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

## TRUE/FALSE

1. Symbols allow people to talk about what’s happening close to them as well as about things happening in other places.
2. Concrete symbols have a clear relationship to their referents.
3. Children who are deafblind need to first understand the connection between a partial object symbol and its referent before understanding an identical object symbol and its referent.
4. Choice-making is an excellent strategy when a child understands abstract symbols, but it should not be used with a child who only understands identical object symbols because it can be frustrating.
5. Devices such as eye gaze technology can enable some children who have physical challenges to answer simple questions but not to make choices.
6. It is a good idea to choose symbols that represent a child's favorite items and activities.
7. A diaper (or part of a diaper) is the universal symbol for “I need to go to the bathroom” for nearly all children who are deafblind.
8. Miniatures should be avoided as symbols.
9. When supporting a child’s understanding of abstract symbols for difficult concepts, such as “beginning,” “middle,” and “end,” the symbols will need to be incorporated naturally into the child’s conversations and experiences throughout the day.
10. Using advanced abstract symbols is a higher-level skill that typically takes considerable time to develop.

## MULTIPLE CHOICE

1. Children who are deafblind
	1. Often use a combination of concrete and abstract symbols
	2. Rarely build a vocabulary solely based on symbols
	3. Cannot use tactile symbols if they are totally blind
	4. All of the above
2. Which is the better choice for a symbol of a tree for a child who is learning concrete tactile symbols?
	1. A miniature plastic tree
	2. A piece of tree bark glued to a square of posterboard
	3. A photograph of a tree on a square of posterboard
	4. A line drawing of a leaf
3. If a child understands abstract symbols, it is a good idea to have them learn symbols for difficult concepts, including
4. Wait
5. On and off
6. Start and finish
7. All of the above
8. Calendar systems with symbols can enable a child who is deafblind to know and anticipate what is going to happen but **not** to
9. Understand time-related concepts and vocabulary
10. Communicate about something that happened in the past
11. Make decisions about their schedule
12. None of the above
13. One strategy to support a child’s move to more advanced abstract symbols is to
14. Limit their use of tactile object symbols
15. Start using advanced abstract symbols for concepts rather than for objects
16. Use universal tertiary symbols as a way to transition to advanced abstract symbols
17. Pair a method of communication a child is very comfortable with a more advanced symbol form

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