
ILLINOIS LICENSURE TESTING SYSTEM

**FIELD 159: LEARNING BEHAVIOR SPECIALIST II:
DEAF-BLIND SPECIALIST**

TEST FRAMEWORK

May 2002

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Illinois Licensure Testing System

FIELD 159: LEARNING BEHAVIOR SPECIALIST II: DEAF-BLIND SPECIALIST

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Foundations, Characteristics, and Assessment
Planning and Delivering Instructional Content and Managing the Learning Environment
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.

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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.

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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.

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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.

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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.

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**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.

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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.

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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.

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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).

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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.

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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.

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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.

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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.

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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.