

Texas Educator Certification Examination Program

Field 185: Deafblind EC–12

Examination Framework

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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Competency 003 (Anatomy/Physiology of the Auditory, Visual, Tactile, and Sensory Systems): *Understand the key components and functions of the human auditory, visual, tactile, and sensory systems.*

For example:

- A. Demonstrate knowledge of key terminology to identify the structures and key functions of the auditory system, including areas of the brain involved in processing auditory stimuli.
- B. Demonstrate knowledge of key terminology to identify the structures and key functions of the visual system, including areas of the brain involved in processing visual stimuli.
- C. Demonstrate knowledge of key terminology to identify the structures and key functions of the tactile system, including areas of the brain involved in processing tactile stimuli.
- D. Demonstrate knowledge of the key terminology and functions associated with sensory integration, including proprioceptive, vestibular, and kinesthetic systems.
- E. Understand the role of the intact and functional sensory systems on development and learning for learners who are deafblind.

DOMAIN II—ASSESSMENT, INSTRUCTIONAL PLANNING, AND THE LEARNING ENVIRONMENT

Competency 004 (Evaluation and Assessment): *Apply knowledge of the educational evaluation and assessment process to determine a learner's strengths and needs, and apply appropriate assessment strategies in the learner's preferred mode of communication to support the learner.*

For example:

- A. Demonstrate knowledge of key assessment terminology, including concepts associated with formal, informal, and alternative assessments (e.g., reliability, validity, baseline, ecological inventory, performance assessments).
- B. Demonstrate knowledge of key specialized terminology associated with ophthalmological, optometric, and other vision-related medical reports (e.g., visual acuity, visual field, visual efficiency, OD, OU, OS) used to identify learners' strengths and needs and determine educational programming.
- C. Demonstrate knowledge of key specialized terminology associated with audiological evaluations, audiograms, and other diagnostic hearing assessments (e.g., unilateral, bilateral, mixed, conductive, sensorineural, bone conduction threshold, pre- or post-lingually deafened, pure-tone audiometry) used to identify learners' strengths and needs and determine educational programming.
- D. Demonstrate knowledge of the components of a functional vision evaluation (FVE) and learning media assessment (LMA), including strategies and methods for creating nonbiased accommodations and modifications to support the diverse needs of learners who are deafblind.
- E. Demonstrate knowledge of the components of a communication evaluation, including strategies and methods for creating nonbiased accommodations and modifications to support the diverse needs of learners

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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

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- I. Demonstrate knowledge of the potential for elements in the environment to be perceived as stressful by the learner who is deafblind and ways to effectively remove or address these elements to promote access and independence by the learner.
- J. Demonstrate knowledge of the positive behavior supports systems and interventions that effectively address the communicative intent of learners who are deafblind and that reflect an understanding of and respect for diversity.
- K. Apply knowledge of methods, materials, and activities for evaluating the communicative intent related to observable behavior of the learner who is deafblind, including identifying the learner's preferred mode of communication.
- L. Demonstrate knowledge of components of transition planning, including assessment and procedures

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- I. Apply knowledge of strategies to optimize learners' sensory efficiency skills and learning channels (e.g., multimodal, visual and auditory, tactile, tactile-bodily).
- J. Apply knowledge of meaningful and developmentally appropriate strategies and methods for developing and promoting literacy, vocabulary, and language skills that are appropriate to learners' preferred mode of communication and needs.
- K. Apply knowledge of strategies, resources, and technologies for developing literacy skills, including instruction and activities to

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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): *Apply knowledge of techniques for fostering active inquiry, collaboration, instructional coaching, and supportive interaction between professionals, family members, interveners, paraeducators, and learners who are deafblind.*

For example:

- A. Demonstrate knowledge of the role of the intervener for individual learners who are deafblind, including providing training and coaching to support the intervener's role and responsibilities related to the learner's needs.
- B. Demonstrate knowledge of methods to provide training to caregivers, school personnel, and peers that will support access and quality interactions for the learner who is deafblind.
- C. Demonstrate knowledge of the role of the orientation and mobility specialist and other appropriate specialists in collaborating and supporting learners' access, safety, and independence, including recommending appropriate referrals to other specialists or assessing the need for assistive devices or additional evaluations.
- D. Apply knowledge of ways to collaborate with the educational team to identify and provide support related to learners' access to and progress in a course or program.

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