# **Module 3: Communicating With Children Who Are Deafblind Lesson 4 Quiz**

## TRUE/FALSE

1. Children who are deafblind and use complex language are fluent in American Sign Language, English, or another language.
2. Because they are deafblind, children who use complex language take alternative academic assessments rather than regular state assessments.
3. The common assumption that children who use complex language cannot be high achieving students is correct.
4. Educational assessments for children who use complex language should be conducted using accommodations that the child needs to demonstrate what they know and can do.
5. Because children who use complex language are high-achieving students, they rarely require special accommodations in academic classes.
6. Most children who use complex language need support to access contextual and incidental information.
7. Because of frustration and feeling like they might be falling behind in class, many children who use complex language experience stress and anxiety.
8. It is preferable to ask a child who uses complex language if they understood a lesson rather than ask them specific comprehension check questions.
9. Avoid allowing a child who uses complex language extra time to complete an assignment, which could appear as if they are being given an unfair advantage.
10. Because much of our language is visually based, children who are deafblind and complex language users are likely to have far different concepts of the world than those with typical vision.
11. It is important to find ways of providing children who use complex language with access to what their peers are saying in class.

## MULTIPLE CHOICE

1. Which of the following statements is **false**? Because they are fluent in a language, children who use complex language
2. Often require accommodations such as microphones and computers
3. Typically do not have an intellectual disability
4. Rarely require no- or low-tech accommodations
5. Are often skilled at compensating for their lack of information

2. Which of the following is a challenge in the classroom for most children who use complex language?

1. Classroom noise
2. The pace of instruction
3. Multiple instruction styles
4. Sensory exhaustion
5. All of the above

3. Which of the following strategies can support a student who uses complex language?

1. Provide them time for re-teaching and review after class
2. Increase the pace of instruction
3. Design instruction for visual and auditory learning rather than hands-on learning
4. To reduce their anxiety about fitting in with peers, avoid providing them with teacher notes
5. Answers A and C

4. Because of the sensory overload they typically experience, many children who use complex language will benefit from

1. Reducing the time between classes
2. Hearing and vision breaks during the day
3. Pre-teaching sessions
4. Eliminating study halls and other breaks that could extend the school day
5. Answers B and C

5. Because children who use complex language have less incidental learning than their classmates with typical hearing and vision,

1. Using analogies will delay their concept development
2. Providing direct experience is essential for developing concepts and language
3. Requiring them to do more homework will help them catch up with their peers
4. Placing them in advanced classes or activities will heighten their anxiety and should be avoided

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