

Illinois Licensure Testing System

STUDY GUIDE

Learning Behavior
Specialist II:
Deaf-Blind Specialist (159)

**This test is now delivered
as a computer-based test.**

**See www.il.nesinc.com for
current program information.**

Illinois State Board of Education

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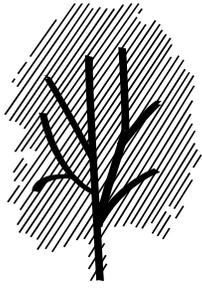
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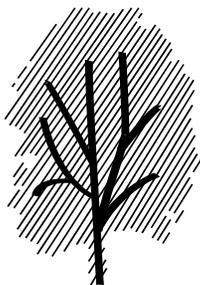
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General Information About the Illinois Licensure Testing System

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

[General Information About the Illinois Licensure Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Constructed-Response Assignments**
- **Explanation of the Test Score Report**

INTRODUCTION

The Learning Behavior Specialist (LBS) II tests are designed to assess a candidate's knowledge of content in the specific field in which optional advanced licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of test subareas and objectives, sample test directions, practice constructed-response assignments, performance characteristics and the scoring scale, an explanation of the scoring process for the constructed-response assignments, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the LBS II: Deaf-Blind Specialist test.

Objective Statement

Understand the philosophical, historical, and legal foundations of special education for learners who are deaf-blind.

Descriptive Statements

- Demonstrate knowledge of communication and language theories, approaches, and research that are applicable to teaching learners who are deaf-blind.
- Demonstrate knowledge of the history of the practices, people, and events that affected the lives of people who are deaf-blind and their possible relevance to current educational practices.
- Identify and describe specialized roles of educators and roles of learners who are deaf-blind.

LBS II: DEAF-BLIND SPECIALIST TEST OBJECTIVES

- I. Foundations, Characteristics, and Assessment
- II. Planning and Delivering Instructional Content and Managing the Learning Environment
- III. Maintaining Effective Communication, Collaboration, and Professionalism

SUBAREA I—FOUNDATIONS, CHARACTERISTICS, AND ASSESSMENT

0001 Understand the philosophical, historical, and legal foundations of special education for learners who are deaf-blind.

For example:

- Demonstrate knowledge of communication and language theories, approaches, and research that are applicable to teaching learners who are deaf-blind.
- Demonstrate knowledge of the history of the practices, people, and events that affected the lives of people who are deaf-blind and their possible relevance to current educational practices.
- Identify and describe specialized roles of educators and roles of learners who are deaf-blind.
- Demonstrate knowledge of clinical, functional, and legal definitions of deaf-blindness, blindness/visual impairment, and deafness/hearing loss.
- Apply strategies for accessing and evaluating current related research and practices in communication and language theories for their possible relevance in teaching the learner who is deaf-blind.

0002 Understand characteristics of learners who are deaf-blind.

For example:

- Demonstrate knowledge of impairments in the structure and function of the auditory and visual systems.
- Analyze issues and considerations related to the complex and unique effects of combined vision and hearing losses upon learners (e.g., potential isolating effects).
- Demonstrate knowledge of the diversity within the population of learners who are deaf-blind.
- Demonstrate knowledge of the major etiologies of deaf-blindness.

0003 Understand how deaf-blindness affects learners' development.

For example:

- Demonstrate knowledge of the possible implications of etiologies in teaching the learner who is deaf-blind.
- Demonstrate knowledge of the potential effects of the age of onset and the degrees and/or progressions of hearing and vision losses upon learners who are deaf-blind.
- Demonstrate knowledge of the influence of vision and hearing on motor development.
- Demonstrate knowledge of the potential emotional implications of combined hearing and vision losses upon the learner who is deaf-blind.
- Demonstrate knowledge of the potential impact of the combined effects of hearing and vision losses upon the learner's personal relationships with others.
- Demonstrate knowledge of the potential and complex effects of additional disabilities upon learners who are deaf-blind.

0004 Understand the communication development of learners who are deaf-blind.

For example:

- Demonstrate knowledge of the development of communication partnerships between learners who are deaf-blind and others.
- Demonstrate knowledge of the possible communicative functions of behaviors of learners who are deaf-blind.
- Demonstrate understanding of the development of vocabulary (content) in learners who are deaf-blind, based upon their forms and functions of communication.
- Demonstrate understanding of the need for learners who are deaf-blind to have communication embedded and incorporated consistently in all activities and settings.
- Demonstrate understanding of the visual, auditory, tactile, and olfactory information in various environments that influences learning and communication.

0005 Understand how deaf-blindness affects learning.

For example:

- Analyze the critical roles of vision and hearing in all learning.
- Apply knowledge of the structure and function of auditory and visual systems and how they interrelate in the learning process.
- Demonstrate knowledge of the potential impact of the combined effects of vision and hearing losses upon the development of concrete and abstract concepts.
- Demonstrate knowledge of the potential impact of the combined effects of hearing and vision losses upon the learner's opportunities for incidental learning.
- Apply strategies for using definitions of deaf-blindness, blindness/visual impairment, and deafness/hearing impairment to access services, materials, assistive technologies, and assistance for the learner.

0006 Understand types and characteristics of assessment instruments and methods for learners who are deaf-blind.

For example:

- Demonstrate knowledge of linguistic and nonlinguistic forms/modes used by learners who are deaf-blind and informal and formal communication assessment procedures that are appropriate for them.
- Demonstrate knowledge of functional assessments of vision and hearing and clinical assessments of vision and hearing used by learners who are deaf-blind.
- Apply strategies for assessing linguistic (e.g., Braille, print, sign) and nonlinguistic (e.g., touch or object cues) forms of communication and interpreting behaviors as intentional or non-intentional.
- Apply strategies for assessing and interpreting the meaning of the learner's use of objects, natural gestures, and intentional use of signals to communicate.
- Apply knowledge of strategies for assessing how the learner processes auditory and visual information.
- Apply strategies for assessing and explain educational implications of the impact of deaf-blindness on the learner.
- Apply strategies for assessing, describing, and explaining the effects of deaf-blindness on the learner's movements.
- Apply knowledge of methods for identifying, adapting, or developing strategies to assess the learner's functional use of vision and hearing.

0007 Understand methods for assessing variables within the environment for learners who are deaf-blind.

For example:

- Apply knowledge of strategies for assessing opportunities and demands in specific contexts (physical environments, people, things, and events) in which the learner who is deaf-blind communicates.
- Apply knowledge of strategies for assessing variables within specific environments that influence the learner's use of hearing.
- Apply knowledge of strategies for assessing the visual variables in the environment that influence the learner's effective use of vision.
- Apply knowledge of strategies for assessing the tactile variables within the environment.
- Apply knowledge of strategies for assessing the proprioceptive and kinesthetic variables in the environment.
- Apply knowledge of strategies for assessing situations and environments in which the learner can benefit from use of assistive technology (e.g., FM systems, cochlear implant) based upon the recommendations of the audiologist and other team members.

0008 Understand appropriate teacher applications and implementations, based on assessment results, for learners who are deaf-blind.

For example:

- Apply strategies, based on assessment results, and respond to the communicative functions of positive and challenging behaviors.
- Apply strategies, based on assessment results, to adapt to learners' pace/timing of communication.
- Apply strategies, based on assessment results, to address the way choice of color, textures, and patterns of clothing enhance or detract from social interaction.
- Apply knowledge of methods for gathering and maintaining descriptive records/portfolios of the learner's communication repertoire across all settings to assess strengths, challenges, and progress, and apply guidelines for recommending the learner for additional visual and auditory evaluations/assessments when necessary.
- Apply strategies for assessing activities for the learner's communication opportunities and implementing appropriate strategies.

SUBAREA II—PLANNING AND DELIVERING INSTRUCTIONAL CONTENT AND MANAGING THE LEARNING ENVIRONMENT

0009 Understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in learners who are deaf-blind.

For example:

- Demonstrate knowledge of the development of the learner's personal identity and relationships to another person or a group.
- Apply strategies for establishing a trusting relationship with the learner who is deaf-blind by providing nurturance and consistency in people, interactions, and routines.
- Demonstrate knowledge of the uses of personalized visual, auditory, and tactile forms to identify the person who is initiating the interaction with the learner and providing opportunities for the learner to recognize himself/herself and others by name.
- Apply strategies for making appropriate adaptations to enhance the learner's visual and auditory functioning in a variety of physical environments.
- Demonstrate knowledge of the uses of contrasting tactile cues or adaptations to assist the learner in gaining information about the environment.
- Apply strategies for drawing the attention of the learner to the sources of naturally occurring vibrations and smells in the environment.

0010 Understand instructional planning and design to provide learning opportunities for learners who are deaf-blind.

For example:

- Apply strategies for providing opportunities for the learner to develop basic concepts through participation in meaningful and motivating real-life experiences.
- Apply strategies for providing opportunities for the learner to actively explore and experience common objects that learners with vision and hearing learn about incidentally.
- Demonstrate knowledge of strategies for tactually modeling for the learner the functional use of objects.
- Demonstrate knowledge of strategies for creating opportunities for turn-taking.
- Demonstrate knowledge of strategies for providing opportunities for the learner to understand and express abstract concepts.
- Apply strategies for providing objects for the learner to anticipate activities, adjust to change within activities, and to terminate activities.
- Apply strategies for selecting, adapting, and/or creating tools and procedures appropriate for ongoing communication assessment of a learner who is deaf-blind.
- Demonstrate knowledge of academic and functional curricula specific to or adapted for learners who are deaf-blind.

0011 Understand uses of a variety of instructional strategies to support orientation and mobility of learners who are deaf-blind.

For example:

- Demonstrate knowledge of the development of body image and positive self-esteem in learners who are deaf-blind.
- Apply strategies for providing opportunities for the learner who is deaf-blind to learn the functions of body parts.
- Demonstrate knowledge of visual, auditory, and tactile adaptations that enhance social/communicative interactions between the learner who is deaf-blind and others.
- Demonstrate knowledge of strategies for moving together (co-actively) with the learner in daily routines to establish body awareness and awareness of another person.
- Demonstrate knowledge of strategies for using touch to make the learner who is deaf-blind aware of his/her body and another's throughout functional and play activities.
- Demonstrate knowledge of the basic principles of orientation and mobility for learners who are deaf-blind.
- Demonstrate knowledge of strategies for providing opportunities for the learner who is deaf-blind and has physical disabilities to learn orientation and mobility skills.
- Apply strategies for providing opportunities for the learner's increased proprioceptive and kinesthetic awareness during daily routines and planned activities.
- Apply strategies for assisting the learner who is deaf-blind in organizing information about space and objects within space; model ways for the learner to move in and through space; and provide opportunities for the learner to move outward in progressively larger spaces as independently as possible.
- Apply strategies for teaching the learner who is deaf-blind to attend to kinesthetic and proprioceptive variables to inform him/her about how his/her body relates to the environment.

0012 Understand methods for supporting the development of social, decision-making, and problem-solving skills for learners who are deaf-blind.

For example:

- Apply knowledge of strategies for providing opportunities for the learner who is deaf-blind to understand the role of himself/herself and others in the contexts of specific groups.
- Apply knowledge of strategies for providing opportunities for the learner who is deaf-blind to meet and establish relationships with other people who are deaf-blind.
- Apply strategies for providing opportunities for the learner who is deaf-blind to develop confidence by making choices.
- Apply strategies for providing the learner who is deaf-blind with opportunities for self-advocacy.
- Apply strategies for providing opportunities for the learner who is deaf-blind to learn from naturally occurring successes and failures.
- Apply strategies for providing opportunities for the learner who is deaf-blind to learn about family relationships and relationships to others.

0013 Understand the development of communication skills of learners who are deaf-blind through interactions with others.

For example:

- Demonstrate knowledge of ways to model and maintain interaction at eye level of the learner who is deaf-blind or make adjustments to accommodate for specific visual conditions.
- Demonstrate knowledge of ways to use appropriate distance between the learner who is deaf-blind and the communication partner and touch cues to initiate and terminate interactions.
- Demonstrate knowledge of methods for reducing or eliminating unnecessary visual, auditory, and tactile clutter.
- Demonstrate knowledge of interpreting for the learner who is deaf-blind information about other interactions and events taking place around him/her.
- Apply strategies for creating opportunities for the learner who is deaf-blind to initiate conversations with or without words around topics of interest.
- Apply strategies for developing object communication systems for the learner who is deaf-blind to use receptively and expressively.
- Demonstrate knowledge of the uses of formal sign language systems and alphabet systems, both visually and tactually, as well as speech reading (e.g., Tadoma).

0014 Understand literacy development and nonlinguistic development in learners who are deaf-blind.

For example:

- Apply guidelines for selecting and prioritizing receptive and expressive vocabulary that is meaningful and motivating to the learner who is deaf-blind and organizing vocabulary into syntax.
- Apply strategies for providing opportunities to use and expand the vocabulary of the learner who is deaf-blind through frequent and natural conversations and responding to the learner's nonlinguistic forms of communication while fostering opportunities to move to linguistic levels.
- Apply strategies for providing vocabulary for the learner who is deaf-blind to understand and express abstract concepts and modeling the use of vocabulary words that are meaningful and motivating to the learner.
- Demonstrate knowledge of the development of literacy in learners who are deaf-blind.
- Apply strategies for modifying existing reading materials to adjust for the language level and reading media and incorporating literacy as part of everyday activities according to the experiences and interests of the learner who is deaf-blind.

0015 Understand materials, devices, and technology appropriate for learners who are deaf-blind.

For example:

- Demonstrate knowledge of communication devices and technology that are appropriate for learners who are deaf-blind.
- Recognize characteristics and uses of technological devices and appliances for independent living and apply strategies for accessing sources of devices and appliances that will enhance the ability of the learner who is deaf-blind to live as independently as possible.
- Demonstrate knowledge of visual, auditory, and tactile characteristics of materials needed by learners who are deaf-blind and the technology that can enhance orientation and mobility skills.
- Demonstrate knowledge of methods for designing and making non-technological communication devices as tools for communication and selecting or adapting assistive technological devices (e.g., Braille, notetaker, teleBraille) that are appropriate to the needs of the learner who is deaf-blind.
- Demonstrate knowledge of the uses and adaptation of appropriate devices and appliances and strategies for helping the learner who is deaf-blind to use augmentative communication devices in a variety of environments and with a variety of communication partners.
- Recognize characteristics and uses of assistive listening, low vision, and vibro-tactile devices that enhance auditory and visual functioning and apply strategies for accessing resources for alternative and augmentative communications assessment and communication devices.
- Apply knowledge of procedures for operating and maintaining hearing aids, FM systems, and vibro-tactile devices and for checking and maintaining glasses, contact lenses, and low vision devices and teaching learners who are deaf-blind to use appropriate optical aids.

0016 Understand modifications that accommodate the needs of learners who are deaf-blind.

For example:

- Demonstrate knowledge of strategies to accommodate and improve the visual and auditory functioning of the learner who is deaf-blind based upon assessment results.
- Demonstrate knowledge of strategies for teaching learners who are deaf-blind to use touch to accommodate for lack or distortion of visual and auditory information.
- Demonstrate knowledge of strategies for adapting orientation and mobility techniques according to the communication skills, motor skills, and ability to use residual hearing and vision of the learner who is deaf-blind.
- Demonstrate knowledge of strategies for using and creating materials that will maximize the use of vision, hearing, and touch in specific situations to meet the visual, auditory, and tactile needs of the learner who is deaf-blind.
- Apply strategies for recommending appropriate positions to optimize visual and auditory functioning and for determining the optimal position of the learner who is deaf-blind in relation to others that will enhance participation in group activities.

SUBAREA III—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND PROFESSIONALISM

0017 Understand effective strategies for communicating and collaborating with families of learners who are deaf-blind.

For example:

- Demonstrate knowledge of the potential impact of deaf-blindness upon attachment/bonding between learners who are deaf-blind and their primary caregivers.
- Demonstrate knowledge of resources of support services for learners who are deaf-blind and their families.
- Apply strategies for assessing and explaining the effects of combined vision and hearing losses upon relationships between the learner who is deaf-blind and his/her primary caregiver.
- Apply strategies for teaching significant peers and adults to communicate effectively with the learner who is deaf-blind.

0018 Understand strategies for promoting effective communication among professionals, parents, paraprofessionals, and learners who are deaf-blind.

For example:

- Demonstrate knowledge of strategies for exchanging ongoing communication assessment findings with others to develop effective strategies that will enhance the communication abilities in the learner who is deaf-blind.
- Demonstrate knowledge of effective uses of communication support personnel to assure that the learner who is deaf-blind has optimal access to opportunities for receptive and expressive communication.
- Apply knowledge of strategies for exchanging information about the communication style/abilities of the learner who is deaf-blind with others to ensure consistency of interpretation and use of the learner's communication repertoire.
- Apply knowledge of strategies for providing training to caregivers, school personnel, and peers that will improve the quality of their interactions/relationships with the learner who is deaf-blind.
- Demonstrate knowledge of strategies for providing information and education to team members (including families) about the uniqueness of the disability of deaf-blindness.
- Demonstrate knowledge of strategies for identifying the responsibilities and roles of communication support personnel according to the environments and needs of the learner who is deaf-blind.

0019 Understand strategies for promoting effective collaboration among professionals, parents, paraprofessionals, and learners who are deaf-blind.

For example:

- Demonstrate knowledge of strategies for recommending appropriate referrals to low-vision and hearing specialists in collaboration with other team members to assess the need for assistive devices.
- Demonstrate knowledge of strategies for collaborating with Orientation and Mobility specialists and other appropriate specialists in adapting strategies to encourage the learner to move safely and independently.
- Demonstrate knowledge of strategies for consulting and collaborating with others who provide care, education, and adult services to people who are deaf-blind.
- Demonstrate knowledge of resources that provide technical assistance and other types of supportive services at the local, state, and national levels related to the field of deaf-blindness.
- Demonstrate knowledge of strategies for interpreting for other team members clinical and functional information regarding the vision and hearing of the learner who is deaf-blind.

0020 Understand teaching as a profession and standards of professional conduct.

For example:

- Demonstrate understanding of personal and cultural biases and differences that affect one's teaching and interactions with others.
- Demonstrate understanding of the importance of the teacher's serving as a role model and advocate for all students.
- Demonstrate knowledge of schools as organizations within the larger community context.
- Demonstrate knowledge of consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
- Demonstrate knowledge of rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.
- Demonstrate knowledge of strategies for advocating for learners who are deaf-blind and their families to obtain high-quality services ranging from early intervention to transition to adult services.

0021 Understand benefits of reflection and strategies for achieving professional growth.

For example:

- Recognize the benefits of mentorship and participating in professional dialogue and continuous learning to support one's development as a learner and a teacher.
- Apply knowledge of central concepts and methods of inquiry, methods for reflecting on practice, and strategies for pursuing a professional development plan that includes activities to remain current regarding research-validated practice.
- Demonstrate understanding of the activities of professional organizations relevant to individuals who are deaf-blind.

OVERVIEW OF THE CONSTRUCTED-RESPONSE ASSIGNMENTS

There will be two sections of the test.

Section One will consist of **three** stand-alone constructed-response assignments. You will be asked to provide a response of up to three pages for each of the stand-alone constructed-response assignments.

Section Two will consist of a case study followed by **three** constructed-response assignments. The case study provides a hypothetical scenario relevant to an educator in your field. You will be asked to respond to the scenario in three assignments. You will be asked to provide a response of up to two pages for each assignment.

You will be providing a total of six responses to the constructed-response assignments on the test.

In the directions for each section, you will be instructed to read each constructed-response assignment carefully before you begin to write and to think about how to organize your responses. You may use space provided in the test booklet to make notes, prepare an outline, or write a first draft. Your final responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Assignments are intended to assess content-area knowledge and skills, not writing ability. Responses are therefore scored on the basis of the degree of understanding of the subject matter demonstrated in them, and not on the quality of the writing they contain. However, responses must be communicated clearly enough to permit a valid judgment of examinees' subject-matter knowledge and skills. More specifically, each response is scored according to the following performance characteristics:

| | |
|---------------------------------|---|
| Purpose | the extent to which the response achieves the purpose of the assignment |
| Subject-Matter Knowledge | accuracy and appropriateness in the application of the subject-matter knowledge |
| Support | quality and relevance of supporting details |
| Rationale | soundness of argument and degree of understanding of the subject matter |

Responses to the constructed-response assignments must be written in the appropriate answer document as indicated in the test directions. Responses that are written in the test booklet will not be scored.

STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

This section includes the following:

- Description of the task
- Sample test directions for the stand-alone constructed-response assignments
- Practice stand-alone constructed-response assignments for each subarea
- Sample responses for each subarea

On the actual test, examinees will be given three different assignments from the ones provided as samples in this study guide.

DESCRIPTION OF THE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS TASK

This section of the test will consist of three stand-alone constructed-response assignments. Each of the stand-alone assignments addresses a different subarea of the test as follows:

| Assignment | Subarea |
|-------------------|---|
| 1 | I. Foundations, Characteristics, and Assessment |
| 2 | II. Planning and Delivering Instructional Content and Managing the Learning Environment |
| 3 | III. Communication, Collaboration, and Professionalism |

Each stand-alone constructed-response assignment will have two or more charges that may require you to do one or more of the following tasks:

- describe typical characteristics of a disability;
- identify and describe appropriate assessment tools;
- identify state and/or federal legislation, policies, or laws related to special education services;
- describe instructional theories, techniques, and/or strategies relevant to a specific LBS II content area;
- describe roles and functions of professionals involved in the education of students with disabilities; or
- identify and describe the collaboration process with family members, other professionals, and/or outside agencies.

An excellent response to each constructed-response assignment would demonstrate thorough knowledge and understanding of the subject matter for the specific test subarea. The examinee would fully achieve the purpose of the assignment by responding appropriately to all aspects of the assignment. The examinee would apply subject-matter knowledge to the specific assignment in a substantial, accurate, and appropriate manner. The examinee would also provide sound supporting evidence and high-quality examples that are relevant to the particular assignment, and demonstrate an ably reasoned, comprehensive understanding of the topic.

The constructed-response assignments are designed to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria.

SAMPLE TEST DIRECTIONS FOR THE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS

DIRECTIONS FOR SECTION ONE: STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the test consists of **three** stand-alone constructed-response assignments. You will be asked to provide a response of up to three pages for each assignment.

Read each constructed-response assignment carefully before you begin to write. Think about how you will organize your responses.

You may use the blank space on the unlined page following each assignment to make notes, write an outline, or otherwise prepare your responses. However, your final responses must be written on Answer Document E as follows:

| Assignment | Answer Document E |
|------------|-------------------|
| 1 | Pages 3–5 |
| 2 | Pages 7–9 |
| 3 | Pages 11–13 |

Responses that are written in this test booklet will not be scored.

Your responses will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field and of the **specific test subarea** upon which each constructed-response assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than to recite factual information.

The constructed-response assignments are intended to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Be sure to write about the assigned topic and use multiple paragraphs.

Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page to begin Section One.

PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

The following is a sample of the type of prompt to which you will be asked to respond.

Assignment 1 is intended to assess your understanding of "Foundations, Characteristics, and Assessment," which is the first subarea of the Learning Behavior Specialist II: Deaf-Blind Specialist test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Using your knowledge of educational assessment for learners who are deaf-blind, write an essay in which you:

- describe one functional and one clinical procedure or instrument that is currently used to assess hearing of the learner who is deaf-blind;
- describe one functional and one clinical procedure or instrument that is currently used to assess vision of the learner who is deaf-blind;
- describe two strategies used to assess variables within specific environments that influence the use of hearing and vision by the learner who is deaf-blind; and
- explain how the results from each procedure or instrument you described can be used to select appropriate accommodations to promote the learner's access to information within the environment.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 1 is written to assess understanding in Subarea I, "Foundations, Characteristics, and Assessment," which consists of the objectives listed below.*

Understand the philosophical, historical, and legal foundations of special education for learners who are deaf-blind.

Understand characteristics of learners who are deaf-blind.

Understand how deaf-blindness affects learners' development.

Understand the communication development of learners who are deaf-blind.

Understand how deaf-blindness affects learning.

Understand types and characteristics of assessment instruments and methods for learners who are deaf-blind.

Understand methods for assessing variables within the environment for learners who are deaf-blind.

Understand appropriate teacher applications and implementations, based on assessment results, for learners who are deaf-blind.

SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

The sample below is an example of a strong response to the practice constructed-response assignment.

A functional procedure that is used to assess the hearing of a deaf-blind learner involves two kinds of data. A behavioral checklist is used to gather data describing the learner's behavioral responses within his or her classroom environment. A sound level meter is used to describe the patterns of background noise at various locations in the classroom. This yields data on decibel levels in different areas of the room. Data from these two measures can be combined to yield a description of the learner's behavioral responses to different levels of noise.

A clinical procedure is to conduct audiological testing. The learner is placed in a soundproof booth wearing headphones. The learner is instructed to drop a block in a bucket when he or she hears a sound. The audiologist plays calibrated sounds and records the learner's responses.

A functional procedure to assess the vision of a deaf-blind learner is a classroom-based observation of the learner's use of his or her vision in a naturalistic setting such as the classroom. This is done by a teacher of the visually-impaired. This procedure yields functional acuity data, such as a list of what the learner can and cannot see, what visual tasks the learner can and cannot do, and what visual field restrictions the learner may exhibit.

A clinical procedure is an ophthalmologic examination. The ophthalmologist measures visual acuity and the visual field. This is done interactively if possible. The examination includes dilation of the pupils to allow assessment of refractive errors, and screens for ocular health and eye malformations. This yields data about vision based on the extent to which the eye is intact and normal, and if not, what abnormalities exist.

A strategy to assess variables in the environment is an environmental checklist: a list of objects, sounds, arrangements of furniture, etc., that either enhance or impede listening or vision. These might include for example, (for listening): the loudness of a fan or ventilation system, a tiled floor vs. a carpeted floor, acoustical characteristics that produce echoes; and (for vision) lighting levels, sources of information in the classroom such as blackboards and bulletin boards, glare, print size.

Another strategy is a teacher or learner interview, asking the teacher or the learner to list the things in the environment that are either helpful or detrimental. This could first be introduced and explained; then the teacher and learner could be asked to pay attention to environmental factors for a defined period (perhaps a week); then the interview could be conducted.

Based on the behavioral checklist and sound meter results, the learner's routine in the classroom could be structured to place the learner in parts of the room that support hearing as much as possible. The environment itself could be modified to the extent feasible to reduce ambient noise and echoes (for example, a quieter fan could be used; chair legs could be padded to reduce noise of moving). Based on the audiological test, which identifies frequencies and decibels of sound the learner cannot hear, the learner could be provided with adaptive devices to enhance hearing.

Based on the classroom-based functional vision assessment, the learner could be given preferential seating in the classroom. Classroom lighting could be adjusted, and large print materials could be provided. The teacher could repeat what he or she writes. Based on the ophthalmologic examination, the learner could be provided with glasses or other visual enhancing devices.

PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The following is a sample of the type of prompt to which you will be asked to respond.

Assignment 2 is intended to assess your understanding of "Planning and Delivering Instructional Content and Managing the Learning Environment," which is the second subarea of the Learning Behavior Specialist II: Deaf-Blind Specialist test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Using your knowledge of instruction for learners who are deaf-blind, write an essay in which you:

- describe a hypothetical student by age, visual impairment, hearing loss, and any other disabilities;
- describe the typical development of body image/awareness and self-esteem in learners who are deaf-blind;
- describe three strategies for teaching the hypothetical learner you identified to attend to kinesthetic and proprioceptive variables to inform him/her about how his/her body relates to the environment; and
- explain why you think each of the instructional strategies you described would be effective for the purpose of increasing body image/awareness and self-esteem.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 2 is written to assess understanding in Subarea II, "Planning and Delivering Instructional Content and Managing the Learning Environment," which consists of the objectives listed below.*

Understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in learners who are deaf-blind.

Understand instructional planning and design to provide learning opportunities for learners who are deaf-blind.

Understand uses of a variety of instructional strategies to support orientation and mobility of learners who are deaf-blind.

Understand methods for supporting the development of social, decision-making, and problem-solving skills for learners who are deaf-blind.

Understand the development of communication skills of learners who are deaf-blind through interactions with others.

Understand literacy development and nonlinguistic development in learners who are deaf-blind.

Understand materials, devices, and technology appropriate for learners who are deaf-blind.

Understand modifications that accommodate the needs of learners who are deaf-blind.

SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The sample below is an example of a strong response to the practice constructed-response assignment.

Tony, age 18, has visual field loss, with a visual field of less than 20 degrees. He has profound sensorineural hearing loss.

In learners who are deaf-blind, development of body image/awareness is influenced by a number of factors. One of these is cognitive learning and understanding: as cognition develops, awareness of body parts and their positions and functions can be taught and learned, and a body image can be developed. Normal maturation is another factor: increasing height, strength, and dexterity. Body image is also affected by motoricity and awareness of position in space.

Self-esteem is affected by opportunities for independence, interactions with others, modeled behavior, and social cues. Increased independence, positive and affirming interactions, awareness of appropriate behavior of others and why it is appropriate all add to the individual's sense of control and personal agency and enhance self-esteem. Affiliation and sense of belonging to a community also reinforce self-esteem. This can be a problem for hearing-impaired learners with worsening vision problems like Tony's restricted field of vision; because deaf people depend so heavily on vision, acceptance by the deaf community may decline as vision deteriorates.

Three strategies to help Tony attend to kinesthetic and proprioceptive variables to inform him about how his body relates to the environment are:

- 1) Use of a cane. The cane would give him consistent information by feeling to compensate for the lack of consistent visual information due to his decline in vision. This would be effective because it would allow him to avoid obstacles and enhance his mobility, leading to increased independence, which would enhance his self-esteem. The cane would also give him information about where his body is in space, which would contribute to his body image.
- 2) Preteaching and mental sequencing of changes in grade such as stairs, slopes, and inclines, particularly in low-light situations for which his limited vision would not provide much visual information. This would be effective because it would allow him to move more readily through his home and the community, again increasing his independence and sense of personal agency.
- 3) Teaching the use of protective responses such as holding his arm up as he moves through unfamiliar areas where there may be unknown obstacles or walls. This would be effective because it would help prevent injuries.

All of these strategies could be combined into a larger goal of helping Tony understand more fully his own visual needs, and encouraging him to take responsibility for his own activities, set his own goals, and pursue his own initiatives. This would promote a sense of self-advocacy and self-empowerment. His self-esteem will increase if he is able to be more independent as he moves into adulthood.

PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The following is a sample of the type of prompt to which you will be asked to respond.

Assignment 3 is intended to assess your understanding of "Maintaining Effective Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Deaf-Blind Specialist test framework. The test objectives for that subarea are listed below Assignment 3. Your response to Assignment 3 should relate to those test objectives.

Using your understanding of the professional development of teachers working with learners who are deaf-blind, write an essay in which you:

- describe two qualities/characteristics that make a teacher an effective mentor to a colleague and explain why you think the qualities/characteristics you identified would be important for this purpose;
- identify two strategies a teacher who is a mentor could use to support the professional development of the teacher s/he is mentoring and explain why you think the strategies you identified would be effective for this purpose; and
- identify two benefits of mentorship for the teacher who is the mentor and two benefits for the teacher being mentored.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 3 is written to assess understanding in Subarea III, "Maintaining Effective Communication, Collaboration, and Professionalism," which consists of the objectives listed below.*

Understand effective strategies for communicating and collaborating with families of learners who are deaf-blind.

Understand strategies for promoting effective communication among professionals, parents, paraprofessionals, and learners who are deaf-blind.

Understand strategies for promoting effective collaboration among professionals, parents, paraprofessionals, and learners who are deaf-blind.

Understand teaching as a profession and standards of professional conduct.

Understand benefits of reflection and strategies for achieving professional growth.

SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The sample below is an example of a strong response to the practice constructed-response assignment.

Mentors are an invaluable support to entry-level educators in any field, but particularly in education of the deaf-blind. This is a complex teaching field, in which results are often slow and gains are often modest.

An effective mentor should be optimistic and positive. This is important because entry-level professionals in any field often have unrealistic expectations about the outcomes of their efforts, and can become disheartened if the actual outcomes fall short of their expectations. An experienced mentor can provide valuable context and perspective to assess realistically what may seem like modest gains. Another important characteristic is breadth and depth of knowledge about the field. A good professional will keep up to date on new developments and will have contacts with other experienced professionals. This professional maturity will provide valuable insights that are not found in textbooks or classrooms: for example, about the effectiveness of a particular strategy or approach; how a resource might be adapted; anecdotal evidence from experience.

One highly effective strategy for mentors and mentees is shadowing: the neophyte simply follows the experienced mentor in his or her performance of duties. This is particularly effective if the neophyte takes notes and subsequently follows up with reflection and a meeting to process and review the experience. This provides the opportunity not only to observe good practice but also to receive elaboration and explanations of why a particular strategy was used.

A second strategy is a team approach, in which the mentor and the neophyte work together. The mentor may ask the mentee initially to carry out simple strategies, and then gradually assign more difficult or complex ones. This is effective because the mentor can provide ongoing counsel and support during the instruction or activity, which will help build the mentee's confidence.

Benefits to the mentee are numerous. Under the guidance of a mentor, the mentee can refine and develop his or her skills without fear of making a costly error. The mentor provides a measure of wisdom and sound judgment to be sure the mentee is staying on track. Additionally, a trusted mentor is a resource to bring questions to, ask for feedback from, and raise concerns to.

For the mentor, the opportunity to work with a newcomer to the professional field can be a source of energy, motivation, and affirmation. People with years of experience sometimes lose sight of just how much skill and expertise they have acquired. They may find viewing their expertise through the eyes of a neophyte refreshing. Further, serving as a mentor is an incentive to keep up in the field and to be open and receptive to new practices and ideas.

CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

This section includes the following:

- Description of the task
- Sample test directions for the case study constructed-response assignments
- Practice case study that consists of three constructed-response assignments (one for each subarea)
- Sample responses for each subarea

On the actual test, examinees will be given a different case study and constructed-response assignments from the ones provided as samples in this study guide.

DESCRIPTION OF THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS TASK

This section of the test will consist of one case study followed by three constructed-response assignments. The case study provides a hypothetical scenario, typically about a particular student, and provides background information in the form of test results, teacher reports, home surveys, notes from parents/guardians, and excerpts from professional evaluations or other information.

The three constructed-response assignments will each address a different subarea of the test as follows:

| Assignment | Subarea |
|------------|---|
| 1 | I. Foundations, Characteristics, and Assessment |
| 2 | II. Planning and Delivering Instructional Content and Managing the Learning Environment |
| 3 | III. Communication, Collaboration, and Professionalism |

Each case study constructed-response assignment will have two or more charges that may require you to do one or more of the following tasks:

- identify the strengths and needs of the hypothetical student according to assessment results and other background information provided;
- identify and describe a successful learning environment and instructional models, strategies, or modifications relevant to the hypothetical scenario;
- identify individuals and issues needing to be addressed in the hypothetical student's Individualized Education Program (IEP) meeting; or
- describe individual or team collaboration strategies and explain why you think the strategies would be effective.

An excellent response to each constructed-response assignment would demonstrate thorough knowledge and understanding of the subject matter for the specific test subarea. The examinee would fully achieve the purpose of the assignment by responding appropriately to all aspects of the assignment. The examinee would apply subject-matter knowledge to the specific assignment in a substantial, accurate, and appropriate manner. The examinee would also provide sound supporting evidence and high-quality examples that are relevant to the particular assignment, and demonstrate an ably reasoned, comprehensive understanding of the topic.

The constructed-response assignments are designed to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria.

SAMPLE TEST DIRECTIONS FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS

DIRECTIONS FOR SECTION TWO: CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the test consists of a case study followed by **three** constructed-response assignments. The case study provides a hypothetical scenario relevant to an educator in your field. You will be asked to respond to the scenario in three assignments. You will be asked to provide a response of up to two pages for each of the three assignments.

Read the case study and each assignment carefully before you begin to write. Think about how you will organize your responses.

You may use the blank space on the unlined page following each assignment to make notes, write an outline, or otherwise prepare your responses. However, your final responses must be written in Answer Document E as follows:

| Case Study Assignment | Answer Document E |
|-----------------------|-------------------|
| 1 | Pages 15–16 |
| 2 | Pages 17–18 |
| 3 | Pages 19–20 |

Responses that are written in the test booklet will not be scored.

Your responses will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field and of the **specific test subarea** upon which the assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than to recite factual information.

The constructed-response assignments are intended to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Be sure to write about the assigned topic and use multiple paragraphs.

Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page to begin Section Two.

PRACTICE CASE STUDY

This case study focuses on a student named Lian. Lian is a high school student who is 15 years, 8 months old. She has CHARGE syndrome with associated low vision and a profound hearing loss. She attends a self-contained special education classroom. Her Individualized Transition Plan (ITP) team is considering various options for her transition plan.

Use the information that follows from Lian's case file to answer the three assignments that appear at the end of the case study. **Be sure to read the entire case file and all three assignments before you begin your responses.**

Excerpt from Ocular Report by Lian's Pediatric Ophthalmologist:

Age at Time of Report: 15 years, 6 months

Visual Condition: retinal colobomas, microphthalmos, congenital cataracts

Age of Onset: birth

Acuity: OD 20/140 (uncorrected) OS 20/120 (uncorrected)
OU 20/70 (with best correction)

Visual Field Restriction: Central vision is restricted in both eyes.
Patient uses peripheral fields.

Photophobia: yes

Color Vision: red/green confusion

Low Vision Aids: glasses worn during examination

Prognosis: permanent and progressive, retinal detachment may occur due to colobomas

Excerpt from Lian's Audiological Report:

Age at Time of Report: 15 years, 2 months

Cause of Hearing Loss: CHARGE syndrome

Type of Hearing Loss: profound sensorineural loss

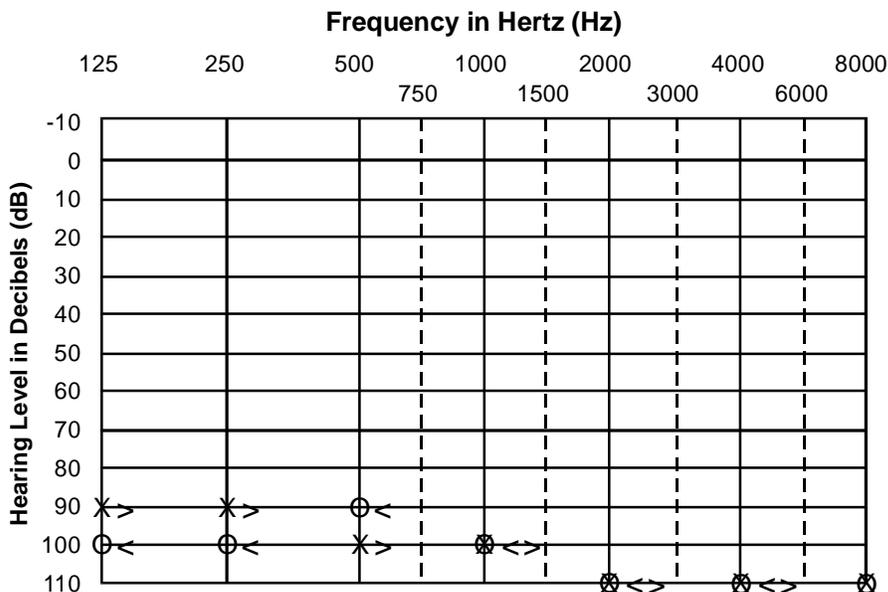
Age at Onset: birth

Speech Reception Threshold (SRT): NR

Prognosis: permanent

Lian's Audiogram

Age: 15 years, 2 months



Communication Checklist:

| Receptive Language | Expressive Language |
|--------------------------|---------------------|
| Speech | Speech |
| ✓ American Sign Language | ASL |
| ✓ Object Cues | ✓ Object Cues |
| ✓ Touch Cues | ✓ Touch Cues |
| ✓ Picture Symbols | Picture Symbols |
| Natural Gestures | ✓ Natural Gestures |

Excerpt from Interview with Lian's Parents:

We communicate with Lian using object cues and touch cues. She turns her head to look towards us. Lian is really excellent with daily routines. We think she has an internal clock. For example, when it is time to take her medication, she will pull on one of our arms and walk towards the medicine cabinet. She also waits by the door when it is time for her younger sister to come home from school. Sometimes, we have a difficult time coping with Lian's behaviors at home. She often starts screaming or crying whenever we try to help her get dressed, brush her teeth, etc. She really hates mealtimes. When she was little, Lian had multiple surgeries, and she was fed through a feeding tube. It is difficult to find food that she likes. Lian loves activities associated with water or movement. When she flips through magazines, she uses a hand-held magnifier to look at the pictures.

Excerpt from Activities Checklist:

| Activity | Does on Own | Does with Help | Does Not Do | Enjoys Doing | Dislikes Doing |
|---------------------------------|-------------|----------------|-------------|--------------|----------------|
| Selecting food | | ✓ | | | ✓ |
| Preparing food | ✓ | ✓ | | | ✓ |
| Eating | ✓ | ✓ | | | ✓ |
| Washing dishes | | ✓ | | ✓ | |
| Doing laundry | | ✓ | | ✓ | |
| Watering flowers | ✓ | ✓ | | ✓ | |
| Grocery shopping | | | ✓ | | ✓ |
| Flipping through magazines | ✓ | | | ✓ | |
| Rocking in chair in family room | ✓ | | | ✓ | |
| Painting | ✓ | ✓ | | ✓ | |
| Swimming | | ✓ | | ✓ | |
| Using public transportation | | ✓ | | ✓ | |
| Dressing | ✓ | ✓ | | ✓ | |
| Brushing hair | ✓ | ✓ | | ✓ | |
| Shampooing hair | | ✓ | | ✓ | |
| Brushing teeth | | ✓ | | | ✓ |

Notes from Transition Specialist:

Lian participated in four different types of vocational activities during the last school year. She had difficulty adjusting to new teachers. She will yell or cry sometimes. Lian seemed to enjoy working in the greenhouse the best. Her intervenor assists her in class by using tactile cues and picture symbols to teach her different tasks. Lian also likes to do errands. With her intervenor's assistance, she learned how to deliver mail in a local hospital and how to separate recyclable materials at the school into different containers.

Notes from Orientation and Mobility (O&M) Instructor:

Lian uses the sighted-guide technique. She does best when she is with someone she knows. If she doesn't know the person, she will refuse to go and start crying. She is starting to use public transportation with a guide. Lian especially enjoys traveling on the bus.

Notes from Special Educator's Report:

It is critical that Lian's routines be honored and respected. She exhibits challenging behaviors when her routine has been changed in some way. As a team, we need to help Lian feel comfortable with routines while helping her learn to be willing to try something new. She needs to feel safe trying new activities.

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

The following is a sample of the type of prompt to which you will be asked to respond.

Case Study Assignment 1 is intended to assess your understanding of "Foundations, Characteristics, and Assessment," which is the first subarea of the Learning Behavior Specialist II: Deaf-Blind Specialist test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Write an essay in which you analyze specific information from Lian's case file. In your essay:

- identify Lian's strengths and needs in the areas of cognitive, physical, and social-emotional development, citing evidence from Lian's case file to support your observations; and
- explain ways that Lian's combined vision and hearing loss affect and interrelate with her development, learning, and communication skills.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Case Study Assignment 1 is written to assess understanding in Subarea I, "Foundations, Characteristics, and Assessment," which consists of the objectives listed below.*

Understand the philosophical, historical, and legal foundations of special education for learners who are deaf-blind.

Understand characteristics of learners who are deaf-blind.

Understand how deaf-blindness affects learners' development.

Understand the communication development of learners who are deaf-blind.

Understand how deaf-blindness affects learning.

Understand types and characteristics of assessment instruments and methods for learners who are deaf-blind.

Understand methods for assessing variables within the environment for learners who are deaf-blind.

Understand appropriate teacher applications and implementations, based on assessment results, for learners who are deaf-blind.

SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

The sample below is an example of a strong response to the practice case study constructed-response assignment.

Lian is able to understand and follow routines, as noted by her parents. She can communicate basic needs and express preferences. She understands expectations and cause and effect. She can learn tasks, use tools such as a hand-held magnifier, and carry out multi-step procedures such as delivering mail and separating recyclables.

She does not use verbal language, but yells or cries if she is upset. She communicates with gestures and touch. She understands ASL but does not use it herself.

She is ambulatory and has some residual vision. She enjoys water activities. Her hearing loss is profound. She enjoys dressing and hair care.

She is cooperative and pleasant if her routines are observed, but becomes upset and agitated if they are disrupted. She dislikes eating and brushing her teeth.

Lian's lack of access to information because of her severe vision and hearing loss inhibits her development. She has not experienced language. She learns tasks only by doing them, not by listening and observing. She lacks the cognitive tools to learn and understand abstractions, and she operates at a concrete, functional level.

She is unlikely to be able to develop independence skills because she requires a great deal of time to complete daily tasks. Her resistance to eating may cause problems with her physical and biological development.

Because Lian cannot receive complete information, she is fearful of change. She cannot receive clues or anticipatory guidance and is therefore frequently caught off guard. She can learn routines, but has great difficulty with deviations from them because she has no means of being informed in advance. She is resistant to acquiring new experiences.

Her communication is severely limited because her restricted vision impedes her access to information. Her social communication may be affected by awkward physical positioning to increase vision. Her ability to express emotions is limited.

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The following is a sample of the type of prompt to which you will be asked to respond.

Case Study Assignment 2 is intended to assess your understanding of "Planning and Delivering Instructional Content and Managing the Learning Environment," which is the second subarea of the Learning Behavior Specialist II: Deaf-Blind Specialist test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Write an essay in which you discuss specific aspects of Lian's instructional program. In your essay:

- identify two instructional strategies for providing Lian with opportunities to develop communication skills and explain why you think each of these strategies would be effective;
- identify two instructional strategies for providing Lian with opportunities to develop orientation and mobility (O&M) skills and explain why you think each of these strategies would be effective; and
- identify two modifications that could be made to the instructional environment to accommodate Lian's needs and explain why you think each of these modifications would be effective in supporting the development of her communication and/or O&M skills.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Case Study Assignment 2 is written to assess understanding in Subarea II, "Planning and Delivering Instructional Content and Managing the Learning Environment," which consists of the objectives listed below.*

Understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in learners who are deaf-blind.

Understand instructional planning and design to provide learning opportunities for learners who are deaf-blind.

Understand uses of a variety of instructional strategies to support orientation and mobility of learners who are deaf-blind.

Understand methods for supporting the development of social, decision-making, and problem-solving skills for learners who are deaf-blind.

Understand the development of communication skills of learners who are deaf-blind through interactions with others.

Understand literacy development and nonlinguistic development in learners who are deaf-blind.

Understand materials, devices, and technology appropriate for learners who are deaf-blind.

Understand modifications that accommodate the needs of learners who are deaf-blind.

SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The sample below is an example of a strong response to the practice case study constructed-response assignment.

One strategy to help Lian develop communication skills is to insert pauses into routines. Routines and sequences should still be observed, but the insertion of brief pauses might motivate Lian to initiate expressive communication. This could be effective if the pauses were brief and her communication efforts were fruitful. Because Lian can understand causality, if her response to a pause resulted in progress in the routine she might gain a greater sense of agency and control.

A second strategy for communication is a calendar box. This is a box containing objects that represent each of Lian's daily activities. The calendar box could be used to review the whole day's activities, or it could be a concrete, tactile way to represent each individual activity. Lian could remove the object corresponding to a particular activity, carry it with her (and, if possible, use it) during the activity, and then return it at the completion of the activity. This would be effective because it would give Lian a means to express choices and would establish a sequence.

To develop orientation and mobility skills, Lian could be taught protective responses and/or trailing techniques to enable partial independent travel. Although she functions reasonably well given her degree of impairment, these strategies would increase her independence and therefore her self-confidence.

A second strategy for orientation and mobility would be to preteach new environments. She could be carefully oriented to a new environment with guidance and support before she is expected to carry out tasks in the environment. This would be effective because change and unpredictability are so upsetting to Lian, while at the same time she enjoys carrying out simple tasks. If she could master the environment with help first, she would be less timid when she encountered it for the second time, and more likely to be successful with her task.

One effective modification to Lian's instructional environment would be to identify the areas where the light is too bright and be certain that she has sunglasses or a brimmed hat to shield her eyes. This would be effective because it would reduce her discomfort due to photophobia, would give her more control, and would reduce her anxiety about the unpredictable.

A second modification would be to expand object cues into an introductory mapping system. The symbol or object from a calendar box could be placed near the location the symbol or object represents, and serve as a guide to identify the location. Lian could initially be taken through the environment with assistance, and eventually allowed to move through it with supervision. This would increase Lian's feelings of safety and security, and afford her more independence.

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The following is a sample of the type of prompt to which you will be asked to respond.

Case Study Assignment 3 is intended to assess your understanding of "Maintaining Effective Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Deaf-Blind Specialist test framework. The test objectives for that subarea are listed below Assignment 3. Your response to Assignment 3 should relate to those test objectives.

Write an essay in which you discuss specific issues related to the implementation of Lian's educational program. In your essay:

- identify two significant issues that should be addressed in Lian's Individualized Transition Plan (ITP);
- identify four individuals who should be part of Lian's ITP team and describe the roles and responsibilities of these individuals with respect to the implementation of Lian's program; and
- for each issue you identified, describe two strategies the four individuals you identified could use to collaborate in their efforts to address each issue and explain why you think each strategy would be effective for this purpose.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Case Study Assignment 3 is written to assess understanding in Subarea III, "Maintaining Effective Communication, Collaboration, and Professionalism," which consists of the objectives listed below.*

Understand effective strategies for communicating and collaborating with families of learners who are deaf-blind.

Understand strategies for promoting effective communication among professionals, parents, paraprofessionals, and learners who are deaf-blind.

Understand strategies for promoting effective collaboration among professionals, parents, paraprofessionals, and learners who are deaf-blind.

Understand teaching as a profession and standards of professional conduct.

Understand benefits of reflection and strategies for achieving professional growth.

SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The sample below is an example of a strong response to the practice case study constructed-response assignment.

Lian's Individualized Transition Plan should address her orientation and mobility development. As Lian gets older it is increasingly important that she become more proficient and comfortable in new environments in order to transition to post-school situations. Second, her ITP should focus on communication, helping her develop alternative strategies to communicate frustration and express wishes rather than having tantrums.

The following should serve on Lian's ITP team:

- an orientation and mobility specialist. This person would assess Lian's current travel skills and teach her any additional skills she needs as well as teaching other staff how to reinforce these skills.
- a psychologist. The psychologist would conduct a behavior analysis to analyze and determine the causes and functions of Lian's unacceptable behaviors, and would communicate this to others on the team.
- a speech-language therapist, to teach Lian new, more appropriate and effective ways to meet communicative functions.
- an adult service provider, to inform all on the team what educational priorities would provide Lian with more options.

One strategy would be for the psychologist and the speech-language pathologist to review Lian's expressive communication skills, considering both the situations that prompt her to vocalize and the nature of the vocalizations. The two could then work together to devise more appropriate vocal or nonvocal means for Lian to accomplish the outcomes she is seeking with her tantrums. This would be effective because it would address both the causes of her outbursts and the outbursts themselves, and would provide Lian with strategies that would yield more favorable outcomes.

The adult service provider could work with the orientation and mobility specialist to describe what placements are available, what Lian's current orientation and mobility abilities are, and what additional skills might enhance her options. The orientation and mobility specialist could then assess the feasibility of Lian's acquiring each of these skills and work with the adult service provider to formulate a realistic plan that is within Lian's reach.

EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments for the LBS II: Deaf-Blind Specialist test.

THE SCORING PROCESS

Responses to the constructed-response assignments will be rated on a four-point scoring scale (see page 2-38). Within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 is an undeveloped response, while a score point of 4 is assigned to a response that is very well developed. Specific performance characteristics (see below) describe the elements typically found in responses at each of the four score points, although any particular response may be either more or less developed in respect to any specific elements.

Each category of the four-point scale will comprise a range of ability across that particular score. Thus, among the most competent constructed responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well constructed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be read and scored by two scorers; the sum of the two scores will be the examinee's total score for each constructed-response assignment. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third scorer. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two scorers; it could not result from assigned scores of a "2" and a "4" because the scores differ by more than one point.

PERFORMANCE CHARACTERISTICS

The performance characteristics for each score point for the LBS II: Deaf-Blind Specialist constructed-response assignments are organized according to four major performance features: (1) purpose, (2) subject-matter knowledge, (3) support, and (4) rationale. Each of these performance characteristics is described in more detail below. Detailed characterizations of the score point features are described in the scoring scale on page 2-38.

Purpose

The extent to which the response achieves the purpose of the assignment.

Each assignment defines a number of specific tasks and asks the examinee to write an essay addressing those tasks. Purpose involves the extent to which the examinee's response fulfills the tasks enumerated in the assignment.

Subject-Matter Knowledge

Accuracy and appropriateness in the application of the subject-matter knowledge specified in the LBS II: Deaf-Blind Specialist test framework.

Application of subject-matter knowledge involves the extent to which the content of the examinee's response to the assignment demonstrates a practical command of the professional knowledge and skills detailed in the relevant sections of the LBS II: Deaf-Blind Specialist test framework.

Support

Quality and relevance of supporting details.

Quality of support depends on the specificity, relevance, quantity, and accuracy of evidence cited in support of the examinee's response to the assignment. Support may involve giving detailed descriptions, explanations, and examples.

Rationale

Soundness of argument and degree of understanding of the subject matter.

The soundness of an argument depends on the correctness of the basic premises from which the argument proceeds and the validity of the logic by which conclusions are derived from those basic premises. Examinees demonstrate how well they understand the subject matter of their responses by presenting sound arguments for the statements they make.

SCORING SCALE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

| Score Point | Score Point Description |
|-------------|---|
| 4 | <p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject-matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic. |
| 3 | <p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject-matter knowledge. • The supporting evidence is general; there are some relevant examples. • The response reflects a general understanding of the topic; some reasoning is evident. |
| 2 | <p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject-matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic. |
| 1 | <p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject-matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic. |
| U | <p>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, or lacking a sufficient amount of original work to score.</p> |
| B | <p>There is no response to the assignment.</p> |

OVERVIEW

The score report indicates whether or not you passed the LBS II: Deaf-Blind Specialist test. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the LBS II: Deaf-Blind Specialist test is designed to reflect the level of knowledge and skills required to perform effectively at an advanced level in the job of an educator in Illinois.

Passing Score

The LBS II: Deaf-Blind Specialist test is scored on a scale from 100 to 300. To pass the test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the scores you received on the six constructed-response assignments.

Constructed-Response Assignment Scores

One score is indicated for your performance on the three stand-alone assignments and one score is also indicated for your performance on the three case study assignments. These scores are presented on the same scale as the total test score.

Performance indicators are provided in regard to your performance on each of the six constructed-response assignments. These will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of an LBS II test score report is provided below.

| Test: 159 LBS II: Deaf-Blind Specialist | | Your Scaled Total Test Score: 220 ← ② | | | Your Status: Did not pass ← ① | |
|---|--|---------------------------------------|------------------------|---|-------------------------------|--|
| Number of Test Items in Subarea (6) | Subarea Name | Component Score | Performance Indicators | Performance Characteristics Not Mastered* | | |
| ③ | Stand-Alone Assignments: | 222 | | | | |
| 1 | Foundations, Characteristics, & Assessmt | | ++ ← ⑤ | 2, 3 ← ⑥ | | |
| 1 | Plan and Deliver Instruction | | ++++ ← ④ | | | |
| 1 | Comm., Collaboration, & Professionalism | | ++ | 1, 4 | | |
| | Case Study Assignments: | 215 | | | | |
| 1 | Foundations, Characteristics, & Assessmt | | + ← ⑧ | 1, 4 ← ⑨ | | |
| 1 | Plan and Deliver Instruction | | +++ ← ⑦ | | | |
| 1 | Comm., Collaboration, & Professionalism | | ++ | 2 | | |

*Performance characteristics not mastered are only provided if you do not pass the test.

According to the above sample, the examinee did not pass the LBS II: Deaf-Blind Specialist test ①. The examinee's total scaled score was 220 ②, which is below the passing scaled score of 240. The score report indicates that there were six items on the test ③.

For the stand-alone assignments, the examinee did better on the Plan and Deliver Instruction assignment ④ than on the Foundations, Characteristics, and Assessment assignment ⑤. The response that the examinee provided for the Foundations, Characteristics, and Assessment assignment was weak in features 2 (subject-matter knowledge) and 3 (support) ⑥.

For the case study assignments, the examinee did better on the Plan and Deliver Instruction assignment ⑦ than on the Foundations, Characteristics, and Assessment assignment ⑧. The response that the examinee provided for the Foundations, Characteristics, and Assessment assignment was weak in features 1 (purpose) and 4 (rationale) ⑨.

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read and scored by two scorers; the sum of the two scores is the total score assigned to the response. This score is then converted to the scaled score that is reported on your score report. Scaled scores are reported on a range from 100 to 300. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.