# **Module 3: Communicating With Children Who Are Deafblind Lesson 2 Quiz**

## TRUE/FALSE

1. Emerging communicators use unintentional communication but not intentional communication.
2. The term “presymbolic” is sometimes used to describe children who are emerging communicators and don’t rely on symbols to express or receive information.
3. Children who are emerging communicators rarely use any type of symbol to communicate their wants and needs.
4. Touch cues can be used to let a child who is deafblind know who is present and when someone leaves.
5. Family members are often the first to recognize and differentiate the meaning behind a child’s behaviors and early vocalizations.
6. Physical and occupational therapists and teachers of students with visual impairments can provide guidance on positioning and support strategies that will facilitate a child’s communication.
7. Sharing and mutually attending to something along with a child can strengthen your relationship with them.
8. Emerging communicators who do not communicate in conventional ways often develop remarkable receptive communication skills but will rarely communicate their intentions expressively.
9. The meaning of the vast majority of expressive communication attempts by an emerging communicator will be obvious to you.
10. Once you recognize a child is communicating, you should wait as long as possible to affirm their communication, as this will encourage the child to repeat and clarify their message.
11. Imitation and turn-taking are excellent ways to engage in reciprocal interactions with children who are emerging communicators.

## MULTIPLE CHOICE

1. One of the best ways to encourage an emerging communicator to communicate more often is to
	1. Limit the time you are interacting with them
	2. Respond to them and affirm their communication in whatever form it takes
	3. Use hand-over-hand interactions with objects and textures they prefer
	4. Avoid using their preferred objects and textures
2. Which of the following strategies does **not** support the communication development of a child who is an emerging communicator?
3. Close observation
4. Joint attention
5. Being present
6. Postural insecurity

3. Shaping involves

1. Limiting a child’s interactions with their peers to promote one-to-one communication with the teacher or other adult
2. Mimicking the child’s negative behavior or verbalizations to emphasize the unwanted behavior
3. Reinforcing a child’s behavior in ways that build their understanding of ideas and concepts
4. Tracking and reporting developmental milestones over time

4. With the hand-under-hand technique, you

1. Place the child’s hands underneath your hands, or alongside them, to help the child explore objects and materials
2. Place objects directly under a child’s hands rather than placing them within the child’s reach or field of vision
3. Place objects under your hand so that the child must tactually explore your hand to discover what is hidden from their view
4. Place your hands underneath a child’s hands, or alongside them, to help the child explore objects and materials

 5. Suppose you sense that a child who is an emerging communicator is having difficulty understanding you. You should consider

1. Whether objects, materials, and instructional strategies take advantage of their best sensory learning channels
2. If hearing aids, glasses, and other devices are functioning and worn properly
3. Whether they are posturally secure
4. All of the above
5. None of the above

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