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

# **Lesson 3 Quiz**

## TRUE/FALSE

1. When interacting with a child who is deafblind, it is important to use materials and activities you know the child prefers, and creatively adapt and modify things that take advantage of the child’s interests.
2. A personal identifier is a concrete object that identifies you to a child who is deafblind and becomes part of your greeting ritual.
3. Whether you are effective in establishing a meaningful connection with a child who is deafblind will likely depend on your responsiveness and patience as a communication partner.
4. Mutual interactions with children who are deafblind who have early communication skills, rarely begin by mimicking a child’s movements or sounds.
5. If a child is completely blind and/or profoundly deaf, you should avoid involving their other senses, such as touch, as it can complicate interactions.
6. The turn-taking strategy teaches a child who is deafblind that conversations involve “give and take” with other people.
7. Wait time or pausing gives a child who is deafblind plenty of time to process information but teaches them to be less independent.
8. The hand-under-hand technique involves placing the child’s hands underneath your hands so you can direct the child to explore particular objects and materials.
9. When using hand-under-hand with a child who is deafblind who has some usable hearing and/or vision, use your voice and/or body language to reinforce what they’re feeling, hearing, and seeing.

## Multiple Choice

1. Because all children communicate and have a need to connect with others, it is important for practitioners who work with children who are deafblind to
	1. Learn how to interpret their behaviors, movements, and messages.
	2. Let them know they can trust you.
	3. Let them know you are interested in what they have to say.
	4. All of the above
2. If you do not use a personal identifier, or name cue, when beginning an interaction with a child who is deafblind, what might happen?
	1. The child will know who you are and that they can trust you.
	2. The child may not realize you are a different person from the person who last interacted with them.
	3. The child will know the world is an organized and well ordered place.
	4. Answers b and c.
3. Which of the following is not a general concept or strategy when communicating and interacting with a child who is deafblind?
	1. Show respect for and use the child’s methods of communicating (verbal and/or non-verbal).
	2. If the child refuses to respond to your request, temporarily remove whatever is engaging the child’s interests at that time.
	3. Be interested and engaged in what is of interest to the child at the moment.
	4. Be sensitive to and gentle with the child’s hands and other areas of the body that the child uses tactually.
4. When working with a child who is deafblind, both turn taking and wait time (or pausing)
	1. Help develop trust between you and the child
	2. Help the child learn they need to direct their behavior and communication toward other people
	3. Help the child realize that what they communicate can be understood by another person
	4. All of the above
5. When using hand-under-hard appropriately, which of the following are important?
	1. Position yourself close to the child according to their preference, such as next to, behind, or across from them.
	2. Make sure the child is well supported and in a comfortable position.
	3. Prepare objects and materials that are outside the child’s typical preferences.
	4. Answers a and b are both correct.

1. Which of the following are benefits of using the hand-under-hand technique with a child who is deafblind?
	1. It helps the child safely develop their hands as tools.
	2. It is a way for you to build a trusting relationship with the child.
	3. It helps the child learn they can be an equal partner in experiencing something alongside someone else.
	4. It encourages the child to reach for things and explore more independently.
	5. All of the above are correct.