# **Module 2: Early Intervention for Children Who Are Deafblind Lesson 4 Quiz**

## TRUE/FALSE

1. For a child who is deafblind and their family, planning for the transition to preschool should begin well before the transition meeting with the Part C lead agency and the school district.
2. An intervener’s role is to provide a child who is deafblind with access to information and communication, and facilitate the development of their social and emotional well-being.
3. Assure parents that in preschool their child who is deafblind will have far fewer providers collaborating to make decisions about the child’s educational program.
4. Because the IEP team for a child who is deafblind has a number of specialists, parents typically are discouraged from attending every meeting.
5. If parents are having a hard time imagining their child who is deafblind being successful in preschool, it may help to have them visit preschools that their child could attend.
6. Due to the wide range of medical records that must be collected prior to evaluation, a child who is deafblind is typically assessed for the first time in preschool when they have attended for at least 30 days.
7. It is important that you as the early intervention provider and not the parents explain to preschool staff what deafblindness is and how it impacts a child’s ability to communicate.
8. Some, but not all, educational strategies used with children who are deaf or hard of hearing or those who are blind or have low vision will be useful for a child who is deafblind.
9. A child who is deafblind has an entirely unique disability that is dependent on how they use their senses, including any usable vision or hearing and the added impact of other disabilities or conditions.
10. The information you and the family provide to the preschool staff about a child who is deafbind will help them learn about the child and lay the groundwork for the development of appropriate IEP goals; however, this information is rarely used to spotlight personnel needs.
11. It is important that preschool staff avoid having all team members use the same forms of communication with a child who is deafblind, as this can impair the child’s communication development.
12. To help support the transition to preschool for a child who is deafblind, encourage the family to focus on skills that will be useful in preschool and have the child use those skills in more than one environment.
13. If a child who is deafblind becomes accustomed to routines during early intervention, they will have a difficult time transitioning to preschool routines.

## Multiple Choice

1. Which of the following is often on the IEP team of a child who is deafblind?
	1. A teacher of the visually impaired
	2. A teacher of the deaf or hard of hearing
	3. A speech-language pathologist
	4. An orientation and mobility instructor
	5. All of the above
2. Which of the following statements is incorrect about the family of a child who is deafblind and the IEP team?
	1. The family has an equal voice on the team
	2. Parents can feel intimidated by the large number of people on the team
	3. The family may be unaware of the IEP process
	4. The family is not used to making decisions about their child’s services
3. Even though most preschool teachers in special education have taught students with complex needs,
	1. They may need help understanding the services and accommodations a child who is deafblind requires to fully participate in lessons and activities
	2. Most will have worked with a student with similar dual-sensory issues
	3. They will be reluctant to work with specialists, such as those with expertise in deafblindness
	4. Answers A and B are both correct
	5. All of the above are correct
4. Which of the following is true about assessment of a child who is deafblind?
	1. There are no specialized assessments for children who are deafblind
	2. Preschool staff must have a good understanding of the child in order to conduct assessment in ways that allow the child to demonstrate what they know and how they learn
	3. Appropriate assessment for a child who is deafblind involves careful planning and an interdisciplinary team that does not include the family
	4. Answers B and C are both correct
	5. All of the above are correct
5. Which of the following is not a common early intervention strategy to help a child who is deafblind prepare for transition to preschool?
6. Expanding their use of routines
7. Using skills they already have in new environments
8. Expanding their vocabulary rather than focusing on consistent communication
9. Having them interact with new people, including peers
10. Finding new things they find motivating or calming