# **Module 2: Early Intervention for Children Who Are Deafblind Lesson 1 Quiz**

## TRUE/FALSE

1. For infants and toddlers who are deafblind, opportunities for incidental learning are limited.
2. Children who are deafblind all begin life in a hospital neonatal intensive care unit.
3. An important part of the job of an early intervention provider is to help caregivers understand the impact of deafblindness on an infant or toddler’s learning and development.
4. Many infants and toddlers who are deafblind prefer to explore things with their feet rather than their hands.
5. Typical standardized assessments are not valid for children who are deafblind.
6. A Functional Hearing Assessment is done by an audiologist, who determines a child’s precise level of hearing loss by measuring their inner ear response to different sounds.
7. Because deafblindness is a low-incidence disability, there is a good chance parents won’t know another family with a child like theirs.
8. You should avoid spending too much time observing how an infant or toddler responds to their environment; rather, spend the most time demonstrating to caregivers how to be actively involved in providing the child with ongoing stimulation.
9. Caregivers often use routines to help children with typical hearing and vision learn about and get accustomed to when things happen, but routines are confusing to infants and toddlers who are deafblind.
10. Because many children who are deafblind take a long time to process information, encourage caregivers to give them plenty of time to process and respond.
11. Using the hand-under-hand technique, the adult gently brings their hand under the child’s hand as they explore an object or initiate an activity.

## Multiple Choice

1. In early intervention with an infant or toddler who is deafblind, activities and materials must be
   1. Introduced by the caregiver using hand-under-hand
   2. Placed next to the child’s feet
   3. Individualized to meet the child’s and family’s needs
   4. Designed to ensure the child’s safety by limiting their mobility
2. Which of the following statements about infants and toddlers who are deafblind is true?
   1. The main way they experience the world is through incidental learning
   2. Their experience of the world can involve vision, hearing, touch, taste, and smell
   3. They have no usable hearing and vision and rely solely on touch, taste, and smell
   4. They rely on their distance senses to learn about the world around them
3. For some children who are deafblind,
   1. Vision or hearing loss or both are present at birth but undiagnosed
   2. A medical condition associated with vision and hearing loss is present at birth, but one or both of the losses don't occur until later
   3. Deafblindness is acquired later in life
   4. All of the above are correct
4. If caregivers are concerned that their infant who is deafblind is not bonding with them, tell them that
   1. Infants who are deafblind rarely bond with their caregivers
   2. Infants who are deafblind respond and connect with their caregivers in a variety of different ways
   3. Bonding will only occur if the infant has some usable vision or hearing
   4. Infants who are deafblind will respond and connect with caregivers once they have established basic routines and touch cues
5. Which of the following statements about assessing an infant or toddler who is deafblind is true?
   1. Infants and toddlers who are deafblind often make slow progress that may not be reflected on assessments
   2. There are no effective tools or procedures available to assess children who are deafblind
   3. Federal and state requirements regarding assessment in early intervention do not apply to infants and toddlers who are deafblind
   4. Answers A and C are both correct
   5. All of the above are correct