# **Module 3: Communicating With Children Who Are Deafblind Lesson 1 Quiz**

## TRUE/FALSE

1. The “Communication Bill of Rights” says that people with a disability have a basic right to interact and build relationships; communicate their preferences, feelings, and ideas; and be treated with dignity and respect.
2. Expressive communication is the ability to receive and understand messages from others.
3. Because a child who is deafblind has severely limited hearing and vision, they may be able to communicate verbally but are rarely able to learn sign language.
4. Expressive communication for a child who is deafblind can include using body language, gestures, and symbols.
5. Children who are deafblind typically communicate the same way expressively and receptively.
6. Communication assessment involves observation, interviews with those who know a child well, and evaluations by specialists, but because the child will be unfamiliar with their assessors, this process rarely involves one-to-one interactions with the child.
7. A child’s system of communication will change as the child has new experiences, abilities, and needs.
8. Concrete symbols mimic what they refer to; that is, they look, sound, feel, or move exactly like what they represent.
9. Abstract symbols have no clear relationship to what they represent.
10. A child who is deafblind may be able to communicate about what is happening in the present and in their direct environment but never about something that has occurred in the past or outside their direct environment.
11. The communication plan documents how a child communicates expressively and receptively, and the “Communication Support Matrix” lists the types of communication support the child will receive.
12. The communication plan describes how access to communication will be provided throughout the school day, not including extracurricular activities and non-academic events.

## MULTIPLE CHOICE

1. For a child who is deafblind, communication
   1. Is limited to answering questions and following directions; it rarely involves commenting or sharing ideas
   2. Must be embedded naturally into routines and activities throughout the day
   3. Should be worked on later in the day when the child is more alert
   4. Typically involves two modes of communication that the child learns to use interchangeably
2. An effective communication system is essential for
3. Accessing the general education curriculum
4. Gathering information
5. Building self-regulating skills
6. All of the above
7. A child who communicates automatically without having an intent to communicate, such as by crying and using spontaneous movements, is communicating at
8. Level 1
9. Level 2
10. Level 3
11. Level 4
12. Level 5
13. The results of the “Communication Matrix” help you determine
14. A child’s current level of communication and the kinds of messages they are expressing.
15. The highest level at which a child will be able to communicate
16. Whether the IEP team should develop a communication plan for the child
17. If access to the general education curriculum is required
18. All of the above

5. The “Holistic Communication Profile”

1. Enables you to assess a child based on developmental milestones that correspond with achievements in communication
2. Is a record of your findings about how the child communicates
3. Is used for children who are deafblind and communicate above Level 3
4. Answers A and B are both correct

6. An effective communication plan addresses

1. How a child’s methods of communication are being used to access the grade-level general education curriculum
2. What accommodations are required to support a child’s communication
3. Which educators, paraprofessionals, and other personnel will implement the plan
4. How communication will be embedded in a child’s routines
5. All of the above

**National Center on Deafblindness, 2024**

**nationaldb.org**

The contents of this publication were developed under a grant from the U.S. Department of Education, #H326T230030. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Rebecca Sheffield.

NCDB: National Center on Deaf-Blindness
IDEAs that Work: Office of Special Education Programs, U.S. Department of Education