

In order to facilitate concept development case study example

[Sociology](#), [Communication](#)



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Module 2 Quiz- 5389

1. Concept development tends to be delayed in MI/VI and deafblind infants because they are unable to learn about things they can't see.

a)they are unable to learn about things they can't see.

b)vision is what drives the typically developing infant to move and interact with objects & without that visual motivation children miss out on learning opportunities.

c)their range of motion tends to be limited.

d)they are unable to process information about items in the environment that they don't have a name for.

2. Jan van Dijk, a Dutch psychologist who works with children with deafblindness, says that all we know can be traced back to our actions. (from What a Concept Article)

a) Parents

b) Language

c) Actions

d) Goals

3. The most important task the early interventionist should provide children who are deafblind or VI with other disabilities the opportunity to interact with their caregiver and others

a) Learn new vocabulary

b) Explore their environment when the interventionist is there

c) Experience their environment in ways that are built into their daily routine

d) Interact with their caregiver and others

4. Dr. Fraiberg studied bonding between mothers and their babies that are blind and found that often a/an "estrangement

Of mother and child began in the early months."

a) Estrangement

b) Conversation

c) Likeness

d) Cooperation

5. In regard to the previous question, Dr. Fraiberg found that teaching mothers to look at the baby's hands; expressing a wide range of emotions.

By doing this, the mothers soon discovered that their babies were

a) Look at the baby's hands; expressing a wide range of emotions.

b) Hold the baby close to them; cooing quietly

c) Talk to the baby; talking back to them

d) Look at the baby's eyes; looking back at their eyes

6. The first notable milestone babies who are blind will lag behind on is communicative

If intervention is not given for this milestone then more delays will follow including cognitive & subsequently additional object permanence & mobility delays.

- a) Crawling; walking; appetite
- b) Growth; height; weight
- c) Cranial plate closure; cognitive; receptive
- d) Objectpermanence; mobility; cognitive; communicative

7. A child who is deaf must be continually exposed to language in a form that is acceptable to him/her.

- a) Acceptable
- b) Assessable
- c) Loud enough
- d) In front of

8. Deaf children, like hearing children, " babble" with their hands during early language development.

- a) Yell
- b) Eat
- c) Babble
- d) Pinch

9. Whether or not the parents sign to the baby is a good predictor of whether a deaf child will have problems learning language.

- a) Have insurance
- b) Speak a second language
- c) Sign
- d) Sing to the baby

10. When deafness and blindness occur together, you must consider the disability to be the sum of these two. T or F

True.

11. The visual cortex is one of the last areas of the brain to be myelinated in the premature infant.

- a) Be myelinated
- b) Wake up
- c) Show on the CAT scan
- d) develop cross-modal plasticity connections with adjacent brain areas

12. During the 8th month of gestation the fetus develops a retinal sphincter. Therefore, there is no way for the premature baby to control the amount of light entering the eye before this equivalent fetal age.

- a) 6th; discriminate between items that have low contrast
- b) 7th; focus on small items in the visual field
- c) 8th; control the amount of light entering the eye
- d) 9th; see his caregivers face

13. When children are in level I development their communication is limited to specific context but as he/she leaves this level they will begin to communicate outside routines request and reject.

- a) Emotions; louder and more forcefully
- b) Demands; with clearer intentions about what they want you to do for them
- c) Contexts; outside of routines
- d) Times; Clearer

14. The earliest sense of autonomy from the adult caregiver develops in level 3 (which stage of development) in a in a child with a visual impairment.

- a) Level 1
- b) Level 2
- c) Level 3
- d) Level 4

15. During developmental stage 2, the child with a visual impairment will reference a partner and begin to do the same thing at the same time (called watching & imitating).

- a) Watching & imitating
- b) Receiving & expressing
- c) Imitating & timing
- d) Parallel play & coactive movement

16. Provide a thought provoking, topical question you feel should have been asked in this quizz, & also provide an answer, citing & referencing your source(s) for the answer.

Discuss on how to communicate to the deaf blinded people.

Communication

Deaf blinded people always have a problem when it comes to communication. This is because they lack ways of seeing what they cannot observe. Statistics clearly show that seventy five percent of what people learn is through vision (Smith & Cote, 1982). Though this may sound dramatic and overestimated, it is true. This shows how great vision is in the field of learning. Imagine of life without vision or a life without hearing, some

may call it doom but believe me; several people are leading a life without this two. The effects faced of deaf blinded people are not equivalent to a combination of the effects of the brail and the effects of deaf (Miles, 1995). A deaf blinded person cannot interpret the distance world thus she needs a distance interpreter to do this. These interpreters should not only interpret to them what they touch and feel but also the physical surrounding in which they are.

It has been discovered that the mothers' deaf blinded people need to be taught to look for responsiveness of their children's hands and not the faces (Fraiberg, 1997). This is strange since people are so conditioned to look into another person's face for responsiveness in order to express themselves through their own faces. This communication should be done in front of the deaf with a soft voice.

In conclusion, deaf blinded people are part of us. They should be treated well with tender care and responsibility. It is also important to learn the sign language as part of life skills in order to communicate and interpret this people when we come across them. In general let this knowledge towards the deaf blind change the attitudes of people towards the deaf blinded and their challenges as well

References

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