

Quiz Questions

1. Tallen is a 4th grader in Mrs. Levy's classroom of 21 students. Mrs. Levy is constantly having to remind Tallen what page they are on, ask him why he doesn't have his braille notetaker ready when it is time for students to journal, and ask him to hurry to finish his work as he takes so long to get organized. Mrs. Levy meets with Ms. Goeke, the teacher of students with visual impairment, to discuss her concerns about Tallen. Ms. Goeke suggests:

- A. that Tallen verbalize his answers and Ms. Golden, the paraprofessional, write down his response to turn in to Mrs. Levy.
- B. that she will spend some time in the classroom to help Tallen organize himself so he can more easily find what he needs.
- C. that the orientation and mobility specialist meet with Mrs. Levy to help her understand how Tallen's travel skills impact his classroom learning.
- D. Tallen be sent to 3rd grade where the pace is slower so that he can build his skills and then try 4th grade again next year.

2. Mrs. Begay is planning a poetry unit. She has a large poster of several poets whom the class will be studying. For each poet there is a stanza of his or her poem. Michelle is a student who is a braille reader in Mrs. Begay's class this year. How should Mrs. Begay incorporate the poster into the poetry unit this year?

- A. Mrs. Begay can hang up the poster in the classroom because most of the poets featured on the poster are ones whose poems are in the language arts book.
- B. Mrs. Begay should not use the poster of the poets because Michelle cannot see the poster content. It will not be fair to Michelle if her classmates see the content and she does not.
- C. Mrs. Begay can show the poster to Mr. Manygoats who is Michelle's teacher of students with visual impairments and ask him what can be done about the poster as she really wants to use it this year.
- D. Mrs. Begay can take a photo of the poster and text it to Michelle's grandmother and ask her what would be best to do as she is unsure.

3. Paraprofessionals can support students with visual impairments by doing all of the following except:

- A. provide access to visual information in the environment
- B. teach the student new skills

- C. promote the student's independence
- D. assist with technology challenges the student experiences

4. Ms. Pan wants to learn more about what Alletha can see in the classroom. The teacher of students with visual impairments suggests Ms. Pan do all of the following except:

- A. use a pair of low vision simulation goggles the teacher of students with visual impairments provides so that Ms. Pan can have a better idea of what Aletha is seeing
- B. each time she puts up new material on the white board, ask Aletha if she can see it before starting the lesson
- C. take time to sit together and review in more detail the information on Aletha's functional vision assessment
- D. take Aletha aside when no other students are around and ask her about what she can and cannot see in the classroom

5. Fatima has a visual acuity of 20/400 and uses a long cane when traveling. In the library she is often hesitant to look for a book by herself. Mr. Banazak, her classroom teacher, has observed several things that make him wonder if Fatima finds the library challenging visually. All of the following could be visual challenges for Fatima except:

- A. the librarian works hard to change up the displays monthly to keep children interested in new books
- B. the flooring in the library is a carpet with a complex pattern
- C. the librarian likes the library to be bright and always has the blinds open
- D. the librarian has music playing the background to create a lively environment

6. Julio has low vision, and Mrs. Stolz is his classroom teacher. She is very concerned about how Julio will complete all of his school work each day. To make things easier for him she does all of the following except:

- A. allow Julio to take breaks and do a different activity for a short time
- B. provide her lesson plans and materials to the teacher of students with visual impairments each week so materials can be adapted for Julio
- C. permit Julio to skip activities that are difficult to see
- D. meet with his teacher of students with visual impairments to review results from the functional vision assessment

7. When you have a student who is a braille reader in your classroom you must:

- A. only do an activity that involves print if a braille copy has been made available to the student who is a braille reader
- B. provide materials to the teacher of students with visual impairments that the student writes in braille so the teacher can provide you a print version
- C. give the student access to the material by reading it aloud or pairing students up so they can work together with a print reader reading the material to the braille reader
- D. learn to read and write the full braille code

8. Which of the following is not information the teacher of students with visual impairments gathers through the functional vision assessment process?

- A. ways in which the student travels with and without a cane within the school environment
- B. skills that the student needs to develop in order to use vision more efficiently
- C. environmental adaptations that can help the student use vision more efficiently
- D. visual acuity, what the student can see at different distances

9. Mrs. Dawson has been hired to be the paraprofessional for Allonah who is a 2nd grader with very low vision. This is Mrs. Dawson's first time working with a student who is visually impaired. She is nervous about her role and how she will fit into the 2nd grade classroom. In preparing her, Ms.

Williamson, the teacher of students with visual impairments, explains that her role as the paraprofessional is to:

- A. prepare materials for all students in the classroom at the 2nd grade teacher's request.
- B. promote Allonah's independence which means stepping back at times when Allonah is with other children or can do the work on her own.
- C. ensure that all of Allonah's work gets done by the end of the school day even if she must provide extra assistance to Allonah.
- D. assist the classroom teacher with behavior management of other students as long as Allonah is doing her work.

10. A braille notetaker:

- A. is a person who takes notes for the student and prepares them in braille.
- B. is a device that acts as a computer screen with pins coming up and down on the screen that the student pushes to write letters and words.
- C. is a phone and a computer all in one that has an interchangeable braille and QWERTY keyboard.
- D. is a portable device that has a keyboard that allows a student to input braille and has a display with pins that go up and down so that the student can read information displayed with their hands.

11. The purpose of audio description is to:

- A. replace the dialog of the video with a more robust version that provides access to visual information.
- B. provide information about the emotional interpretation of the characters.
- C. provide information about things on the video that one may not see which are important to understanding the video content.
- D. provide a description of every single thing on the video.

12. Jinseok has low vision and is in 4th grade. He is doing research with a classmate so together they can create their own city. Jinseok has taken on the job to research about government and transportation while his partner is researching neighborhoods and parks. Students are to use the internet to complete their research. Jinseok uses a tablet to complete his research. What accommodations on his tablet will help him use his vision more efficiently?

- A. screen reading, screen enlargement and a refreshable braille display
- B. none of the combinations provided only address the needs of students with low vision
- C. reverse contrast, screen reading, and enlarged text
- D. enlarged text, reverse contrast, and screen magnification

13. _____ is the vision one uses to see to the sides, above, and below and _____ is the clarity with which one sees.

- A. Visual field, visual acuity

- B. Visual perception, visual optimization
- C. Visual acuity, visual field
- D. Visual acuity, visual perception

14. When considering background-font combinations for a student with low vision:

- A. Don't use color combinations; instead make sure everything in the document/screen is black on white.
- B. Use a color combination that you find visually pleasing.
- C. Find out from the teacher of students with visual impairments and/or the student what combinations allow the student to maximize use of functional vision.
- D. Make color combination choices based on what is the most efficient for you.

15. Print materials can be seen more easily by a student with low vision, if all of the following are done **except**:

- A. clear styles (e.g., not all caps, not fancy script) are used
- B. a Sans Serif font (e.g., Verdana, Arial) is used
- C. all pictures are omitted from the material
- D. font color is used to convey information about the material

16. Braille:

- A. is a code for representing the written word.
- B. is only taught to children who have no usable vision at all.
- C. is a language similar to Chinese or Spanish.
- D. has two grades, grade 1 learned by students in first grade and grade two learned by students in second grade and beyond.

17. Amanda is a 5th grader who will be starting a gifted program next week. In order to prepare her to be comfortable in the classroom the orientation and mobility specialist works with Amanda to:

- A. be led around the classroom by peers for the first week of the class.
- B. learn the layout of the classroom at a time when no others are in the room to distract her.

- C. provide Amanda a map of the room for her to take home and learn on her own.
- D. all of the above are appropriate for the orientation and mobility specialist to do.

18. Mr. Mendez recently completed a functional vision assessment for Ryan, a 3rd grader in Ms. Botsford's classroom. When he meets with Ms. Botsford and the other members of the educational team, he will review his recommendations with everyone present. All of the following are reasonable recommendations for Mr. Mendez to ask Ms. Botsford and Ryan's other teachers to do except:

- A. request that teachers only do activities if they have given Mr. Mendez three days to plan for adaptations Ryan needs.
- B. ask teachers to say what they write on the board.
- C. allow Ryan to work with a partner if he is having difficulty seeing something
- D. adjust the window coverings throughout the day to minimize the glare on the white board and other surfaces.

19. Which member of the educational team has the primary responsibility for teaching the student travel safely at school and in the community?

- A. teacher of students with visual impairments
- B. paraprofessional
- C. orientation and mobility specialist
- D. family members

20. Jonah, a braille user, has written sentences for his spelling words, including "people" and "gift". Over each sentence Mr. Churchill, the teacher of students with visual impairments, writes in print what the braille says. When the classroom teacher goes to grade Jonah's assignment, she is very concerned as she reads.

people: People fo to the chore to buy jood.
gift: I buy a geft for my bwother Jiff.

What should the classroom teacher do?

- A. She should mark Jonah down for his spelling errors and ask Mr. Churchill if the errors are related to the braille code.
- B. She should have Jonah redo the spelling sentences for homework.

- C. She should tell Mr. Churchill that she can't grade Jonah's work, and it is his responsibility to teach Jonah spelling.
- D. She should tell Jonah not to rush when writing sentences with his spelling words.