

Higher Education Teacher Preparation Standards

Visually Impaired Education

Grades Birth Through Grade 3 and PreK-12



Kansas leads the world in the success of each student.

Visually Impaired Education

Grades Birth through grade 3 and PreK-12, adopted January 13, 2026

“Learner(s)” “Learner(s)” is defined as children including those with disabilities or exceptionalities.

Standard 1: Legal/Historical/Philosophical

The candidate understands the historical and philosophical foundations of vision loss and its impact on birth through grade 12 development and education, the legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each learner’s educational and social needs, and the legal rights of families and/or legal guardians.

Function 1.1: Understands the historical and philosophical foundations of vision loss and its impact on development and education from birth through grade 12.

Content Knowledge (CK)

CK 1.1.1 Understands the historical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.

CK 1.1.2 Understands the philosophical foundation of IDEA and 504 accommodations and special education, including models, theories, and philosophies that provide the basis of educational practice for learners who are visually impaired.

CK 1.1.3 Understands how case law and federal and state legislation affect current evidence-based educational practices and learner outcomes.

CK 1.1.4 Has knowledge of educational, sociocultural, historical, employment, and ideological considerations unique to the education of learners with visual impairment, including, but not limited to:

- Differences between the National Federation of the Blind (NFB) and the American Foundation for the Blind (AFB)
- History of Braille in the United States
- American Printing House for the Blind (APH)

CK 1.1.5 Knows current educational definitions of learners with visual impairments, including State of Kansas eligibility criteria, labeling issues, and current national and state incidence and prevalence figures.

Professional Skills (PS)

PS 1.1.6 Explains the history of IDEA and 504 accommodations and special education in the educational setting, including federal and state laws that

- regulate the provision of special education services and major case law that sets precedence for special vision impairment legislation.
- PS 1.1.7 Articulates a personal philosophy of special education that is specific to vision impairment education and includes current educational evidence-based research related to the instruction of VI learners and their needs.
- PS 1.1.8 Explains the history of special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that sets precedence for special education legislation.
- PS 1.1.9 Responds to and demonstrates the importance of educational, sociocultural, historical, employment, and ideological considerations unique to the field of educating learners with visual impairments.

Function 1.2: The legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each learner’s educational and social needs, and the legal rights of families.

Content Knowledge (CK)

- 1.2.1 CK Knows the legal and ethical implications of laws, regulations, and court cases related to the education of learners with visual impairments.

Professional Skills (PS)

- 1.2.2 PS Explains the legal and ethical implications of laws, regulations, and court cases related to the education of learners with visual impairments.

Standard 2: Characteristics of Vision Impairment

The candidate understands the characteristics and causes of vision impairment and blindness, including co-occurring conditions, the development of vision, the structures of the eye, etiology, and related terminology.

Function 2.1: Understands the characteristics of vision impairment and blindness, including co-occurring conditions.

Content Knowledge (CK)

- CK 2.1.1 Has knowledge of the characteristics of students with visual impairments including those with co-occurring conditions.
- CK 2.1.2 Recognizes the typical and atypical development and areas of the brain involved in processing visual images.
- CK 2.1.3 Knows characteristics related to the visual system and visual disorders such as inherited traits, neurological disorders, and Cerebral/Cortical Visual Impairments.
- CK 2.1.4 Is aware of the effects of medications on visual systems and functioning.
- CK 2.1.5 Knows the most prevalent causes of severe, uncorrectable visual impairment in children and youth ages birth through grade 12 and their implications.
- CK 2.1.6 Has knowledge of sensory development and its impact on development and learning when vision is impaired.

Professional Skills (PS)

- PS 2.1.7 Can accurately read, interpret, and summarize eye reports.
- PS 2.1.8 Appropriately applies knowledge of characteristics related to the visual system and visual disorders to professional practice.

Function 2.2: Understands vision development, structures of the eye, etiology, and related terminology.

Content Knowledge (CK)

- CK 2.2.1 Recognizes the role of vision on development and learning across the lifespan.
- CK 2.2.2 Has knowledge of the structure of the eye and function of the human visual system.
- CK 2.2.3 Is well-versed in the etiology, degree, and onset of visual impairment that affects students' development and learning.
- CK 2.2.4 Understands terminology related to the visual system and visual disorders, such as inherited traits, neurological disorders, and Cerebral/Cortical Visual Impairments.

Professional Skills (PS)

PS 2.2.5 Applies knowledge of vision development, structures of the eye, etiology, and related terminology in practice.

STANDARD 3: Assessment

The candidate demonstrates knowledge and use of a variety of formal and informal assessment instruments, procedures, and technology considerations to evaluate, contribute to eligibility decisions, and plan and monitor progress.

Function 3.1: The candidate demonstrates knowledge and the use of a variety of formal and informal assessment instruments, procedures, and technology considerations to evaluate and make eligibility decisions.

Content Knowledge (CK)

- CK 3.1.1 Has knowledge of basic terminology used in assessment, use and limitations of assessment instruments, and options for specialized assessment materials and equipment for unique sensory needs.
- CK 3.1.2 Understands pre-referral, referral, and classification procedures, with considerations for assessing students with visual impairments and co-occurring disabilities.
- CK 3.1.3 Recognizes assessment information in making eligibility, program, and placement decisions for individuals with and without identified exceptionalities, including those from culturally and/or linguistically diverse backgrounds.
- CK 3.1.4 Know the difference between functional vision assessment and learning media assessment.
- CK 3.1.5 Is familiar with the rating scales and assessments available to support the IFSP/IEP team in determining the amount and type of service.

Professional Skills (PS)

- PS 3.1.6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.
- PS 3.1.7 Conduct [administer] individualized functional vision, learning media, assistive technology and other Expanded Core Curriculum-related assessments.
- PS 3.1.8 Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments.
- PS 3.1.9 The candidate demonstrates the use of rating scales and/or assessments to support the IFSP/IEP team in determining the amount and type of service.

Function 3.2: The candidate demonstrates knowledge and use of a variety of formal and informal assessment instruments to plan and monitor progress.

Content Knowledge (CK)

CK 3.2.1 Recognizes assessments that address age, visual impairment, family values and priorities, visual prognosis, and other individual services.

CK 3.2.2 Has knowledge of non-biased formal and informal vision-related assessments.

CK 3.2.3 Understands clinical low vision evaluation, functional vision, learning media, and assistive technology assessments to identify optimal assistive technology.

Professional Skills (PS)

PS 3.2.4 Administers non-biased formal and informal vision-related assessments.

PS 3.2.5 Adapts assessments when tests are not validated on individuals with visual impairments to determine baseline performance.

PS 3.2.6 Applies results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments to identify optimal assistive technology.

PS 3.2.7 Modifies instructional practices in response to ongoing assessment data.

STANDARD 4:

Instructional Planning & Specially Designed Strategies

The candidate uses knowledge and skill in planning and implementing explicit instruction based on subject matter, functional skills, individual needs, general curriculum goals, natural and school environments, and community.

Function 4.1: The candidate uses knowledge and skill in planning and implementing explicit instruction based on subject matter, functional skills, individual needs, and curriculum goals.

Content Knowledge (CK)

- CK 4.1.1 Understands that the visual system is relied on for learning, conceptualization, and problem-solving to maximize student access to developmentally appropriate activities (for young children) and to the curriculum (for school-aged children).
- CK 4.1.2 Knows what constitutes an appropriate curriculum for visually impaired individuals and how to individualize that curriculum to meet student needs.
- CK 4.1.3 Understands alternative methods to develop basic concepts needed by infants and students with visual impairments, including those with multiple disabilities and/or giftedness, and develop, coordinate, and implement appropriate programs.
- CK 4.1.4 Knows ergonomics and appropriate technology settings aligned with students' preferred learning media and low/high tech strategies to support and promote access to the curricula.
- CK 4.1.5 Knows multiple techniques, such as task analysis, for modifying instructional methods and materials for students who are visually impaired and how to assist classroom teachers in implementing these modifications.
- CK 4.1.6 Knows methods to teach visual efficiency skills, including instruction in the use of print adaptations, optical devices, and non-optical devices for students who have residual vision.
- CK 4.1.7 Knows methods to develop alternative organization skills, independent living, and study skills for students who are visually impaired.
- CK 4.1.8 Identifies unique issues specific to visual impairment in accessing digital multimedia and virtually built environments, and knows methods for teaching non-visual and alternative strategies to promote digital citizenship and secure online practices.
- CK 4.1.9 Knows specialized resources unique to visual impairment to address and enhance the specific communication needs of students with varied communication abilities, reading levels, and language proficiency.
- CK 4.1.10 Knows methods to communicate instructional objectives in ways that enhance the abilities of visually impaired learners to conceptualize key

- elements, particularly concepts generally presented in a visual format.
- CK 4.1.11 Knows communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities.
- CK 4.1.12 Knows how and where to obtain specialized instructional materials for students with visual impairments.
- CK 4.1.13 Knows the advantages and disadvantages of a wide range of instructional and assistive technologies specific to visual impairment.
- CK 4.1.14 Collaboratively identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities.

Professional Skills (PS)

- PS 4.1.15 Selects evidence-based practices, accommodations, and modifications that address age, visual impairment, personal and family values and priorities, visual prognosis, and other individual services.
- PS 4.1.16 Selects, adapts, and uses nonvisual/alternate instructional strategies to address co-occurring disabilities.
- PS 4.1.17 Demonstrates proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille (UEB).
- PS 4.1.18 Demonstrates basic proficiency in reading and writing (UEB and Nemeth) braille for mathematical and scientific notation and in using the Cranmer abacus.
- PS 4.1.19 Produces braille with braille, slate and stylus, computer (including use of braille translation software), and braille production methods.
- PS 4.1.20 Identifies and adapts curricula for instruction of literacy, other academic areas, and the Expanded Core Curriculum.
- PS 4.1.21 Selects and uses various adaptive methods to teach technology skills.
- PS 4.1.22 Integrates basic principles of accessibility to select, create, adapt, and format text, images, and media, including the conversion of print materials into braille, tactile, and/or digital formats, to promote usability and accessibility to meet the individual needs of students with visual impairments.
- PS 4.1.23 Teaches varied visual, nonvisual, and multi-sensory devices, programs, and software to launch, navigate, save, and retrieve information on devices and local systems and online.
- PS 4.1.24 Teaches students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency and independently use dual learning media such as visual and auditory information, or auditory and tactile information.
- PS 4.1.25 Teaches students to access, interpret, and create increasingly complex printed and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, and tables, based on individual needs.

PS 4.1.26 Prepares students with progressive visual conditions to transition to alternative skills.

Function 4.2

The candidate uses knowledge and skill in planning and implementing explicit instruction based on natural and school environments and community.

Content Knowledge (CK)

CK 4.2.2 Understands basic orientation and mobility terminology, concepts and skills.

CK 4.2.3 Understands developmentally appropriate human guide techniques, familiarization to new environments, self-protective techniques, and requesting/refusing assistance to promote safe travel across environments.

CK 4.2.4 Understands all areas of the Expanded Core Curriculum, their significance to learners with visual impairments, and how to implement them within the learner's programming.

CK 4.2.5 Understands the use of mobility devices and dog guides.

CK 4.2.6 Knows methods to prepare students who are visually impaired for structured orientation and mobility assessment and instruction, and understands the limits of intervention by non-orientation mobility certified personnel.

CK 4.2.7 Knows methods to develop adapted physical and recreational skills for learners ages birth to 21 who are visually impaired.

Professional Skills (PS)

PS 4.2.8 Demonstrates basic proficiency in human guide, protective techniques, alignment, and search techniques in orientation and mobility with developmentally appropriate modifications.

PS 4.2.9 Sequences, implements, and evaluates learning objectives and goals for optimizing sensory efficiency, developing concepts, and accessing the general and Expanded Core Curriculum across settings.

PS 4.2.10 Uses strategies to facilitate maintenance and generalization of skills across learning environments.

PS 4.2.11 Promotes and reinforces sensorimotor and physical skills, including gross and fine motor skills, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment.

PS 4.2.12 Uses strategies to facilitate integration into various settings.

PS 4.2.13 Orients students to unfamiliar school environments.

PS 4.2.14 Teaches and reinforces protective and alignment techniques for independent travel.

PS 4.2.15 Teaches orientation skills using environmental features, self-advocacy for optimal environmental accommodations and modifications, including

- requesting and refusing assistance as needed.
- PS 4.2.16 Reinforces skills taught by orientation and mobility specialists to support the use of mobility devices and dog guides, for orientation and mobility.
- PS 4.2.17 Teaches basic orientation, body image, spatial, temporal, positional, directional, and environmental concepts based on individual needs to promote motor skill development, orientation and mobility, and academic and social inclusion.
- PS 4.2.18 Teaches and reinforces human guide techniques to students with visual impairment, their peers, and others who interact with them.
- PS 4.2.19 Demonstrates methods to develop social and daily living skills as needed by students with visual impairments, with an emphasis on family input and participation.
- PS 4.2.20 Employs strategies for promoting self-advocacy and responsibility in students who are visually impaired.
- PS 4.2.21 Uses functional life skills instruction strategies relevant to independent community and personal living, and employment for individuals who are visually impaired including methods for accessing printed public information, methods for accessing community services, methods for accessing public transportation, and methods for acquiring practical skills.

STANDARD 5: Transition—Birth through Post-Secondary

The candidate demonstrates knowledge and skills to support, plan, and implement transitions from Part C to Part B services, from preschool to elementary settings, from elementary to middle and/or secondary settings, and from secondary to post-secondary settings, including community, vocational, and post-secondary educational settings.

Function 5.1: The candidate demonstrates knowledge and skills to support, plan, and implement the transitions from one service or setting to another, including Part C to Part B services, preschool to elementary settings, and elementary to middle or secondary settings.

Content Knowledge (CK)

- CK 5.1.1 Understands the impact of vision impairment on planning for transitions from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and non-governmental agencies.
- CK 5.1.2 Understands the importance of collaboration with family, school personnel, and community service agencies to support transitions including how to access information and appropriate resources to support these transitions.
- CK 5.1.3 Has knowledge of strategies for assisting parents and other professionals in planning appropriate transitions for students with visual impairments.
- CK 5.1.4 Knows the roles and responsibilities of teachers and support personnel in providing services for students with visual impairments in a range of settings.
- CK 5.1.5 Demonstrates knowledge of available community resources, including those that support family empowerment, as well as the learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the learner.
- CK 5.1.6 Knows strategies for developing career awareness for learners with visual impairment.

Professional Skills (PS)

- PS 5.1.7 Is able to develop transition plans to move learners with vision impairment from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocational, or post-secondary educational settings, including the determination of appropriate assistive technology.
- PS 5.1.8 Uses assessment data to develop plans for transitions to new educational placements, environments, and for school and life changes, including post-secondary outcomes.

PS 5.1.9 Utilizes techniques and strategies to facilitate the maintenance and generalization of knowledge and skills, promoting a successful transition to various learning environments.

Function 5.2: The candidate demonstrates knowledge and skills to support, plan, and implement the transition from secondary to community, vocational, or post-secondary settings.

Content Knowledge (CK)

CK 5.2.1 Recognizes the legal requirement and importance of secondary transition planning for learners with visual impairments.

Professional Skills (PS)

PS 5.2.2 Able to design secondary transition plans and teach transition skills for postsecondary education, employment, recreation and leisure, daily living, and community participation.

PS 5.2.3 Collaborates with families, school personnel, the legal system, and communities to secure appropriate resources and services for vocational and transition support.

PS 5.2.4 Able to develop school-based employment and community evidence-based experiences and curricula in preparation for postsecondary education, future employment, and community integration.

PS 5.2.5 Makes use of structures supporting interagency collaboration and coordinates interagency agreements and transition plans to implement a learner's transition from secondary to community, vocational, or post-secondary educational settings.

STANDARD 6: Professional Learning and Ethical Practice

The candidate demonstrates professional responsibilities, upholds ethical standards, and is a lifelong learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues to make informed decisions.

Function 6.1: The candidate demonstrates professional responsibilities.

Content Knowledge (CK)

- CK 6.1.1 Has knowledge of the roles and responsibilities of teachers and support personnel in providing services for learners with visual impairments in a continuum of settings.
- CK 6.1.2 Knows the roles of all members of the learner's educational/vision care team.
- CK 6.1.3 Understands the importance of modeling instructional skills for individuals with exceptionalities.
- CK 6.1.4 Recognizes their role in determining and recommending appropriate type and amount of services based on evaluation of needs in all areas of the Expanded Core Curriculum (ECC).
- CK 6.1.5 Knows nationally recognized (e.g., Expanded Core Curriculum [ECC], Association for Education and Rehabilitation of the Blind and Visually Impaired [AER], Council for Exceptional Children [CEC]), state or provincial, and local curricula standards. [see appendix of terms]

Professional Skills (PS)

- PS 6.1.6 Uses verbal, nonverbal, and written language for effective communication.
- PS 6.1.7 Researches and applies information on exceptionalities.
- PS 6.1.8 Articulates instructional and professional philosophies and ethical practices to address the specific needs of learners with visual impairment across the continuum of services.
- PS 6.1.9 Plans and advocates for student needs.
- PS 6.1.10 Plans and advocates for evidence-based educational strategies and federal law/regulation compliance related to visual impairment.

Function 6.2: The candidate articulates and advocates for individual needs regarding placement, service delivery models, type and amount of service.

Content Knowledge (CK)

- CK 6.2.1 Knows the continuum of placements, services, and service delivery model options.
- CK 6.2.2 Knows appropriate delivery models based on learner development and readiness.

CK 6.2.3 Knows how to identify community and professional agencies for collaboration.

Professional Skills (PS)

PS 6.2.4 Articulates the continuum of placements and services for various settings.

PS 6.2.5 Identifies various delivery models based on learner development and readiness.

PS 6.2.6 Identifies community and professional agencies for collaboration.

Function 6.3: The candidate recognizes regulatory and legal requirements to ensure ethical practices.

Content Knowledge (CK)

CK 6.3.1 Knows the laws, policies, and ethical principles related to the profession.

CK 6.3.2 Knows the rights and responsibilities for learners, parents, teachers, other professionals, and schools, and community and professional agencies related to visual impairments.

CK 6.3.3 Knows the importance of serving as a role model for learners with visual impairments.

CK 6.3.4 Knows the roles and responsibilities of teachers and support personnel in providing services for learners with visual impairments across the continuum.

Professional Skills (PS)

PS 6.3.6 Practices within the Kansas Educator Code of Conduct and other standards of the profession.

PS 6.3.7 Acts ethically in advocating for appropriate services.

PS 6.3.8 Advocates for the highest education and quality-of-life potential of individuals with visual impairments.

PS 6.3.9 Demonstrates respect for differences among learners with visual impairments.

Function 6.3: The candidate is a lifelong learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues, making informed decisions.

Content Knowledge (CK)

CK 6.3.1 Understands the significance of lifelong professional development.

CK 6.3.2 Knows the models, theories, philosophies, and research methods that form the basis for professional practice.

CK 6.3.3 Continuously addresses diverse family systems and the potential impact of differences in values, languages, and customs that can exist between the home and school.

CK 6.3.4 Understands how personal biases and differences may affect teaching.

Professional Skills (PS)

PS 6.3.5 Participates in learning communities and professional organizations.

PS 6.3.6 Reflects on their practice to improve instruction and guide professional growth, and obtains assistance when needed.

PS 6.3.7 Remains current on all areas of the Expanded Core Curriculum.

STANDARD 7: Collaboration & Family & Community Engagement

The candidate demonstrates effective and culturally responsive communication and collaboration skills to engage with families, educators, and service providers.

Function 7.1: The candidate demonstrates effective communication and collaboration skills to foster inclusive learning environments that support the diverse needs of individuals birth through grade 12 with vision impairments.

Content Knowledge (CK)

- CK 7.1.1 Understands models and strategies of consultation and collaboration to support students with visual impairments.
- CK 7.1.2 Recognizes the roles of individuals with exceptionalities, families, and school/community personnel in planning individualized programs.
- CK 7.1.3 Identifies culturally responsive factors that promote effective communication and collaboration.
- CK 7.1.4 Comprehends the impact of visual impairment on development, learning, and access to the general and Expanded Core Curriculum.
- CK 7.1.5 Acknowledges the importance of role models with visual impairments across various settings.
- CK 7.1.6 Appreciates the importance of fostering respectful and beneficial relationships between families and professionals.

Professional Skills (PS)

- PS 7.1.7 Maintains confidential communication regarding individuals with exceptionalities.
- PS 7.1.8 Can structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- PS 7.1.9 Employ group problem-solving skills to develop, implement, and evaluate collaborative activities.
- PS 7.1.10 Model techniques and coach others in using instructional methods and accommodations.
- PS 7.1.11 Collaborate on referrals related to needed services.
- PS 7.1.12 Collaboratively develop, implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments and co-occurring disabilities.

Function 7.2: The candidate collaborates with families to support the development, learning, and well-being of individuals birth through grade 12 with vision impairments.

Content Knowledge (CK)

- CK 7.2.1 Understands the family's concerns and develops strategies to address them.

CK 7.2.2 Acknowledge the role of families in educational decision-making and advocacy.

Professional Skills (PS)

PS 7.2.3 Assists families in becoming active participants in the educational team.

PS 7.2.4 Plan and conduct collaborative meetings with learners (when appropriate), families, and service providers.

Function 7.3: The candidate collaborates effectively with educators, service providers, and agencies to ensure coordinated support and equitable access to learning opportunities for individuals birth through grade 12 with vision impairments.

Content Knowledge (CK)

CK 7.3.1 Understands the appropriate duties and responsibilities of paraeducators.

CK 7.3.2 Understands the appropriate duties and responsibilities of educators and related service personnel.

CK 7.3.3 Understands the appropriate duties and responsibilities of agencies.

CK 7.3.4 Is aware of the role in sharing information with families and teams about the impact and implications of visual impairments on development, learning, and access to the general and Expanded Core Curriculum.

Professional Skills (PS)

PS 7.3.5 Collaborate with school personnel and community members to integrate individuals birth through grade 12 with vision impairments into various settings.

PS 7.3.6 Collaborate with paraeducators.

PS 7.3.7 Collaborate with educational teams and families on service delivery models unique to visual impairment.

PS 7.3.8 Support collaboration between medical care providers, families, and the educational team.

PS 7.3.9 Collaborate with assistive technology professionals to identify and support customized tools and solutions.

PS 7.3.10 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

STANDARD 8: Learner Development & Individual Learning Differences

The candidate demonstrates knowledge of vision and psychosocial development, as well as how vision loss affects self-determination, achievement, and learning to provide meaningful experiences.

Function 8.1: The candidate uses the knowledge of how visual impairments may affect self-determination and achievement.

Content Knowledge (CK)

- CK 8.1.1 Understands typical and atypical human growth and development and the similarities and differences among individuals with visual impairments and its impact on self-determination and achievement.
- CK 8.1.2 Understands the importance of role models with visual impairments for a full range of individual learners across settings.
- CK 8.1.3 Understands the critical role of early intervention for students with visual impairments.
- CK 8.1.4 Understands the effects vision impairments can have on an individual's life.
- CK 8.1.5 Understands how the most prevalent causes of severe, uncorrectable visual impairment in children and youth ages birth to 21 can impact self-determination.
- CK 8.1.6 Has knowledge of vision development and how co-occurring conditions may affect self-determination.
- CK 8.1.7 Understands the role of conveying information about the impact and implications of visual impairment on development and learning, and access to the general and Expanded Core Curriculum to students, families and teams.
- CK 8.1.8 Knows the importance of teaching individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.

Professional Skills (PS)

- PS 8.1.9 Select, adapt, and use nonvisual/alternate instructional strategies to teach self-advocacy to students with visual impairments.
- PS 8.1.10 Select, adapt, and use strategies to explicitly teach social communication skills related to appropriate body language, non-verbal communication, and social etiquette.
- PS 8.1.11 Use procedures to increase the learner's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- PS 8.1.12 Teach learners to appropriately use self-advocacy across a variety of settings, such as home, school, and community.

Function 8.2: The candidate demonstrates the knowledge of psychosocial development, and how vision loss affects self-determination, achievement, and learning to provide meaningful experiences.

Content Knowledge (CK)

- CK 8.2.1 Understands the psycho-social impact of the visual impairment on the learner's academic and social abilities, attitudes, interests, including valuing instruction and career development.
- CK 8.2.2 Understands the impact of visual prognosis and other individual characteristics on the learner's academic and social abilities, attitudes, interests, including valuing instruction and career development.
- CK 8.2.3 Is familiar with the different ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds, and strategies for addressing these differences.
- CK 8.2.4 Recognizes characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
- CK 8.2.5 Knows the impact of visual impairment, cultural identity, family systems, and family values on academic and social independence across the lifespan.
- CK 8.2.6 Comprehends the impact and implications of sociocultural/psychosocial factors on social-emotional development.
- CK 8.2.7 Understands the impact of environmental factors on students' development and learning.
- CK 8.2.8 Knows procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, self-advocacy, and self-esteem.
- CK 8.2.9 Understands the student's development, including the monitoring of relationships and friendships, as well as knowledge of self, including human sexuality.
- CK 8.2.10 Understands the need for students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well-being.
- CK 8.2.11 Knows the importance of preparing learners to exhibit socially appropriate behavior.

Professional Skills (PS)

- PS 8.2.12 Teaches non-visual/alternate strategies to promote familial attachment, early communication and literacy, orientation and mobility, and independence, addressing the effects of visual impairment on families and the reciprocal impact on individuals' self-esteem.
- PS 8.2.13 Evaluates social skills and design behavior strategies for learners with visual impairments to maximize positive social engagement and interaction across environments.

PS 8.2.14 Teaches procedures to increase the learner's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy, including their legal rights and responsibilities related to being a citizen with a visual impairment.

PS 8.2.15 Is able to convey to the learner so they understand how medication may impact visual systems and functioning.

PS 8.2.16 Creates positive, productive learning environments that foster independence and student achievement, and that reduce the tendency of others to engender learned helplessness in learners with visual impairments.

STANDARD 9: Learning Environments

The candidate demonstrates an understanding of learning environments, including behavior and classroom management strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners.

Function 9.1: The candidate demonstrates an understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments.

Content Knowledge (CK)

CK 9.1.1 Understands the demands of learning environments, including basic classroom management theories and strategies for individuals with visual impairment.

CK 9.1.2 Has knowledge of learning environments using problem-solving models, including Positive Behavioral Interventions and Supports (PBIS), Multi-Tier System of Support (MTSS) framework, and Functional Behavioral Assessments (FBA).

CK 9.1.3 Understands the importance of a supportive learning environment that allows individuals to retain and appreciate their own and each other's respective language and cultural heritage.

CK 9.1.4 Identifies and understands physical and virtual environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, as well as active participation in, individual and group activities in general and Expanded Core Curriculum environments.

Professional Skills (PS)

PS 9.1.5 Direct and support the activities of paraeducators, volunteers, and tutors to maintain the physical safety of the student.

PS 9.1.6 Identify and implement physical and virtual environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, as well as active participation in, individual and group activities in general and Expanded Core Curriculum environments.

PS 9.1.7 Uses effective and varied behavior management strategies, including the least intensive behavior management strategy consistent with the needs of the individual with visual impairment, including modifying the learning environment, and implementing Behavior Intervention Plans (BIP) with fidelity.

PS 9.1.8 Create an environment that encourages active participation, self-determination, self-advocacy, and increased independence.

PS 9.1.9 Create a safe, equitable, positive, and supportive learning environment that allows individuals to retain and appreciate their own and each other's respective language and cultural heritage.

PS 9.1.10 Collaborate with team members to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.

Function 9.2: Candidates use motivational and instructional interventions to teach individuals with visual impairment how to adapt to different environments.

Content Knowledge (CK)

CK 9.2.1 Knows the basic Orientation and Mobility procedures to promote and maintain safety and accessibility across all environments.

Professional Skills (PS)

PS. 9.2.2 Designs and manages daily routines for learners across multiple environments.

PS 9.2.3 Identifies the behavior management supports needed for integrating the learner into various program placements including modifying the learning environment.

PS 9.2.4 Facilitates incidental learning experiences to address nonvisual access to physical and virtual environments.

PS 9.2.5 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

Function 9.3: Candidates support students to become active and effective learners and develop emotional well-being and positive social interactions.

Content Knowledge (CK)

CK 9.3.1 Is familiar with strategies for learners with visual impairments to maximize positive social engagement and interaction across environments.

Professional Skills (PS)

PS 9.3.2 Design strategies for learners with visual impairments to maximize positive social engagement and interaction across environments.

APPENDIX OF TERMS (Visual Impairment Specific)

Association for Education and Rehabilitation of the Blind and Visually Impaired [AER]:

This is a professional organization for professionals who provide services to persons with vision loss. The organization provides professional development opportunities to enhance and refine the knowledge, skills, and abilities of professionals within the field.

American Foundation for the Blind (AFB): An organization that is dedicated to the promotion of equality and inclusion for people who are blind and have low vision and their families. It is the publisher of the Journal of Visual Impairment & Blindness and is the steward of the Helen Keller Archival Collection of all materials related to Helen Keller.

American Printing House for the Blind (APH): The American Printing House for the Blind has been located in Louisville, Kentucky, since 1858. It is a nonprofit organization that provides products and services for people who are blind and those with low vision.

Braille Authority of North America (BANA): The purpose of BANA is to promote and facilitate the use, teaching, and production of braille. Their mission is to ensure literacy for tactile readers by standardizing braille and/or tactile graphics.

Braille: Braille is a comprehensive system of six raised dots that can be read with the fingers by people who are blind or who have low vision. Braille is not a language. Braille is a tactile code for written communication of words, scientific notation, mathematics, and music.

Candidate: The term candidate in the standards refers to prospective Teachers of Students with Visual Impairments (TSVI).

Cerebral/Cortical Visual Impairments: Cerebral Visual Impairment, also known as Cortical Visual Impairment or CVI, is a disorder resulting from damage to the parts of the brain that process vision. An individual with CVI has vision problems that cannot be attributed to issues with their eyes. The brain has difficulty processing and understanding visual signals.

Cranmer abacus: The Cranmer abacus is a modification of the Japanese abacus that is designed for use by individuals who are blind. It sits in a black plastic box with red felt in the bottom of the box to keep the beads from randomly sliding. A black plastic horizontal crossbar has 13 parallel metal rods vertically through it. Each rod has one spherical white plastic bead above the crossbar and four below. Raised dots can be felt on the crossbar and the lower rim of the box at each column, and as raised slashes between every three dots.

Council for Exceptional Children [CEC]: The Council for Exceptional Children is the largest international professional organization dedicated to improving the success of children and youth with disabilities and/or those who are gifted and talented. CEC advocates for governmental policies, establishes professional standards, and offers professional development opportunities for special educators.

Expanded Core Curriculum (ECC) for VI: The ECC is a foundational curriculum essential for preparing students who are blind or visually impaired. The ECC is widely accepted by educators of students who are blind and visually impaired and continues to be the compensatory learning framework for innovation and educational program design. Included areas are Assistive Technology, Career Education, Compensatory Access Skills, Independent Living Skills, Orientation & Mobility, Recreation & Leisure, Self-Determination, Sensory Efficiency, and Social Interaction Skills.

Learner: Learners are individuals from birth through secondary school completion or age 21, including those with disabilities or exceptionalities.

National Federation of the Blind (NFB): The NFB is the oldest and largest nationwide organization of Americans who are blind. It was founded in 1940 with its headquarters in Baltimore, MD. The organization has affiliates and chapters in all fifty states, Washington, D.C., and Puerto Rico. The NFB provides information and support for children and adults who are blind.

Nemeth Braille: The Nemeth Code is a Braille code used for mathematical and scientific notation linearly using standard six-dots for tactile reading by individuals who are visually impaired. Nemeth Code is just one code used to write mathematics in Braille. There are numerous systems in use worldwide; however, Kansas uses Nemeth Code for mathematics and science.

Orientation and Mobility Procedures (O&M): Orientation and mobility training helps individuals with vision impairments learn to navigate their environment. It teaches them to use mobility aids such as a white cane or a guide dog and to move safely through their environment. O&M is taught by a certified orientation and mobility specialist (COMS).

Unified English Braille (UEB): Unified English Braille was developed by the International Council on English Braille to join the braille codes used by English-speaking countries and to unify the braille symbols used in literary, mathematics, music, and computing contexts. This is the Braille system most commonly used in schools.

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