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

# **Lesson 4 Quiz**

## TRUE/FALSE

1. Parents can learn to look for ways their infant is responding to them even if the baby has no eye contact.
2. When communicating with a school-age child who is deafblind, it is rare to receive nonverbal responses that they have understood your messages.
3. Building a strong bond with a trusted adult can help a child who is deafblind better anticipate and make predictions about what will happen.
4. To encourage an infant or toddler who is deafblind to bond with you, it is best to have your initial meeting without the parent or caregiver nearby.
5. Because many children who are deafblind have complex medical needs and are medically fragile, it is important that you always touch them very lightly and gently.
6. When first meeting a child who is deafblind, avoid using strategies such as mimicking, hand-under-hand, and turn-taking. They should only be used once a relationship is well established.
7. You can strengthen your relationship with a child who is deafblind by acknowledging and validating their emotions, even when those emotions are negative, such as fear, stress, and frustration.
8. Children who are deafblind commonly have significantly delayed social-emotional development as compared to their peers, due to a lack of peer relationships.
9. When children who are deafblind develop positive peer relationships, a foundation can be built for higher level interpersonal skills that they can use later in life.
10. Strategies you can use to nurture positive peer relationships will depend on whether the children involved are prelinguistic or language proficient.

## Multiple Choice

1. Building trust with a child who is deafblind requires you to be someone who is
   1. Reliable
   2. Predictable
   3. Safe
   4. All of the above
2. For a child who is deafblind, building a trusting relationship with an adult will
   1. Broaden their understanding of how they fit into the world and relate to others
   2. Increase their reliance on you to do everyday activities
   3. Create a foundation for language and communication development
   4. Answers a and c
3. When you are just beginning to interact with a child who is deafblind,
   1. Avoid offering assistance if something unexpected happens or goes wrong during play or other activities
   2. Allow the child to determine what they prefer to do and show interest in what they are doing
   3. Avoid having the child rely on their tactile preferences during activities, so they learn to trust you as an authority and begin to explore new textures
   4. Answers b and c
4. Developing routines and using a calendar system will help
   1. Create order and lessen the uncertainty of what is going to happen
   2. Decrease the child’s anxiety
   3. Increase the child’s trust in you
   4. All of the above
5. If family members seem reluctant to expand their toddler’s exposure to other children,
   1. Encourage them to see the many benefits of peer interactions
   2. Accept their wishes and limit the child’s interactions with peers
   3. Create situations where the child can interact with peers without family members present
   4. Answers a and c
6. Barriers to communication and access to information from peer interactions impact a child’s development in areas such as
   1. Attachment
   2. Empathy
   3. Independence
   4. All of the above are correct

1. When starting a new peer interaction that involves a child who is deafblind,
2. Tell the children to play nicely with one another
3. Give them each a task they can do independently but close to one another
4. Give them a very specific, age-appropriate task to complete together
5. Fully participate in the interaction so you can act as the child’s interpreter