# **Module 2: Early Intervention for Children Who Are Deafblind Lesson 3 Quiz**

## TRUE/FALSE

1. When working with a child who is deafblind, encourage caregivers to make deliberate choices about what will heighten the child’s curiosity and make it easy for them to engage in self-initiated learning.
2. To better encourage self-initiated learning for a child who is deafblind, it is best to place new objects and materials just outside their reach.
3. To expand the interests of a child who is deafblind, avoid relying on their preferred sensory modalities when selecting activities, objects, and materials for self-initiated learning.
4. Encourage caregivers to provide times throughout the day for their infant or toddler who is deafblind to engage in independent exploration.
5. Caregivers naturally want to give their child who is deafblind new things; however, to best support self-initiated learning, encourage caregivers to limit their child’s exposure to new toys or other items to avoid causing stress.
6. Introduce a child who is deafblind to adaptive and supportive mobility equipment very slowly, giving them time to become accustomed to each item’s textures, parts, and shapes.
7. It is not uncommon for children who are deafblind to sometimes prefer to explore with their feet rather than with their hands.
8. Once a child has developed a mental map of a room in the home, encourage caregivers to move the furniture and other objects. This will increase the child’s mobility and confidence.
9. Infants and toddlers who are deafblind but have some usable hearing will enjoy music and nursery rhymes, but those who are totally deaf will not.
10. Turn-taking is an important strategy to use in early intervention with a child who is deafblind because shared activities strengthen connections with others.

## Multiple Choice

1. Opportunities that are specifically designed to encourage self-initiated learning for infants and toddlers who are deafblind,
	1. Promote independent exploration
	2. Stimulate curiosity and enhance a child’s motivation to interpret and organize new sensory information
	3. Help a child learn they have some control over what they do and what happens
	4. All of the above
	5. None of the above
2. When caregivers often put things in front of a child who is deafblind and later take them away (sometimes called the “good fairy syndrome”), you should
	1. Commend them for proactively anticipating their child’s needs
	2. Explain that this could make the child believe things happen to them and not that the world is something to engage with
	3. Note that this strategy is often used in early intervention to lower the biobehavioral state of a child who is deafblind
	4. None of the above are correct
3. To encourage a child to learn and explore, caregivers should y
4. Make deliberate choices about activities, materials, and objects that will heighten their child’s curiosity
5. Set up their child’s environment in a way that makes it challenging for the child to engage in self-initiated learning
6. Always participate in their child’s self-initiated learning activities
7. Answers B and C are correct

4. Toddlers who are deafblind and can crawl or move about on the floor may come in contact with new flooring textures, which typically causes them to

1. Initially feel anxious or afraid
2. Become resistant to tactual exploration with their feet
3. Temporarily become less engaged with others, including siblings and caregivers
4. All of the above are correct

5. Joining a child in activities they find fun and interesting creates opportunities for them to

1. Learn new things
2. Strengthen their communication
3. Form deeper connections with others
4. All of the above
5. Answers A and C are correct

6. Nursery rhymes and songs with movements can teach a child who is deafblind words and concepts; however,

1. Avoid using them with children who are totally deaf
2. Never use rhymes and songs from cultures that are different from the child’s, as this will delay language development
3. Always use gestures instead of touch or object cues
4. Encourage adults to use language in ways the child will understand

7. Having an infant or toddler who is deafblind engage in experiences and activities outside the home can

1. Benefit the child
2. Benefit the family
3. Benefit the community
4. All of the above