

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
I. Principles and Educational Rights for Students with Disabilities (12%)											
A. Knows policies and procedures for screening, prereferral, and classification of students with visual impairments											
B. Understands federal requirements for the referral and identification of students with disabilities											
1. Describes the steps in referral and identification process <ul style="list-style-type: none"> a. Parental consent b. Case study evaluation c. Multidisciplinary evaluation d. Independent educational evaluation e. Individualized Education Program (IEP) f. Placement g. Re-evaluation process 											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Page | 2

Test Content Categories	Required Course Numbers										
C. Understands federal safeguards of stakeholders' rights											
1. Describes federal safeguards of stakeholders' rights											
<ul style="list-style-type: none"> a. Prior written notice in understandable language b. Parental consent c. Confidentiality information d. Access to records e. Independent assessment at public expense f. Mediation g. Due process h. Free and appropriate education and least restrictive environment 											
2. Provides examples of how stakeholders' rights impact educational decisions											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Page | 3

Test Content Categories	Required Course Numbers										
D. Understands the components of an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)											
1. Describes the components of an IFSP a. Statement of child’s present levels of physical, cognitive, communication, social or emotional, and adaptive development b. Major outcomes for the child and family c. Specific early intervention services, including frequency, intensity, location, and method d. Environments in which early intervention services will be provided e. Objective criteria and evaluation procedures g. Informed written consent of parents/caregivers											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Page | 4

Test Content Categories	Required Course Numbers									
2. Describes the components of an IEP a. Statement of child's present levels of academic achievement and functional performance b. Measurable annual goals c. Measurable short-term objectives d. Specially designed instruction, including strategies, methods, and materials e. Extent of inclusion in regular education programs and accommodations needed f. Related or support services to be provided, including the nature, frequency, and duration of services g. Objective criteria and evaluation procedures h. Participation in testing i. Transition services j. Informed written consent of parents/caregivers										
E. Understands the provisions of major legislation that impact the field of special education										
1. Identifies legislation impacting the field of special education a. Public Law 94-142 b. IDEA 2004 c. Section 504 of the Rehabilitation Act d. Assistive Technology Act of 1998 e. Americans with Disabilities Act f. State provisions										

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Page | 5

Test Content Categories	Required Course Numbers										
2. Explains how the provisions of major legislation are related to educational decisions											
F. Understands the basic characteristics and defining factors of the 13 areas of disabilities defined under IDEA											
1. Identifies the areas of disability and their basic characteristics											
2. Explains the implications of each area of disability within educational contexts											
II. Development and Characteristics of Students with Visual Impairments (19%)											
A. Understands terminology related to the visual system and visual disorders											
1. Knows common causes of visual disorders a. Illness b. Trauma c. Complications during pregnancy or delivery d. Inherited traits e. Neurological disorders f. Environment factors											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Page | 6

Test Content Categories	Required Course Numbers										
B. Understands characteristics of students with visual impairments and/or additional exceptionalities											
1. Describes stereotypic behaviors and their causes											
2. Identifies impairments/behaviors associated with commonly seen etiologies and syndromes											
C. Understands the typical and atypical development, structure, and function of the human visual system											
1. Explains the processes involved in the development of the visual system, including developmental milestones											
2. Describes the anatomical components of the visual system											
a. Eyelid and conjunctiva											
b. Parts of the eye											
c. Optic nerve											
d. Optic chiasm											
e. Optic tract											
f. Visual cortex											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Page | 7

Test Content Categories	Required Course Numbers										
3. Explains how the human visual system functions a. Physiology of vision b. Field of view c. Eye movement d. Binocular vision e. Color vision f. Depth perception g. Optic radiation											
4. Understands the role of vision in typical development and learning across developmental domains											
D. Understands the impact of visual impairment on development and learning across the lifespan											
1. Describes ways in which visual impairment affects students' development in all domains											
2. Describes the effect visual impairment has on a variety of learning situations a. Incidental b. Purposeful											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers											
E. Understands how etiology, degree, and onset of visual impairment affect students' development and learning												
1. Describes the effects of different visual conditions on learning a. Congenital versus adventitious b. Blind versus low vision c. Central versus peripheral field loss												
F. Understands that medication may affect visual systems and functioning												
G. Understands the impact of visual impairment on sensory function												
H. Understands the impact of additional disabilities on the development and learning of students with visual impairments												
1. Intellectual disability												
2. Neuromotor impairments												
3. Deafness and hearing loss												
4. Orthopedic impairments												

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
I. Understands the impact of environmental factors on students' development and learning											
1. Socioeconomic status											
2. Gender											
3. Culture											
4. Prior knowledge and experience											
5. Language											
6. Educational setting											
J. Understands how motivation affects students' learning and behavior											
1. Knows the major contributions of foundational behavioral theorists to education											
a. Thorndike											
b. Watson											
c. Maslow											
d. Skinner											
e. Erickson											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management											
3. Defines terms related to foundational motivation theories a. Self-determination b. Attribution c. Extrinsic/intrinsic motivation d. Cognitive dissonance e. Classic and operant conditioning f. Positive and negative reinforcement g. Punishment											
4. Relates motivation theories to instruction, learning, and classroom management											
5. Recognizes that motivational methods may vary due to visual impairment											
K. Understands the critical role of early intervention for students with visual impairments											
1. Describes the effects of early intervention on the development of a child's communication skills											
2. Describes the role of early intervention in family support and services											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
III. Planning and Managing the Learning and Teaching Environment (18%)											
A. Understands the specialized curricular needs of students with visual impairments at all developmental levels											
1. Knows the purpose and goals of the expanded core curriculum (ECC)											
2. Describes the nine areas of the ECC											
3. Knows the importance of integrating the ECC when planning instruction											
B. Knows how to develop learning objectives											
1. Distinguishes among the different learning domains											
2. Knows how to apply Bloom's Taxonomy to the development of instructional objectives											
3. Knows how to describe observable behaviors											
4. Knows how to describe measurable outcomes											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
C. Knows how to select, obtain, modify, adapt, and create instructional materials to support individual student’s learning needs											
1. Recognizes that students with exceptionalities require particular accommodations											
2. Knows how to conduct a learning media assessment to guide decisions about a student’s literary needs											
3. Knows how to select, obtain, modify, adapt, and create instructional materials to meet a recognized need a. Literary Braille b. Basic Nemeth Braille c. Tactile graphics d. Large print e. NIMAS/NIMAC f. Auditory process g. Emerging technologies											
D. Knows how to select and use assistive technology to facilitate student learning											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers									
1. Knows the operation and application of a variety of assistive technologies a. Adapted science equipment b. Cranmer abacus c. Tactile graphics d. Screen reading and magnification software e. Braille translation software f. Braille embossers and refreshable Braille display g. Slate and stylus h. Scanned material access i. Portable note-taking devices/PDAs j. Large display and talking calculators k. Auditory access and accessible material readers										
E. Knows the care, use, and storage of a variety of media used by students who are visually impaired, and methods for instructing others in use										

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
F. Knows the theory and practice of effective classroom management in a variety of settings (e.g., itinerant, resource, general education)											
1. Knows how to develop classroom routines and procedures a. Knows how to maintain accurate records b. Knows how to establish standards of conduct c. Knows how to arrange classroom space d. Recognizes ways of promoting a positive learning environment											
G. Knows how to use a variety of instructional models and approaches to meet instructional objectives											
1. Knows the basic characteristics of predominant educational theories a. Cognitivism b. Social-learning theory c. Constructivism d. Behaviorism											
2. Knows how to apply the basic concepts of predominant educational theories in instructional contexts											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
IV. Implementing Instruction (23%)											
A. Knows a variety of strategies to help students acquire, maintain, and transfer knowledge to a variety of educational settings											
1. Understands the theoretical foundations of how students learn a. Knows how knowledge is constructed b. Knows a variety of means by which skills are acquired c. Understands a variety of cognitive processes and how they are developed											
2. Understands the concepts and terms related to a variety of learning theories a. Metacognition b. Schema c. Transfer/generalization d. Self-efficacy e. Self-regulation f. Zone of proximal development g. Classical and operant conditioning											
B. Understands how to select and implement interventions, accommodations, modifications, and adaptations for students with visual impairments											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Page | 16

Test Content Categories	Required Course Numbers										
C. Knows a variety of methods, materials, and resources to promote the communication skills of students with visual impairments											
1. Slate and stylus											
2. Brailled materials											
3. Optical devices											
4. Electronic note takers/PDAs											
5. Large print											
6. Tactile graphics											
7. Auditory access											
8. Manual communication											
9. Communication boards											
10. Computer software											
11. Emerging technologies											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
D. Knows a variety of strategies and materials for teaching and supporting literacy											
1. Distinguishes among functional, emergent, and academic literacy											
2. Knows how to use information from a functional vision assessment (FVA) and a learning media assessment (LMA) to guide the selection of literacy media and tasks											
3. Knows how to collaborate with peers to provide students with access to literacy materials used by sighted peers											
4. Knows how to instruct students in the use of literacy aids											
5. Knows how to modify or adapt materials to enable access to information											
6. Knows how to conduct assessments to inform literacy skills instruction											
E. Knows a variety of strategies and materials for teaching concept development											
1. Knows a variety of methods for teaching concrete and abstract concepts											
2. Knows how to determine concepts that may need to be pretaught											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Page | 18

Test Content Categories	Required Course Numbers										
3. Knows how to guide others in explaining visual material to students with visual impairments											
4. Knows strategies for generalizing concepts											
F. Knows strategies and environmental adaptations for developing students' basic visual efficiency skills											
1. Identifies basic visual skills of localizing, scanning, tracing, and tracking											
2. Knows basic techniques for promoting the use of visual skills across environments to assist in mobility											
3. Knows adaptations related to glare, lighting, contrast, and positioning											
4. Knows how to customize adaptations based on a student's eye condition and functional vision											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
G. Knows strategies for developing listening comprehension and compensatory auditory skills											
1. Knows the components necessary for listening comprehension a. Retaining auditory information in short-term memory b. Recognizing stress, rhythm, and tone patterns c. Recognizing word patterns and vocabulary d. Detecting key words e. Deriving meaning from context											
2. Knows techniques for teaching listening comprehension skills a. Identifying the purpose for listening b. Determining relevant information c. Using listening strategies flexibly and appropriately d. Checking for comprehension e. Following written materials											
3. Understands strategies for effective listening a. Attending to the speaker b. Restating key points c. Asking appropriate questions d. Interpreting information e. Providing relevant feedback f. Being respectful g. Listening interactively											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
H. Knows strategies to help students use their senses of touch, smell, and taste, as appropriate, to gather information about their environment											
I. Knows basic strategies for the development of orientation and mobility skills											
1. Sensory awareness											
2. Spatial concepts											
3. Systematic search patterns											
4. Independent movement											
5. Sighted guide											
6. Protective techniques											
J. Knows strategies for teaching social-emotional, daily living, and functional life skills											
1. Knows how to assess students' social and daily living skills											
2. Knows how to use role play, problem-solving scenarios, and peer-mediated interventions											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Page | 21

Test Content Categories	Required Course Numbers										
3. Knows how to provide information about sexuality, as appropriate											
4. Knows strategies for teaching self-advocacy skills and provides opportunities for advocating independently											
5. Knows how to foster positive self-esteem											
6. Knows strategies for teaching daily living skills											
K. Knows strategies for developing prevocational and career education skills											
1. Knows how to work with team members to assess students' vocational and career interests, preferences, and aptitudes											
2. Knows how to explain the impact of visual impairment on students' ability to obtain and maintain employment											
3. Knows how to support students' development of organizational, study, and time management skills											
4. Knows how to provide opportunities for career exploration											
5. Knows how to communicate workplace behavior and a work ethic											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
V. Assessment (16%)											
A. Understands the basic terminology associated with assessment											
1. Validity, reliability, norm referenced, criterion referenced											
2. Raw score, scaled score, percentile											
3. Mean, median, mode, range, standard deviation											
4. Grade-equivalent scores, age-equivalent scores											
B. Understands terminology associated with assessment of students with visual impairments											
1. Functional vision assessment (FVA)											
2. Learning media assessment (LMA)											
3. Low-vision evaluation (LVE)											
4. Assistive technology assessment											
5. Orientation and mobility assessment											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers											
C. Understands the legal and ethical issues related to assessment												
1. Validity												
2. Reliability												
3. Bias related to gender, language, culture, socioeconomic status												
4. Qualifications of examiners												
5. Accommodations/modifications												
6. Socioeconomic status												
D. Understands the legal and ethical issues related to assessment of students with visual impairments												
1. Flagging												
2. Testing accommodations												
3. Testing modifications												
4. Proctoring issues												
5. Use of tactile graphics												

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
6. Equivalent questions											
7. Test format and content											
E. Knows the distinctions between the legal and functional definitions of terms related to visual impairment											
1. Functionally blind											
2. Low vision											
3. Legally blind											
4. FDB (functions at the definition of blindness)											
5. Visual efficiency											
6. Utilization of visual information											
7. Visual-field restrictions											
F. Knows how to gather background information and family history related to a student's visual status											
G. Knows how to interpret eye reports and other vision-related diagnostic information											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
H. Knows how to use data from disability-specific assessment instruments											
I. Knows how to conduct formal and informal assessment of areas of development impacted by visual impairment											
J. Knows how to conduct assessments of the progress and academic achievement of students with visual impairments											
K. Knows how to adapt non-disability-specific instruments for students with visual impairments											
L. Knows how to seek and synthesize information from a range of sources to develop comprehensive profiles of students with visual impairments											
M. Knows how to collaborate with parents/caregivers and school and community personnel in assessments of students with visual impairments											
N. Knows how to use assessment data to make eligibility, program, and placement recommendations for students with visual impairments											
O. Knows how to create and maintain records of assessment procedures, resulting actions,											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Page | 26

Test Content Categories	Required Course Numbers										
and ongoing progress for students with visual impairments											
P. Knows how to communicate assessment results to students, parents/caregivers, and school and community personnel, using language appropriate for the audience											
Q. Understands the role of formal and informal assessment in guiding the instructional process											
1. Defines and provides uses and examples of formal and informal assessment modes											
2. Explains how the results of formal and informal assessments are used in making educational decisions											
R. Understands the uses, strengths, and limitations of a variety of assessment instruments used to evaluate student performance											
1. Essay											
2. Selected response											
3. Portfolio											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
4. Conference											
5. Observation											
6. Performance											
S. Knows how to select or adapt assessment tools and procedures for assessment of the performance of students with visual impairments											
1. Describes the uses, strengths, and limitations of a variety of assessments for students with visual impairments											
T. Knows how to use technology to conduct and/or adapt assessments											
U. Knows how to interpret and use assessment data for instructional planning											
VI. Professional Practice, Collaboration, and Counseling (12%)											
A. Knows how to locate information on current research, practice, issues, and movements in the field of education											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
B. Knows how to locate information on current research, practice, issues, and movements in the field of education of students with visual impairments											
C. Knows organizations and publications relevant to the field of education of students with visual impairments											
1. Is familiar with organizations serving students with visual impairments, their families, and educators a. American Council of the Blind b. American Foundation for the Blind c. International Council for Education of People with Visual Impairment d. National Alliance of Blind Students e. National Association for Visually Handicapped f. National Association of Blind Students g. National Federation of the Blind											
2. Is familiar with publications serving students with visual impairments, their families, and educators a. Journal of Visual Impairment and Blindness b. Teaching Exceptional Children c. Technology and Disability d. Access World e. The Educator f. Braille Monitor g. Future Reflections											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
D. Knows the legal and ethical implications of laws and regulations related to the education of students with disabilities and specifically to students with visual impairments											
1. IDEA 2004, ADA, Section 504 of the Rehabilitation Act											
2. Federal quota funds, Federal entitlements, American Printing House for the Blind (APH)											
E. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers											
1. Equal access											
2. Privacy and confidentiality											
3. First Amendment issues											
4. Intellectual freedom											
5. Mandated reporting of child neglect/abuse											
6. Due process											
7. Liability											
8. Licensing and tenure											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers											
9. Copyright												
F. Knows strategies for planning and conducting collaborative conferences with students with visual impairments, their families, and school and community members												
1. Knows the elements of successful collaboration a. Developing an action plan b. Identifying the stakeholders c. Identifying the purpose of the collaboration d. Supporting effective communication e. Seeking support												
G. Understands their collaborative role in the creation, implementation, and assessment of IEPs and IFSPs												
1. Knows how to work and communicate within a team context												
2. Knows how to observe, record, and assess the performance and behaviors of special education students												
3. Knows how to contribute to development of interventions and strategies												
4. Knows how to contribute to determinations of supplementary aids and services												

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
5. Knows how to implement an IEP											
H. Knows how to communicate with school personnel about the characteristics and needs of students with visual impairments											
I. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with visual impairments											
1. Facilitating career exploration											
2. Providing opportunities for job shadowing or work experience											
3. Training in compensatory skills											
J. Knows techniques for structuring and supervising the activities of paraprofessionals who work with students with visual impairments											
1. Communicating needs											
2. Planning instructional support											
3. Modeling strategies											
4. Scheduling											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
5. Providing specific training											
K. Knows a variety of resources for students with visual impairments and their families, as well as methods for accessing those resources											
L. Understands the role of educational service personnel and paraprofessionals in the education of students with visual impairments											
1. Orientation and mobility specialist											
2. Teacher of visually impaired students (TVI)											
3. Members of interdisciplinary team											
4. School nurse, physical therapist, paraprofessionals											
5. Itinerant, special education, general education teachers											
6. Transcriber, reader, counselors											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
M. Understands ways a visual impairment affects families and the reciprocal effects on the student											
1. Knows common reactions of family members											
a. Grief, denial, anger, anxiety, depression, rejection											
b. Protectiveness, acceptance, advocacy											
2. Knows the effects of family reactions on students											
a. Anxiety, dependence, depression											
b. Reduced self-esteem, social withdrawal											
c. Acceptance, trust, self-advocacy, perseverance											
N. Knows strategies for assisting families in understanding the implications of a student's visual impairment for a student's learning and experience and provides strategies for supporting the student's development and learning											
O. Knows how to integrate observations provided by students and parents/caregivers in instructional planning and decision making											

**Praxis® Special Education: Teaching Students with Visual Impairments (5282)
Curriculum Crosswalk**

Test Content Categories	Required Course Numbers										
P. Knows a variety of strategies for communicating with parents/caregivers about a student’s progress and needs											
1. Knows how to use a variety of verbal, written, and electronic communication methods											
2. Is able to communicate using language appropriate for the audience											
Q. Understand the teacher’s role as a resource for parents/caregivers, school personnel, and members of the community in providing information about students with visual impairments											