

## Initial Specialty Set: Blind and Visual Impairments

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
<i>Knowledge</i>	
BVI.1.K1	Development of the human visual system
BVI.1.K2	Development of secondary senses when vision is impaired
BVI.1.K3	Effects of visual impairment on development
BVI.1.K4	Effects of visual impairment on learning and experience
BVI.1.K5	Psychosocial aspects of visual impairment and cultural identity
BVI.1.K6	Effects of visual impairment on receptive and expressive literacy and communication
<i>Skills</i>	
BVI.1.S1	Select and develop teaching strategies addressing age, visual impairment, and visual prognosis
BVI.1.S2	Use strategies to address the effects of visual impairment on the family and the reciprocal effect on the individual's self-esteem
BVI.1.S3	Select, adapt, and use instructional strategies to address the effect of additional exceptionalities

Initial Preparation Standard 2: Learning Environments	
<i>Knowledge</i>	
BVI.2.K1	Classroom organization to accommodate materials, equipment, and technology for vision loss and other disabilities
BVI.2.K2	Importance of role models with visual impairments
<i>Skills</i>	
BVI.2.S1	Design multisensory learning environments that encourage active participation in group and individual activities
BVI.2.S2	Provide access to incidental learning experience

### Initial Preparation Standard 3: Curricular Content Knowledge

#### *Knowledge*

BVI.3.K1	Relationship among assessment, development of individualized education program, and placement as they affect vision-related services
----------	--

#### *Skills*

BVI.3.S1	Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments
BVI.3.S2	Obtain and organize specialized materials to implement instructional goals

### Initial Preparation Standard 4: Assessment

#### *Knowledge*

BVI.4.K1	Specialized terminology used in assessing individuals with visual impairments
BVI.4.K2	Alternative assessment techniques for individuals with visual impairments
BVI.4.K3	Basic terminology related to the function of the human visual system

#### *Skills*

BVI.4.S1	Administer and interpret vision-related assessments
BVI.4.S2	Use functional evaluations related to the expanded core curriculum
BVI.4.S3	Select, adapt, and use assessment information when tests are not validated on individuals with visual impairments
BVI.4.S4	Participate in the standardization process for local and state assessments
BVI.4.S5	Interpret and apply background information and family history related to the individual's visual status

Initial Preparation Standard 5: Instructional Planning and Strategies	
<i>Knowledge</i>	
BVI.5.K1	Strategies for teaching new concepts
BVI.5.K2	Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices
BVI.5.K3	Strategies for teaching organization and study skills
BVI.5.K4	Strategies for teaching tactile-perceptual skills
BVI.5.K5	Strategies for teaching adapted physical and recreational skills
BVI.5.K6	Strategies for teaching social, daily living, and functional life skills
BVI.5.K7	Strategies for teaching career-vocational skills and providing vocational counseling
BVI.5.K8	Strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills
BVI.5.K9	Techniques for teaching human sexuality
BVI.5.K10	Strategies for responding and understanding the implications of nonverbal communication as a substructure of language
BVI.5.K11	Strategies for teaching listening and compensatory auditory skills
<i>Skills</i>	
BVI.5.S1	Select and use technologies to accomplish instructional objectives
BVI.5.S2	Integrate the individualized health care plan into daily programming
BVI.5.S3	Teach communication through technology and adaptations specific to visual impairments
BVI.5.S4	Select and adapt materials in Braille, accessible print, and other formats
BVI.5.S5	Teach the use of Braille writer, slate and stylus, and computer technology to produce Braille materials
BVI.5.S6	Teach the use of the abacus, talking calculator, tactile graphics, and adapted science equipment
BVI.5.S7	Prepare individuals for sighted guide and pre-cane orientation and mobility instruction
BVI.5.S8	Teach literacy skills to individuals who have vision loss as well as other disabilities

### Initial Preparation Standard 6: Professional Learning and Ethical Practice

<i>Knowledge</i>	
BVI.6.K1	Access rights to specialized equipment and materials for individuals with visual impairments
BVI.6.K2	Historical foundations of education of individuals with visual impairments as related to traditional roles of specialized and public schools around the world
BVI.6.K3	Incidence and prevalence for individuals with visual impairments
BVI.6.K4	Basic terminology related to the function of the human visual system
<i>Skills</i>	
BVI.6.S1	Use strategies to address the effects of visual impairment on the family and the reciprocal impact on the individuals' self-esteem
BVI.6.S2	Select, adapt, and use instructional strategies to address the effect of additional exceptionalities
BVI.6.S3	Articulate an instructional philosophy that responds to the specific implications of visual impairment within the general education curriculum
BVI.6.S4	Articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options
BVI.6.S5	Participate in the activities of professional organizations in the field of visual impairment
BVI.6.S6	Advocate for educational policy related to visual impairment

### Initial Preparation Standard 7: Collaboration

<i>Knowledge</i>	
BVI.7.K1	Strategies for assisting families and other team members in transition planning
BVI.7.K2	Services, networks, publications for and organizations of individuals with visual impairments
<i>Skills</i>	
BVI.7.S1	Structure and supervise the activities of paraeducators and others who work with individuals with visual impairments
BVI.7.S2	Plan and implement literacy and communication and consultative support within the general education curriculum and the expanded core curriculum