communication, and learning.

18. A second-grade student who is deafblind has a visual acuity of 20/100 and a mild-to-moderate sensorineural hearing loss. The student receives occupational therapy to address fine-motor skills and handwriting. Recent learning media assessment (LMA) results recommend introducing a speech-to-text device to the student to support written expression. Which of the following initial considerations would be most important to address when teaching the student to use a speech-to-text device?

A. whether the student has a progressive or stable hearing loss

B. the student's ability to speak at a consistent volume and enunciate clearly

C. the student's current reading level and vocabulary

D. whether the student can use a computer independently

Answer

Option B is correct because speech-to-text technology requires clear and intelligible pronunciation. For an accurate transcription, the student's speech must be clear and intelligible and of an appropriate volume. **Option A is incorrect** because the stability of the student's hearing would not need to be addressed when teaching them to use the device. **Options C and D are incorrect** because reading and computer skills are not as important as the student's speaking skills when teaching them to use a speech-to-text device.

19. In paired instructional lessons, a student who is deafblind demonstrates success with a digital picture communication device after a partial physical prompt. Which of the following prompts in the most-to-least prompting hierarchy should the TDB use *next* to support the student's independence with the device?

A. full physical

B. visual

C. direct verbal

D. modeling

Answer

Option D is correct because according to the most-to-least prompting hierarchy, modeling would be the next least restrictive support to promote independence following a partial physical prompt. Because the student has been successful with a partial physical prompt, a less intrusive prompt should be used next to support the student's independence with the device. **Option A is incorrect** because a full physical prompt would be more restrictive than a partial physical prompt. **Option B is incorrect** because a visual prompt would be the least restrictive support before

independence with the device. **Option C is incorrect** because a direct verbal prompt should not be attempted until the student demonstrates success with modeling and gestural prompts.

20. A TDB and a teacher of students with visual impairments (TVI) work with an eight-year-old student who has Stargardt disease to transition from a tactile symbol calendar system paired with braille to using mainly braille cards in the calendar system. The student has learned to read all the labels in uncontracted braille and is progressing with braille instruction. Which of the following strategies for incorporating assistive technology devices would promote the student's braille learning at this time?

A. providing a SMART Brailler® for the student to develop written expression using the vocabulary learned in braille

B. introducing a braille QWERTY keyboard for the student to develop their keyboarding skills and writing

C. beginning instruction using a slate and stylus for the student to develop writing skills

D. incorporating a braille calculator for the student to practice math computation and number recognition

Answer

Option A is correct because a SMART Brailler provides multisensory feedback by displaying brailling and providing auditory output of what the student types. An assistive technology device that provides immediate feedback would be most appropriate to promote the student's braille learning. **Options B, C, and D are incorrect** because they do not provide immediate feedback to promote the student's braille learning.

Domain IV—The Educator as a Professional

Competency 009—(Collaboration and Consultation): Apply knowledge of techniques for fostering active inquiry, collaboration, instructional coaching, and supportive interaction between professionals, family members, interveners, paraeducators, and learners who are deafblind.

21. **Use the information below to answer the question that follows.**

> The Individualized Education Program (IEP) team completes a reevaluation for a third-grade student whose current placement is a self-contained functional skills classroom. The following new information is included in the report:
>
> - visual impairment due to high myopia resulting in a best corrected acuity after surgery of 20/80 OU
> - initial audiology report provided by the family indicating that the student has a moderate hearing loss in the right ear due to a perforated eardrum and a current mastoiditis infection that was not detected in a timely manner
> - hearing aids to be considered in the future pending resolution of the mastoiditis
> - speech-language pathologist (SLP) indicates a need for continued speech therapy due to significant receptive and expressive speech delays

Which of the following actions should the TDB take to support the IEP team in considering the student's current evaluation data as part of their decision-making process?

A. providing information regarding the alignment of the student's current IEP goals to the grade-level curriculum to support instructional programming

B. providing information about the impact of the student's dual sensory loss on access to communication and instruction to inform instructional programming

C. providing a comprehensive plan for the student's instructional program and accommodations for each service provider to follow

D. providing examples of the types of augmentative and alternative communication (AAC) devices based on the student's evaluation results and the instructional program

Answer

Option B is correct because the role of the TDB on the IEP team is to clarify questions regarding eligibility for services and programming and to collaborate to determine the student's need for specially designed instruction. The TDB has a unique expertise in evaluation, communication, and instructional strategies used with students who have dual sensory impairment. **Options A, C, and D are incorrect** because the student's IEP goals, accommodations, and use of assistive technology would require input from various other service providers.

22. The family of a seven-year-old student who is deafblind meets with the Individualized Education Program (IEP) team. The parents/guardians inquire about various interventions and programs that may be appropriate for them as they work to support their child's communication and learning goals. They ask the team, "What interventions does the research recommend to effectively support our child's social skills and language development?" Which of the following responses by the TDB would be most appropriate to answer their question?

A. "Providing the student with many opportunities to explore, compare, and contrast a variety of objects to understand their function."

B. "Building relationships with peers, role models, and eventually mentors with similar sensory access needs has positive psychosocial benefits for students from childhood through adulthood."

C. "Learning to set attainable goals, working hard to reach them, and having support from their family and friends helps students identify their future goals."

D. "Experiencing a learning environment that is consistent and provides discipline and structure helps students with disabilities learn to meet any challenges."

Answer

Option B is correct because research shows the positive impact of relationships with peers and adults on the quality of life of individuals who are deafblind. Connections with others with similar sensory access needs, through peer relationships, role models, and/or mentoring helps to build resilience and has a positive impact on self-concept. **Option A is incorrect** because this may help language development but not social skills. **Options C and D are incorrect** because setting goals and having a consistent learning environment may be important, but they are not as impactful as building relationships on the development of social skills and language.

Competency 010—(Educator Responsibilities, Ethical Practice, and Professional Growth): Understand teaching as a profession, maintain and adhere to ethical standards and professional conduct, and understand the value of reflective practice and professional growth.

23. **Use the information below to answer the question that follows.**

> According to the IEP Quality Indicators for Students who are Deafblind (Texas Deafblind Outreach 2003; revised 2023), ten content areas should be addressed in a well-designed Individualized Education Program (IEP) for a student who is deafblind to specifically address their individualized needs. An incomplete list of these quality indicators is shown below.
>
> 1. Etiology
> 2. _____
> 3. _____
> 4. Communication
> 5. Calendar System
> 6. Behavior
> 7. Orientation and Mobility (O&M)
> 8. Related and Supplemental Services
> 9. Transition Planning
> 10. A Teaming Process Plan

Which two indicator categories complete the list of content areas to address to ensure that an IEP is well designed and appropriate to the individualized needs of a student who is deafblind?

A. Technology Sign Language Instruction

B. Functional Literacy Braille Instruction

C. Access to Information Social Issues

D. Expanded Core Curriculum Self-Advocacy

Answer

Option C is correct because according to the IEP Quality Indicators for Students who are Deafblind, Access to Information and Social Issues should be addressed in the IEP and represent distinct areas of need. The IEP teams for students who are deafblind must consider specific effects on various areas, including access to information and social relationships, to create appropriate programs for these students. **Option A is incorrect** because technology and sign language instruction are part of Access to Information and Communication. **Option B is incorrect** because functional literacy and braille instruction are addressed in Communication. **Option D is incorrect** because elements of the Expanded Core Curriculum (ECC) include several of the content areas (e.g., O&M, communication). It would therefore be redundant to include the ECC and self-advocacy as categories.

24. An eleventh-grade student who is deafblind has no light perception (NLP) and moderate-to-severe hearing loss. The student consistently wears hearing aids and is independent in the care of the hearing aids. The student has functional goals in the areas of self-care, socialization, daily living, and prevocational skills. The student uses a weekly calendar system with object symbols, as well as pointing, some functional signs, and gestures. The student matches, categorizes, and completes work jobs in the classroom as part of prevocational training transition goals, and maintains attention with support. The student's postsecondary transition plan identifies continued development of work skills and daily living skills. For this student, the recommendation of the least restrictive environment (LRE) would most likely be which of the following settings?

A. general education classrooms

B. blended resource special education and general education classrooms

C. a life skills classroom

D. a substantially separate program located within the school district

Answer

Option C is correct because in a life skills classroom setting, the instructor can most effectively provide specially designed instruction (and materials) aligned with the student's prevocational transition plan for continued development of work-related and daily living skills. **Options A and B are incorrect** because the student has prevocational training goals and daily living skills goals that would likely not be able to be effectively addressed in the general education or a blended resource setting. **Option D is incorrect** because separate programming would be more restrictive than a life skills classroom, which would meet the student's needs.

25. Parents/guardians have provided written consent for a Full and Individual Initial Evaluation (FIIE) for their child. According to the Special Education Initial Referral Timeline, the Admission, Review, and Dismissal (ARD) committee must meet to review the comprehensive evaluation results and determine eligibility:

A. within 30 days after the parents/guardians were provided the Prior Written Notice for evaluation.

B. not later than the 45th school day following the date the district received the written parental consent.

C. within 30 calendar days from the date the comprehensive evaluation report is completed.

D. not earlier than 45 days after the parents/guardians were provided the *Parent's Guide to the Admission, Review, and Dismissal Process* document.

Answer

Option C is correct because an ARD meeting must be held within 30 calendar days after the FIIE report is completed. There is a specific timeline for the various components of the FIIE process based upon when the school district receives written consent for an FIIE. **Options A, B, and D are incorrect** because the evaluation must be completed within 45 days of the parental consent for evaluation, followed by the ARD meeting to review the results and determine eligibility within 30 days of the completed evaluation.

Additional Selected-Response Questions

This section includes additional sample selected-response questions for you to review in preparation for the exam. The correct answer is provided for each question below.

Domain I—Knowledge of Learners and the Visual, Auditory, Tactile, and Sensory Systems

Competency 001—(Foundations): Apply knowledge of key philosophical, historical, and legal foundations in the education of learners who are deafblind.

26. Retinitis pigmentosa (RP) is a genetic condition that affects the layer of light-sensitive tissue at the back of the eye. RP is a primary condition associated with:

A. Usher syndrome.

B. Prader-Willi syndrome.

C. CHARGE syndrome.

D. Stickler syndrome.

Answer

Option A is correct.

27. **Use the information below to answer the question that follows.**

> The family of a student diagnosed with Usher syndrome Type 2 moves to Texas from another state prior to the new school year. The student's current Individualized Education Program (IEP) identifies a primary eligibility of deaf/hard of hearing (DHH) and a secondary eligibility of multiple disabilities (MD). The parents/guardians present their child's IEP and necessary eligibility and assessment documentation to the Admission, Review, and Dismissal (ARD) committee. During the meeting, the following discussion occurs.
>
> *School Representative*: We are very excited to have you and your child join our school community! Thank you for the copy of the IEP to help provide a smooth transition to this process.
>
> *Parent/Guardian*: Thank you! We just want our child, P.J., to get acclimated to new teachers and staff, make new friends, and keep making progress to achieve his vision, hearing, and academic goals.
>
> *School Representative*: I see that P.J. has a primary eligibility of DHH, and secondary eligibility of MD. P.J.'s schedule of services includes DHH and VI services, speech-language therapy, occupational therapy, assistive technology, audiology, and orientation and mobility. As a team, we will review the existing evaluation data and would like to consider eligibility for special education services under the category of deafblind.

Which of the following statements would be most accurate for the school representative to use in describing the rationale for a change of eligibility category for P.J. at this time?

A. There is the possibility no change would be proposed in P.J.'s current placement or service time as listed on the IEP.

B. There is no benefit from having two eligibility categories identified on the IEP as far as P.J.'s goals and placement are concerned.

C. There are unique considerations and resources to support both P.J. and the family that would be more accessible to meet their needs now and in the future.

D. There are service delivery options that are unavailable to P.J. due to the multiple eligibility categories currently listed.

Answer

Option C is correct.

Competency 002—(Learners' Strengths and Needs): Apply knowledge of the complex and unique effects of combined vision and hearing impairment as well as the strengths of the tactile sense of learners who are deafblind.

28. A kindergarten student with CHARGE syndrome frequently bumps into things, sometimes purposefully, and has difficulty sitting in a chair without sliding down or falling out of it. These characteristics are most likely related to which of the following aspects of CHARGE syndrome?

A. executive function and motivation delays

B. muscle spasticity and nerve pain

C. poor proprioception and low muscle tone

D. hypersensitivity and joint swelling

Answer

Option C is correct.

29. A three-year-old child who has a pet dog is able to look at pictures of different animals, identify a dog, and share that a dog barks. Which of following skills is the child using to identify and describe a dog in this scenario?

A. visual closure

B. abstract thinking

C. visual memory

D. problem solving

Answer

Option C is correct.

Competency 003—(Anatomy/Physiology of the Auditory, Visual, Tactile, and Sensory Systems): Understand the key components and functions of the human auditory, visual, tactile, and sensory systems.

30. A TDB provides systematic vocabulary instruction to a student with a central visual field loss and a profound hearing loss. The teacher presents two objects and two cards in braille with a sentence describing the objects to the student. The student picks up one object at a time, holds it up to the light, turns it around, and shifts it from hand to hand, squeezing it. Then the student smells the object and rubs it against their cheeks and forehead. The student then places the object on the corresponding card to identify it. The student's actions in this activity demonstrate which of the following concepts regarding the role of the intact and residual sensory systems on learning for students with combined sensory loss?

A. Instructional strategies that encourage tactile and sensory exploration have been shown to promote the concept and language development of students who are deafblind.

B. The use of hands-on manipulatives supports instruction through scaffolding for students who are deafblind.

C. Sensory exploration of the environment is most effective when combined with assistive technology to promote engagement and access for students who are deafblind.

D. Integrating familiar manipulatives provides increased understanding for guided and independent practice during instruction for students who are deafblind.

Answer

Option A is correct.

31. Which of the following key structures of the auditory system also plays a major role in the vestibular system?

A. pinna

B. hair cells

C. stapes

D. tympanic membrane

Answer

Option B is correct.

32. Which of the following functions does the visual cortex serve in the process of visual perception?

A. protecting the inside eye structures from harmful materials

B. controlling the amount of light that enters the eyes

C. transferring visual information to the occipital lobe

D. processing visual stimuli received from the optic tracts

Answer

Option C is correct.

Domain II—Assessment, Instructional Planning, and the Learning Environment

Competency 004—(Evaluation and Assessment): Apply knowledge of the educational evaluation and assessment process to determine a learner's strengths and needs, and apply appropriate assessment strategies in the learner's preferred mode of communication to support the learner.

Use the information below to answer the question that follows.

> A six-year-old student's responses to sensory stimuli are evaluated using a sensory-based assessment. Below are the results of the assessment:
>
> **1. Vestibular:** Student enjoyed rocking back and forth as evidenced by smiling but showed an aversion to side-to-side rocking by crying out.
>
> • Further probes needed: None at this time.
>
> **2. Proprioception:** Student really enjoyed deep pressure on the arms and legs, which was indicated by quieting and calming.
>
> • Further probes needed: None at this time.
>
> **3. Tactile:** Student loved a variety of squishy balls; some had a gelatinous substance inside, others had smaller balls inside the bigger ball. The student disliked wet textures.
>
> • Further probes needed: None at this time.
>
> **4. Visual:** Student noticed bright lights or spotlighting mylar materials; when materials were presented without a light component student did not notice visually presented materials.
>
> • Further probes needed: None at this time.
>
> **5. Olfactory:** Student did not have a reaction to any of the scents presented. Student did not put any objects presented up to their nose.
>
> • Further probes needed: Possible lack of olfactory sense needs further discussion.
>
> **6. Gustatory:** Not applicable; student is G-tube fed.
>
> • Further probes needed: After swallow study is conducted, may present a taste on the student's tongue.
>
> **7. Auditory:** Student showed more interest in objects presented that had an auditory component.
>
> • Further probes needed: All objects presented also had a light component; try again without lights to see if student is drawn to lights, sound, or both.
>
> **8. Causality:** Student is still learning causality.
>
> • Further probes needed: None at this time.

33. Based on this sensory assessment, which of the following activities would be an appropriate motivator for this student?

A. engaging in a light pressure routine

B. playing with a sensory bin filled with water beads

C. swinging with a weighted blanket

D. rolling a hard ball with a bumpy surface

Answer

Option C is correct.

34. A TDB plans to evaluate a 12-year-old student with congenital rubella syndrome for an upcoming functional vision evaluation/learning media assessment (FVE/LMA) and communication evaluation. The student has multiple disabilities, including a profound hearing loss. The student wears bilateral hearing aids and will respond by vocalizing and with prelinguistic communication to familiar voices and tactile cues. The student's latest eye report indicates no light perception (NLP) in both eyes. Which of the following evaluation tools would be most appropriate for assessing this student's strengths and current areas of functioning?

A. Assessment of Deafblind Access to Manual Language Systems

B. Child-Guided Strategies: The van Dijk Approach to Assessment

C. Barraga Visual Efficiency Program

D. Callier-Azusa Scale

Answer

Option B is correct.

35. A TDB works with an educational diagnostician to assess a seven-year-old student who has a profound hearing loss with best corrected visual acuity of 20/400 and a restricted visual field. According to Dr. Jan van Dijk's Child-Guided Assessment protocol, it is important to address which of the following domains *first* in the observational, child-guided method?

A. problem solving

B. approach withdrawal

C. biobehavioral state

D. social interaction

Answer

Option C is correct.

Competency 005—(Instructional Planning and the Learning Environment): Apply knowledge of the diverse strengths and needs of learners who are deafblind to plan meaningful instructional opportunities that encourage social interaction and active engagement and promote a joy of learning in home, school, and community environments.

36. **Read the excerpt below from the Individualized Education Program (IEP) of a fourth-grade student who is deafblind; then answer the question that follows.**

> **Present Level of Academic Achievement and Functional Performance (PLAAFP):** The student often sits alone during the daily recreation/leisure choice time center activities. The student refuses or ignores any verbal or object prompts presented by the teacher or intervener to engage in a preselected activity. The special education teacher is collaborating with the TDB to identify a strategy to encourage the student's engagement in recreation/leisure choice time.
>
> **Goal:** By the end of the IEP year, when provided with one verbal or tactual prompt and a choice board with two objects, the student will choose one preferred recreation/leisure activity in 4/5 trials.

Which of the following would be the most appropriate method to support the student's engagement in a recreation/leisure activity?

A. offering the student the opportunity to make a choice between a preferred and a non-preferred activity

B. allowing the student to sit alone during the recreation/leisure choice time and waiting for the student to engage without any staff intervention

C. bringing the materials and the activity to where the student is sitting and having other students engage in the activity in the student's personal space

D. sending the student with the intervener to work on other IEP goals during this time until the student is ready to engage in recreation/leisure activities with peers

Answer

Option A is correct.

37. A TDB collaborates with general education teachers and speech-language pathologists to create structured communicative interactions across school settings. Which of the following rationales best supports the use of this strategy and practice for students with dual sensory loss?

A. Structured communicative interactions promote students' independent engagement in social activities.

B. Structured communicative interactions encourage students to develop social routines.

C. Structured communicative interactions allow students to acquire content-area knowledge in context to support generalization of skills.

D. Structured communicative interactions provide incidental learning opportunities for students to acquire knowledge and social skills.

Answer

Option D is correct.

38. A TDB uses a calendar system with a fifth-grade student to support daily transitions. The anticipation calendar consists of two very distinct containers on the student's desk with items representing the next activity in the student's day. The teacher notes that after lunch, the student uses the anticipation calendar to move the spoon from one container to the other. The student's action provides evidence that they have developed which of the following concepts?

A. tactile memory

B. object permanence

C. past and future

D. action-reaction

Answer

Option C is correct.

Domain III—Promoting Learning, Communication, and Independence

Competency 006—(The General Education and Expanded Core Curriculum): Apply knowledge of a variety of instructional strategies, methods, and meaningful activities to promote access, success, and independence in both the academic and expanded core curriculum for learners who are deafblind.

39. A student with high myopia and congenital severe-to-profound bilateral hearing loss uses cochlear implants and wears glasses. Which of the following activities most effectively promotes the student's ability to access visual cues to support their auditory comprehension when learning new vocabulary?

A. prompting the student to check the functioning of their assistive listening device

B. ensuring the student has access to the speaker's face as information is spoken

C. sitting beside the student while giving the student verbal directions

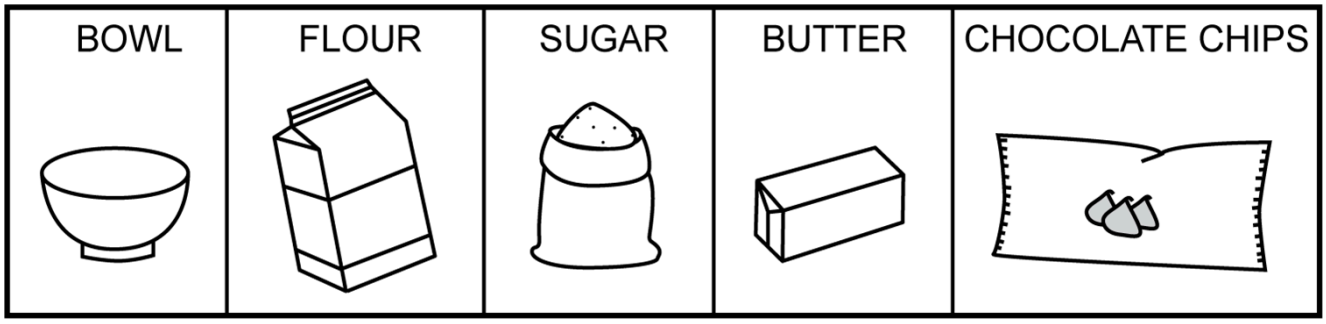
D. using objects to depict the meaning of content-specific terms

Answer

Option B is correct.

40. **Use the information below to answer the question that follows.**

> A middle school student with optic nerve hypoplasia (ONH) and a moderate bilateral hearing loss uses amplification and is learning a multistep, sequenced routine. The TDB introduces the student to baking cookies by using a sequence box. The TDB initiates the conversation by verbally labeling and tactually exploring each item with the student in the sequence box below.



During the routine, the student becomes excited when recognizing the sugar and begins tasting it. The TDB extends the discussion with the student by touching and repeating the word SUGAR and teaching its corresponding sign. The primary purpose of teaching this routine is to:

A. encourage the student to interact socially with others through a preferred-learning task.

B. integrate larger topics of language, concept development, and conversation in a meaningful activity.

C. enable the student to complete tasks by incorporating strategies into a structured routine.

D. include a variety of communication systems to encourage active participation in a conversation.

Answer

Option B is correct.

Competency 007—(Communication): Apply knowledge of a variety of linguistic and nonlinguistic communication modes and knowledge of the importance of identifying and developing learners' preferred mode of communication to promote learning, self-determination, and independence.

41. Which of the following principles is known as the First Principle of Protactile Language (PTL)?

A. Protactile communication is a means of sharing experiences.

B. When sharing information, be sure to include the sources of the information.

C. Any time space is used, it should be contact space, not air space.

D. In Protactile the best way to communicate is through touch.

Answer

Option C is correct.

42. A four-year-old child with 20/400 acuities OU has a profound bilateral hearing loss and communicates at the prelinguistic stage. The Admission, Review, and Dismissal (ARD) committee is developing goals to promote the child's communication and emergent literacy skills. After reviewing recent assessment data, and on recommendation of the TDB and speech-language pathologist (SLP), the team plans to introduce real objects and tactile symbols to develop the child's receptive and expressive communication. Which of the actions should the teachers take *first* to develop the child's understanding of real objects and tactile symbols as communication?

A. developing cognitive skills related to theory of mind

B. building understanding of concrete representations

C. promoting functional vision to support visual processing

D. encouraging emergent sensory efficiency and motor skills

Answer

Option B is correct.

43. A sixth-grade student who has low vision with a congenital bilateral mild hearing loss has targeted goals to develop functional hearing and listening skills. The TDB regularly uses a modified auditory sandwich technique to teach new routines and give directions. When using this technique, the purpose of restating a verbal direction or statement after presenting a tactile cue is to:

A. observe the student's initial level of auditory attention.

B. emphasize the importance of the student's participation in the activity.

C. reinforce and strengthen the student's auditory input and processing.

D. prevent misinterpretation of the direction cues by the student.

Answer

Option C is correct.

Competency 008—(Technology: Low- and High-Tech): Apply knowledge of the role of both low- and high-tech devices and digital supports to promote independence, engagement, communication, and learning.

44. A middle school student uses various technology accommodations, including their cell phone, school laptop, handheld magnifier, digital modulation system (DM system), and personal hearing aids. The student's intervener is primarily responsible for managing the everyday equipment. The student is independent in the care and maintenance of their hearing aids and cell phone. The Admission, Review, and Dismissal (ARD) committee has developed goals for the student to develop responsibility for their technology, including transporting equipment from class to class and ensuring the devices are charged. Which of the following strategies would be most effective for *initial* instruction on maintaining personal technology?

A. creating a daily written checklist for maintenance steps for the equipment for the student to complete and turn in to a designated staff person at the end of the day

B. developing a plan with the student to manage one piece of equipment at a time with the least intrusive monitoring system that can be faded as the student develops independence

C. asking the student's parents/guardians to encourage the student's independence in their everyday use of their devices and technology at home and at school

D. discussing with the student the importance of appropriate maintenance and use of their devices while developing a plan for the use and care of their devices

Answer

Option D is correct.

45. A ***disadvantage*** of using a tablet as a student's primary assistive technology device to access the learning management system is that:

A. options for voicing and speech are limited.

B. access to a strong Internet connection is needed.

C. color preferences may not be adequate or adjustable.

D. optical character recognition is inconsistent.

Answer

Option B is correct.

Domain IV—The Educator as a Professional

Competency 009—(Collaboration and Consultation): Apply knowledge of techniques for fostering active inquiry, collaboration, instructional coaching, and supportive interaction between professionals, family members, interveners, paraeducators, and learners who are deafblind.

46. A middle school student with CHARGE syndrome is experiencing difficulty with balance while sitting at their desk for long periods of time. The educational interpreter is positioned 3 feet away and uses large expressive signs that are hard for the student to visually track. The student is experiencing a great deal of fatigue due to their sensory needs and the extra energy used to access the visual and auditory information. Which of the following actions by the TDB would most quickly and effectively address the student's access to classroom instruction while also reducing the fatigue that the student is experiencing?

A. building in peer-supported learning opportunities during the school day

B. administering a functional evaluation to determine optimal signing space for the interpretation

C. allowing the student to take more frequent breaks from classroom instruction

D. trialing hand-tracking strategies that allow the student to have tactile access to the interpretation

Answer

Option D is correct.

47. A student who is deafblind will age out of school-based services at the end of the current school year and is getting ready to enroll at the local community college for the summer. The student shares with the TDB that the family is having difficulty finding an affordable way to obtain a tablet device with adequate capacity to allow the student access to print materials. Which of the following resources should the TDB suggest the family contact *first* for support with obtaining assistive technology for the student's postsecondary endeavors?

A. Texas Workforce Commission (TWC) Vocational Rehabilitation Services

B. Texas Health and Human Services (HHS) Blind Children's Vocational Discovery and Development Program (BCVDDP)

C. Deaf Blind with Multiple Disabilities (DBMD) Waiver Program

D. The National Federation of the Blind (NFB)

Answer

Option A is correct.

48. A third-grade student with cerebral palsy (CP), cortical visual impairment (CVI), nystagmus, and seizures uses a wheelchair. The student has auditory neuropathy, with communication at the prelinguistic stage. The TDB and the student's intervener discuss strategies to develop competent communication partners and ways to create meaningful interactions for the student. Which of the following activities should be conducted *first* to facilitate positive interaction, communication, and bonding between the intervener and the student?

A. The intervener should read the student's records and all information regarding the student's visual diagnosis and hearing condition.

B. The TDB should assist the intervener in getting to know the student's likes and dislikes, how the student engages with the environment, and the student's strengths.

C. The intervener should talk with the student's family and related service providers to understand their expectations for the student.

D. The TDB should provide the intervener with the student's Individualized Education Program (IEP) goals and share their expectations for the student's learning.

Answer

Option B is correct.

Competency 010—(Educator Responsibilities, Ethical Practice, and Professional Growth): Understand teaching as a profession, maintain and adhere to ethical standards and professional conduct, and understand the value of reflective practice and professional growth.

49. An eleventh-grade student and their parents/guardians attend the annual Individualized Education Program (IEP) team meeting. The student is blind, with a moderate hearing loss due to Leber congenital amaurosis (LCA). The student wears hearing aids and is a fluent braille reader. The student's preferred mode of communication is listening and spoken language (LSL), and the student uses a refreshable braille display for written communication. The student has a postsecondary goal to attend a vocational program at the local community college. To directly support the student's postsecondary goal, the TDB should ensure that the student and the parents/guardians have knowledge of and access to which of the following resources?

A. Texas Workforce Commission (TWC) Vocational Rehabilitation Services

B. The Arc of Texas

C. Texas Department of Health and Human Services (HHS)

D. Coalition of Texans with Disabilities (CTD)

Answer

Option A is correct.

50. When developing an Individualized Education Program (IEP) for students who are deafblind, which of the following topics must be considered and is required to be discussed by the IEP team?

A. how to create activities and materials for visual and auditory efficiency based on the needs of the student

B. the work products that will identify the student's progress on classwork, projects, and assessments

C. how to provide training and professional development for staff on the impact that a dual sensory loss has on a student's educational progress

D. the full range of placements and types of supports needed for the student to access the curriculum and setting

Answer

Option D is correct.

Section 5: Sample Constructed-Response Question Deafblind EC–12 (185)

General Directions

This question requires you to demonstrate your knowledge of the subject area by providing an in-depth written response. Read the question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Exhibits for the constructed-response question will be presented in a tabbed format on the computer-administered test. You will have the ability to move between exhibits by clicking on the tab labels at the top of the screen.

An on-screen answer box will be provided on the computer-administered test. The answer box includes a white response area for typing your response, as well as tools along the top of the box for editing your response. A word counter that counts the number of words entered for the response is also provided in the lower left corner of the box. Note that the size, shape, and placement of the answer box will depend on the content of the assignment.

Sample Assignment

Use the information in the exhibits to complete the assignment that follows.

Analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of approximately 400–600 words in which you:

- identify **one area of strength** AND **one area of need** (or in need of development) for the student within one of the domains provided in the expanded core curriculum exhibits (ECC-VI and/or ECC-DHH);
- describe a specific evidence-based and/or research-based strategy or intervention that would effectively address the student's identified need (or area in need of development) and build on the student's identified strength;
- explain why the evidence-based and/or research-based strategy or intervention you described would be effective in addressing the student's identified need (or area in need of development);
- describe a method to effectively teach the strategy or intervention, including identifying appropriate initial supports and/or accommodations to promote the student's learning in this area; and
- describe how to effectively monitor the student's progress toward proficiency in this ECC skill.

Exhibit 1: Student Profile

Brandy, a 17-year-old student in eleventh grade, is deafblind with a diagnosis of Usher syndrome Type 3. Brandy has a severe bilateral hearing loss and wears bilateral hearing aids and uses an FM/DM system in school.

Brandy began receiving instruction in braille and Nemeth Code due to the nature of her changing vision status in fifth grade. Brandy receives direct braille instruction from the teacher of students with visual impairments (TVI) and also uses large-print materials and digital assistive technology to access texts and other materials in class. Related services for Brandy include orientation and mobility (O&M) and an intervener to support interpersonal strategies, organization, and equipment management support.

Brandy's grades are average, except for English language arts (ELA), which is below average. Earth science is her favorite area of study. Brandy's teachers report that she works slowly but carefully and needs support with tracking her assignments and keeping up with the required reading. They also report that Brandy has difficulty organizing her work and daily schedule. She loses or forgets assignments and activities and frequently misplaces personal items (e.g., phone, backpack).

Brandy works part-time at a local floral shop. She is interested in floral design and plant science (botany) as a career. Brandy's parents/guardians wish to develop Brandy's level of independence, engagement, and daily living skills and want to help her pursue her postsecondary plans.

Background Information
• Born at 41 weeks. Initial health was notable, with a positive newborn hearing screening at 3 days old and again at 2 weeks of age. • Developmental milestones for gross-motor skills and communication were noticeably delayed. Brandy began sitting up unassisted at 28 months and walking at 37 months. • Brandy was diagnosed with a mild hearing loss and determined eligible for early intervention services, and assistive hearing technology began at age 2. She received early intervention services and attended preschool in a total communication class until enrollment in kindergarten. • A full and comprehensive evaluation was conducted just prior to kindergarten that determined Brandy's eligibility for special education and related services for students who are deaf/hard of hearing (DHH). • Brandy's preferred mode of communication is listening and spoken language (LSL). • Brandy enjoys game formats for new learning. • Brandy was nine years old when her vision began to noticeably decline. Since then, there has been a gradual reduction in her visual acuity and visual field. • Brandy was reevaluated at the end of fourth grade and determined eligible for special education and related services for students who are deafblind.

Exhibit 2: FVE and LMA Excerpts

Functional Vision Evaluation (FVE)	
Near Acuity	Brandy was assessed using the near vision continuous text reading card. At 10–12 inches (with task lighting) Brandy was able to read the 1.5M text. This is the equivalent of 18-point font.

Distance Acuity	Brandy was assessed in the classroom using natural light from the window and incandescent task lighting. She wore her glasses during the assessment. Her distance vision was assessed as 20/125 OD, 20/150 OS with correction.
Eye Motility	Brandy had difficulty following a penlight with her eyes. She was able to briefly follow the light with her left eye, but soon lost sight of it. With her right eye she has more peripheral vision. When both eyes were assessed together, she could follow the light only in her central visual field.
Shift of Gaze	Brandy was not able to shift gaze from a near object to a far object without adjusting her head position.
Tracking	Brandy was not able to follow a penlight moved horizontally or vertically across her visual field without moving her head.
Convergence	Brandy's eyes demonstrated convergence.
Color Discrimination	When asked to match paint samples of varying colors, Brandy was able to match bright and saturated hues of colors, but not pastels.
Eye Dominance	Brandy exhibits a slight right-eye dominance.
Visual Fields	Brandy's peripheral visual fields are seriously compromised. Assessment indicates 15 degrees remaining central visual field.

Learning Media Assessment (LMA)	
Use of Sensory Channels	When observed in class, Brandy used her vision to locate materials in her desk and in her book bag. She has her subject folders decorated with different black-and-white patterns to make locating them easier. The teacher used large hand motions to get Brandy's attention before speaking to her and stayed within a 6-foot range of her at all times. When given unfamiliar objects to explore, Brandy used her vision along with her fingertips to explore the objects. Currently, Brandy's primary sensory channel is auditory with a secondary of visual and tactile.
Assessment of Literacy Media	Brandy is a print reader. She prefers 24-point print, but her restricted field makes it slower for her to read this size than something smaller. Brandy will ask for task lighting if the room lighting is not sufficient. When reading, Brandy uses her finger to track the line of print so that she will not lose her place.
Visual Reading	Brandy can access visual material presented with enlarged font or magnification. However, due to concerns regarding eye fatigue and eyestrain, print reading for complex visual materials or for lengthy materials is difficult for her. Brandy was assessed using her preferred font size and type and was also assessed using a magnifier and regular print.
Literacy Tools and Technology	Brandy uses a video magnifier to access materials with prompting. She often experiences visual fatigue after reading for 20–25 minutes. She had been using a digital tablet with accessibility applications and screen adjustments to read textbooks. More recently, Brandy listens to audiobooks and has incorporated hearing assistive technologies. Brandy can manage and maintain her hearing aids, FM/DM system, and CCTV and can connect her devices independently.

	Brandy has basic touch-typing skills but frequently looks at the keyboard to find letters, numbers, and punctuation symbols. She uses a magnification program on her laptop, but she frequently enlarges the text too much for her field, which slows down her navigation of the site. She can send and receive e-mails with and without attachments.
Listening Skills	Brandy maintains focus and attention for group activities when provided with accompanying supports (strategic seating, visual materials at her preferred font size, hearing assistive technology, and the intervener).
Writing	Brandy writes using a dark medium-point marker on bold-lined paper, using legible block letters. She has begun to use a brailler and an electronic refreshable braille display. Brandy has not had a lot of instruction using a slate and stylus.
Learning Channel	Primary: auditory Secondary: visual and tactile

Exhibit 3: ECC-VI and ECC-DHH Skills Inventories

The tables below present student observation data evaluating select areas of the Expanded Core Curriculum—Blind and Visually Impaired (ECC-VI) and the Expanded Core Curriculum—Deaf or Hard of Hearing (ECC-DHH).

Expanded Core Curriculum (ECC) – Excerpt
Blind and Visually Impaired (VI) Skills

<u>Compensatory Skills</u>	
Handwriting	Brandy's handwriting is large but legible, and Brandy gets frustrated because her written output is not comparable to that of her peers.
Tactual readiness	Brandy independently uses vision and fingertips to explore unfamiliar objects.
Braille reading/ Nemeth Code	Brandy relies on uncontracted braille, primarily. She can read the braille alphabet, knows whole words, and is beginning contractions. At this time, Brandy mainly uses braille during instruction and relies on her visual channel. In Nemeth code, she can read numbers, basic operations, and comparison signs.
Organization	Brandy has difficulty visually managing multiple sections of physical notebooks and binders and accessing resource materials. Color-coding systems are in place, but Brandy has lost folders and notebooks.
Study and reference skills	Brandy has difficulty accessing text smaller than 18 point and frequently experiences visual fatigue due to eyestrain while reading, viewing materials on the whiteboard, writing, and using a tablet.
Use of charts, graphs, and maps	Brandy can read basic charts, tables, and bar graphs enlarged to her preferred font size. Complex visual materials are difficult, and she tends to get frustrated and give up when she is presented with complex visual materials.
<u>Sensory Efficiency</u>	
VISUAL	

Chooses a device appropriate for the visual task	Uses digital tablet with screen accessibility applications and screen adjustments for reading textbooks. Uses magnifier to enlarge more complex material. Developing skills on the Perkins braille writer.
Demonstrates daily maintenance of optical devices	Uses all devices carefully and properly without adult prompts.
Initiates independent use of optical device	Occasionally needs adult supports to select proper device for more complex material or when visual fatigue and eyestrain occur.
Demonstrates proficiency with prescribed optical device	Needs adult supports and encouragement to not rely on using her functional vision until she experiences fatigue. Is often reluctant to initially use a device that best supports her visual access (CCTV).
Demonstrates reading and writing fluency with optical devices	Can use assistive technology efficiently to magnify and enlarge text reading, but frequently enlarges the text too much for her field, which slows down her navigation of the site.
AUDITORY	
Discrimination	Has efficient discrimination skills to decode and understand new vocabulary and concepts presented to her with minimal adult support.
Association	Uses auditory association skills to distinguish and respond to environmental sounds and specific voices. Developing distinctions between speech sounds and the environment.
Short-term memory	Uses verbal rehearsal strategy and association to support auditory learning. Difficulty recalling complex concepts or multiple steps in sequence without prompts.
Long-term memory	Relies heavily on visuals (when accessible) to accompany auditory information to recall information from lectures or audiobooks.
Listening for meaning	Although speaking and listening is her preferred mode of communication, Brandy relies on prompts to use listening strategies she has learned and technology.
<u>Self-Determination</u>	
Self-awareness	Brandy understands what she needs visually, auditorily, and tactually to be successful in school.
Problem solving	Developing skills to address barriers to accessing instruction, organizing materials, and apply problem-solving strategies.
Self-observation, evaluation, and reinforcement	Effectively identifies personal strengths and efforts and is developing understanding of challenges and methods to address those challenges.
Positive self-efficacy and outcome expectancy	Brandy is motivated to do well in school and works slowly and carefully. She often needs encouragement when frustrated with complex visual tasks, organizing materials, and keeping up with reading assignments.
Self-advocacy and leadership	With encouragement, Brandy will let peers and teachers know when she is unable to access information either visually or auditorily. She is often reluctant to

	advocate for her visual needs and tries to overcome the barriers she faces on her own.
Ability to describe and explain eye condition	Brandy explains her visual condition with some prompting, supports, and encouragement from adults.

Expanded Core Curriculum (ECC) – Excerpt
Deaf or Hard of Hearing (DHH) Skills

Career Education	
Career exploration and planning	Uses technology to independently identify areas related to her interests, especially floral design and botany, and to research and gather information.
Work skills	Brandy's employer states that she works well with others at her job; she is able to complete multiple-step tasks when they are broken down into manageable chunks.
Family Education	
Education/transition	Brandy has attended and participated in her Individualized Education Program (IEP) meetings since the age of 14 with her family; they are actively involved in learning more about postsecondary options and accommodations offered in order to make informed decisions and encourage seamless transition.
Self-Determination & Advocacy	
Self-determination	Brandy continues to learn about and understand her strengths and challenges and works with an adult to compile, present, and advocate for specific accommodations that will support her school success.
Community advocacy	Brandy continues to work on understanding her rights and building her confidence to ask for what she needs to be successful.
Social-Emotional Skills	
Decision making	With adult support Brandy prepares for IEP meetings and participates in making decisions about her long- and short-term goals that reflect her strengths and interests.
Personal responsibility	Brandy is building her independence to make choices through identifying her interests and preferences and demonstrates responsibility for her personal choices.

Sample Responses and Rationales

Score Point 4

Brandy, a seventeen-year-old eleventh grader, has Usher syndrome Type 3, which involves progressive vision and hearing loss. One area of strength for Brandy found in the Sensory Efficiency section of the VI ECC is that she has good management and use of her devices. She can use screen accessibility applications and screen adjustments for reading. This strength can be used to increase her independence within both the classroom and home/workplace settings.

An area of need for Brandy is organizational skills, as noted in her case history and the VI ECC under Compensatory Skills. Her TVI noted that Brandy has difficulty visually managing notebooks despite a color-coding system. Her case history states she has difficulty organizing her work and daily schedule, and frequently forgets assignments, activities, and misplaces personal items. By addressing this need, we may increase her independence in and out of the classroom, helping her to recognize what needs to be completed and to keep track of assignments, materials, and work schedules.

One way to do this would be to employ a strategy based on skills she already demonstrates and refine them. She specifically needs to be taught how to organize and use her daily calendar for assignments and time management electronically. Tools such as Google Workspace offer a variety of accessibility features that Brandy is already familiar with and needs to learn how to incorporate into her daily life.

This strategy would allow Brandy to make use of technology applications such as screen reader, keyboard shortcuts, voice input, and reduce her need for relying on vision. It has been noted she over relies on vision and over magnifies, making text too large for her visual field, which slows her down. According to the LMA there are concerns regarding eye fatigue and eye strain when confronted with lengthy visual materials. In addition, these tools will allow Brandy to more efficiently plan how to arrange her time to complete activities by having them all located in one place.

I, the TDB, will teach (with the intervener present/observing) Brandy how to access the various apps and accessibility features on her computer and tablet. As Brandy observes, I will encourage her to stop me when she needs clarification. Showing her first, and having her replicate what I have done, will help her to remember and reinforce the process. Brandy could practice accessing her calendar not only for upcoming assignments and school events but also for her work schedule and daily tasks. I would train Brandy's intervener in how to assist her with further modifying her use of the calendar by cuing her on shortcuts, how to share, etc. The intervener provides daily support but must work/encourage Brandy to reach out via e-mail (since she already is able to send/receive e-mails on her own) if she needs help from the TDB and/or classroom teacher. Once again, the responsibility for assistance is shifted to Brandy, fostering more independence.

To monitor, the TDB establishes a weekly check-in with Brandy to review her use of calendar and how she used the various features, and which were most useful. The TDB might then assign Brandy an app that she hasn't used to explore its possibilities and report back the following week. By targeting Brandy's assistive technology skills, we not only increase her independence within the classroom and reduce her reliance on vision alone but also prepare her for possible further loss of both her hearing and vision by teaching her the technology skills she will likely need and use.

Rationale for the Score of 4

This "4" response reflects a thorough understanding of the relevant content knowledge and skills. The response fully addresses all parts of the assignment and demonstrates an accurate, highly effective application of the relevant content knowledge and skills. The response provides strong, relevant evidence; specific examples; and well-reasoned explanations.

Completion: Notice that each of the five tasks presented in the assignment are completely answered and in the order given in the prompt. The response identifies appropriate areas of strength and need, which come directly from the expanded core curriculum (ECC) exhibits, as the prompt requires. The response describes a specific strategy (technology in the form of an electronic calendar), which builds on Brandy's strength to address her need. The candidate includes strong evidence from the exhibits as rationale to support why the strategy would be effective. The method to teach the strategy is well described and includes the supports Brandy will likely need to promote her learning. The TDB's monitoring of student progress toward proficiency of the ECC skill is well described.

Application of Content: As you read the response, note the accurate, current application of professional knowledge throughout. Both the strength and need are accurate and evidence based and demonstrate a strong understanding of Brandy's disability and how it is likely to manifest as she gets older. The paragraphs that address the strategy and the method to teach the strategy provide a full description, using specific examples of how the TDB would work with this student. The description of the TDB's role and how the TDB would work with the intervener demonstrates highly effective pedagogy. The effectiveness of the strategy is well reasoned and supported by relevant evidence from the exhibits. Strong content knowledge is demonstrated in understanding that the use of technology will help Brandy to be more organized now but also be beneficial as she moves out into the world, with the probability that her vision and hearing loss will progress. Finally, the response includes developmentally appropriate formative assessment for a 17-year-old student.

Support: The response supports assertions with specific and relevant evidence that is synthesized from the exhibits. For example, the identified area of need comes from one of the ECC domains, as required, but is supported with evidence from the case history. The strategy and method to teach the strategy are clearly presented with specific supporting details, and the explanation as to why the strategy would be effective demonstrates sound reasoning. The monitoring measures Brandy's use of the strategy and her progress toward proficiency in organization, going back to the expressed need.

Score Point 2

Brandy, who is an eleventh grader, has many strengths. She also appears to have some definite areas of need. At present, Brandy is receiving appropriate instruction in braille and Nemeth Code, as well as related services from an orientation and mobility specialist. There is an intervener who helps to support her with her interpersonal strategies, organization, and school-related technical equipment. There are some concerns that her ELA grades are below average, considering that all her other grades are in the average range. This may be due to the fact that she works slowly or maybe because she has difficulty organizing her work and daily schedule. Brandy has many positive attributes. She has a part-time job, takes part in IEP meetings, and knows what she wants to do for a career.

In reviewing the expanded core curriculum exhibits, both the ECC-VI and the ECC-DHH, it is difficult to pick just one area of strength and one area of need, but one area of strength I would pick is that Brandy is able to advocate for herself by letting peers and teachers know when she is unable to access information either visually or auditorily. This is important for a student identified as deafblind.

One area of need that I would pick is Brandy needs to lessen her frustration when she is writing and when she is using charts, graphs, and maps. As stated in the exhibits, her handwriting is large, and her written output is not comparable to her peers. Charts, graphs, and maps can be too complex for her and then she gives up. This is understandable considering Brandy's visual and auditory difficulties. I see her as a real trooper because she does keep trying.

The best strategy to meet Brandy's needs and decrease her frustration would be to, first, review her current services, including the teacher of students with visual impairments, orientation and mobility specialist, and the intervener, to see if they are at an appropriate level. We may find that Brandy should have all of these services increased to better meet her needs and help to decrease her frustration level. On the other hand, we may find that she only needs one of these services increased or decreased.

We will know if this is effective because Brandy's area of strength is advocating for herself, and we can rely on her judgment (as she is 17 years old) as to whether or not the service providers are helping her and talk with her about where she needs more help. She may indicate that there are services that she doesn't need or other accommodations that she would find more helpful.

One way to effectively monitor the progress that Brandy is making toward proficiency in this expanded core curriculum skill of reducing frustration is to have Brandy keep a simple log on her computer indicating in real time her level of frustration based on the Likert scale with one being minimally frustrated and five indicating a desire to give up, based on what she is doing at the time and the support she is receiving. If over time we can see that Brandy is more often not frustrated than frustrated, we discontinue use of the log until which time it is needed again.

Rationale for the Score of 2

The "2" response reflects a limited understanding of the relevant content knowledge and skills. The response partially addresses some parts of the assignment and demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills. The response provides limited evidence and examples or explanations, when provided, are only partially appropriate.

Completion: The response addresses at least some parts of the prompt, unlike a score "4" or "3", which would address all parts. A strength and a need are identified but not described, with some evidence from the exhibits as rationale to support why the given strategy would be effective. Although the idea of reviewing current services demonstrates some partial pedagogical knowledge, it is not a relevant or appropriate strategy or intervention to reduce Brandy's frustration. The response does not attempt to describe a method to teach the strategy or intervention. Effectiveness is addressed, and although there is an attempt to link the effectiveness to Brandy's strength in self-advocating, the rationale is inappropriate. There is an attempt to address monitoring. However, because the strategy is inappropriate, it is not clear how the student will demonstrate progress toward reducing her frustration, which is the stated need.

Application of Content: As you read the response, notice the lack of accurate, current professional knowledge about teaching students who are deafblind. This response demonstrates a partially accurate, limited application of relevant content knowledge and skills. Although a strength is identified, it is not described. The response identifies a need from the ECC but the named strategy to address that need is inappropriate and shows a lack of relevant content knowledge. In addition, the need paragraph contains the inaccuracy about Brandy being a trooper as "she does keep trying" which contradicts the evidence in the exhibits. The response does not address a method to teach the strategy and the attempt at effectiveness shows limited professional knowledge in relying on the student to determine level of services provided. The monitoring also demonstrates limited professional knowledge as it omits the teacher's role in documenting progress.

Support: Notice how the response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate. The response begins with a restatement of information from the exhibits, but this first paragraph has little relevance to the rest of the response. There is an attempt to use some evidence to support the need and the effectiveness of the strategy; however, the rationale behind this effectiveness is inappropriate. There are several unsupported assertions throughout the response (e.g., "This is important for a student identified as deafblind" and "This is understandable considering Brandy's visual and auditory difficulties"). The response provides no description or examples to show how the strategy or a method to teach that strategy would appropriately address Brandy's need. Monitoring is attempted, but because the strategy is inappropriate there is no evidence that what is being measured is a result of the strategy. This differs from score point "4" or "3" responses that provide relevant evidence.

Performance Characteristics

The rubric created to evaluate your response to the constructed-response question is based on the following criteria:

Completion	The degree to which the candidate completes the assignment by responding to each specific task in the assignment.
Application of Content	The degree to which the candidate applies the relevant knowledge and skills to the response accurately and effectively.
Support	The degree to which the candidate supports the response with appropriate evidence, examples, and explanations based on the relevant content knowledge and skills.

Score Scale

The four points of the scoring scale correspond to varying degrees of performance.

Score Point	Score Point Description
4	**The "4" response reflects a thorough understanding of the relevant content knowledge and skills.** • The response fully addresses all parts of the assignment. • The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills. • The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.
3	**The "3" response reflects a general understanding of the relevant content knowledge and skills.** • The response addresses most or all parts of the assignment. • The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills. • The response provides sufficient evidence, some examples, and generally sound explanations.
2	**The "2" response reflects a limited understanding of the relevant content knowledge and skills.** • The response addresses at least some of the parts of the assignment. • The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills. • The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate.
1	**The "1" response reflects little or no understanding of the relevant content knowledge and skills.** • The response addresses, few, if any, parts of the assignment. • The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills. • The response provides little to no evidence, and if provided, examples or explanations are weak or inappropriate.
U	**The response is unscorable because it is unreadable, not written to the assigned topic, written in a language other than English, or does not contain a sufficient amount of original work to score.**
B	**There is no response to the assignment.**

Note: Your written response should be your original work, written in your own words and not copied or paraphrased from some other work.