

Texas Educator Certification Examination Program

Field 185: Deafblind EC–12

Examination Framework

January–June 2022

| Domain | Range of Competencies |
|---|------------------------------|
| I. Knowledge of Learners and the Visual, Auditory, Tactile, and Sensory Systems | 001–003 |
| II. Assessment, Instructional Planning, and the Learning Environment | 004–005 |
| III. Promoting Learning, Communication, and Independence | 006–008 |
| IV. The Educator as a Professional | 009–010 |
| V. Analysis and Response | 011 |

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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.

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- 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, and self-instruction) in home, school, and community environments.

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- I. Apply knowledge of strategies to optimize learners' sensory efficiency skills and learning channels

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- 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):

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- 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.