# **Module 1: The Impact of Deafblindness**

# **Lesson 2 Quiz**

## TRUE/FALSE

1. Because a child who is deafblind can explore objects and information tactually, the time it takes them to process information is less than the time needed for a hearing-sighted child to process the same information.
2. Unlike what happens with toddlers in early intervention settings, teachers should resist adapting the focus of a lesson to the interests of a child who is deafblind.
3. Often the best time to teach a concept to a child who is deafblind is when it’s important and interesting to the child.
4. All of the information you gather about a child with deafblindness—from prior assessments and documentation, the family, and your own observations—will inform the choices you make about how to best plan, prepare, and engage the child in learning.
5. It’s important to learn about a child with deafblindness by talking to their parents; however, you should avoid conversations with siblings.
6. Avoid using checklists or other observation tools when observing a child who is deafblind, as they usually require you to look away from the child.
7. The learning environment can enhance a child’s access to information and their attention and engagement, but it will have little impact on their social interaction with others.
8. Some children will need a solid-colored background or screen that provides contrast so they can better distinguish individual objects and materials.
9. Avoid working in natural environments with a child who is deafblind, as these environments are highly distracting and can be overwhelming to the child.
10. It can be helpful to confer with an occupational therapist and/or a physical therapist to learn how to ensure a child with deafblindness is posturally secure.

## Multiple Choice

1. Which of the following might be different as compared to teaching sighted-hearing children?
   1. The length of time spent on learning
   2. How you and others interact with the child
   3. How you respond when learning does not go as planned
   4. All of the above
2. Which of the following is specifically trained to provide one-to-one support for children who are deafblind to help them gain access to information and communication and facilitate their social development and emotional well-being?
   1. A teacher of the deaf or hard of hearing
   2. A teacher of students with visual impairments
   3. An intervener
   4. An orientation and mobility specialist
   5. A physical therapist
3. Which of the following is a characteristic of a transdisciplinary approach to teamwork?
   1. Specialists on the educational team share knowledge and skills across disciplines
   2. Information is transferred verbally and sometimes in writing from administrators to classroom instructors
   3. Support and feedback are invited and appreciated among team members
   4. Answers a and c are both correct
4. Which of the following statements is correct about a child with deafblindness who appears calm and alert in a quiet classroom?
   1. The child will be calm and alert in most educational settings.
   2. The child is probably tactilely defensive.
   3. The child may respond differently in a different environment.
   4. Answers b and c are both correct.
5. Which of the following statements is correct regarding decisions you make when designing and organizing learning spaces for a child who is deafblind?
   1. Your decisions are informed by the information you gather about the child from things like observations and prior assessments.
   2. Your decisions should never be individualized for a single child because their workspaces will be shared by multiple students or children.
   3. Keeping items in the child’s workplace unpredictable and disorganized will develop the child’s problem-solving skills.
   4. Answers a and c are both correct.
6. In addition to practicing routes a child who is deafblind will travel in the school building (or home) throughout the day, you should ensure those pathways
   1. Are free of clutter
   2. Have steps or changes in walking surfaces marked in a way the child can recognize
   3. Have identifier cues the child can recognize placed at entrances to all learning spaces
   4. All of the above are correct