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

## TRUE/FALSE

1. Infants and toddlers who are deafblind often communicate in subtle ways, and their communication almost always develops more slowly than children with typical hearing and vision.
2. Infants and toddlers who are deafblind typically start to develop symbolic communication between 12 and 18 months.
3. Assessing the receptive communication of a child who is deafblind involves observing how well they express their needs and desires.
4. Touch cues can help an infant or toddler who is deafblind learn to anticipate what is going to happen next.
5. Asking an infant or toddler who is deafblind to make a choice will likely confuse and frustrate them because of their limited communication.
6. One way to encourage a child who is deafblind to communicate is to do something the child likes and then pause and wait patiently to see how the child responds.
7. Because their other senses are more highly developed, children who are deafblind typically process sensory information much faster than children with typical hearing and vision.
8. Imitation is a way to start a “conversation” with an infant or toddler who is deafblind because it encourages communication and promotes bonding.
9. The biobehavioral state of a child who is deafblind typically fluctuates throughout the day and is influenced by a variety of factors.
10. Because they do not have access to incidental information, infants and toddlers who are deafblind need to be intentionally taught concepts.
11. If you want to teach a child who is deafblind the concept of “cat,” have them tactually explore a stuffed animal cat or a plastic toy cat rather than touch a real one.
12. To have a child who is deafblind learn a picture cue for having a drink, it is better to use a picture of the child's own sippy cup than a drawing of a cup.

## Multiple Choice

1. Which of the following statements is false about emerging communication?
	1. It is sometimes called presymbolic or prelinguistic communication
	2. It starts to occur when a child understands that symbols can represent people, places, and things
	3. It begins right away for all infants
	4. It is a type of communication that is mostly unintentional and automatic
2. To begin building a communication system for an infant or toddler who is deafblind, it is important to first
	1. Read medical reports from hearing and vision specialists
	2. Observe how the child uses their hearing and vision functionally
	3. Talk with the family about how the child gets their attention
	4. All of the above
3. Consistent and deliberate use of touch and object cues to share information with a child will
	1. Lessen the child’s anxiety and help them relax
	2. Allow the child to anticipate what will happen next
	3. Decrease the need for the child to use expressive language
	4. All of the above are correct
	5. Answers A and B are both correct
4. Processing time for an infant or toddler who is deafblind is
	1. Much slower than for a child with typical hearing and vision
	2. No different from that of a child with typical hearing and vision
	3. Much quicker than for a child with typical hearing and vision
	4. Dependent on the child’s motor skills
5. The biobehavioral state of an infant or toddler who is deafblind can be influenced by
	1. How they feel
	2. What medications they are taking
	3. Whether they are in an environment they find overwhelming
	4. All of the above
6. The self-concept development process for a child who is deafblind
	1. Is influenced by their experiences with other people, places, and things
	2. Occurs much earlier than it does for children with typical hearing and vision
	3. Will be delayed if they have siblings who try to communicate for them
	4. Begins soon after the child has developed expressive and receptive language