**Name**: Unit Test 4 – Question 1

**Description**: State which of the following statement about deaf-blindness according to you is applicable in the educational context:

[1] Deaf-blindness is a multiple disability as the varied implications of deafness and blindness have to be diversely dealt with varied remedial strategies.

[2] Deaf-blindness is a unique disability as the combined implications of deafness and blindness have to be dealt with exclusive rehabilitation strategies.

(Answer: statement 2)

**Name**: Unit Test 4 – Question 2

**Description**: In continuation with your answer to question 1, choose any one of the statement as reason for your answer

[1] As combined presence of deafness and blindness leads to a unique condition which is much unlike singular presence of hearing impairment and visual impairment, thus requiring a rehabilitation strategy that is different from dealing with deafness or blindness alone.

[2] As remedial strategies for deaf-blindness will imply combined implementation of the strategies used to rehabilitate children with either visual impairment or hearing impairment.

(Answer: Statement 1)

**Name**: Unit Test 4 – Question 3

**Description**: Choose the Most APPROPRIATE ANSWER.

Aspects of human functioning that are primarily affected by presence of deaf-blindness –

(a) Receiving information

(b) Communication

(c) Navigation

(d) All of them

(Answer: d)

**Name**: Unit Test 4 – Question 4

**Description**: Choose the Most APPROPRIATE ANSWER.

Secondary implications of deaf-blindness that require special educators’ rehabilitative intervention –

(a) Self-care

(b) Orientation & mobility

(c) Functional academic learning

(d) All of them

(Answer: d)

**Name**: Unit Test 4 – Question 5

**Description**: Choose the Most APPROPRIATE ANSWER.

One among the following which may not be a specific symptom of deaf-blindness –

(a) Bumping into objects

(b) Craving for unusual tastes

(c) Speech and voice defects

(d) Unusual sleep patterns & seizures

(Answer: b)

**Name**: Unit Test 4 – Question 6

**Description**: Choose the Most APPROPRIATE ANSWER.

Important sources of information while screening for deaf-blindness in children –

(a) Direct observation

(b) Interview of caregivers

(c) Medical reports

(d) All of them

(Answer: d)

**Name**: Unit Test 4 – Question 7

**Description**: Choose the Most APPROPRIATE ANSWER.

Assistive technology that will be helpful for deaf-blind child with functional vision and hearing –

(a) Listening devices

(b) Magnification devices

(c) Both of them

(d) Neither of them

(Answer: c)

**Name**: Unit Test 4 – Question 8

**Description**: Choose the Most APPROPRIATE ANSWER.

Assistive techniques/technologies that will be more helpful for deaf-blind child with profound loss of vision & hearing –

(a) Braille & Tadoma

(b) Listening & magnification devices

(c) Spell checkers & word prompters

(d) All of them

(Answer: a)

**Name**: Unit Test 4 – Question 9

**Description**: Choose the Most APPROPRIATE ANSWER.

Assistive techniques/technologies that will be helpful in orientation and mobility training of deaf-blind child –

(a) Guide & hearing dogs

(b) Human assistance

(c) Tactile signage

(d) All of them

(Answer: d)

**Name**: Unit Test 4 – Question 9

**Description**: Choose the Most APPROPRIATE ANSWER.

When teaching children with deaf-blindness textbooks or practical records may be substituted with –

(a) Experience books

(b) Graphic organisers

(c) Learner portfolios

(d) Talking books

(Answer: a)