

**Module: Communication and Emergent Literacy:  
Early Intervention Issues**

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**Session 1: Overview of Communication and  
Literacy**

**Quiz**

Choose one answer that best completes the item or question.

1. Which of the following statements most accurately reflects the relationship between communication and literacy?
  - a. Communication and literacy are part of a continuous and interrelated process that begins at birth.
  - b. Communication develops from birth, and literacy is an outgrowth of communication as children reach preschool age.
  - c. Communication, specifically symbolic communication, is a prerequisite for the emergence of literacy skills.
  - d. Communication and literacy develop in parallel, but separate, developmental sequences.
  
2. Communication and literacy develop best when
  - a. parents provide a structured learning environment from birth.
  - b. parents encourage their children to play with language in many forms.
  - c. parents encourage play with communication and provide direct instruction for literacy.
  - d. parents encourage play with literacy and provide direct instruction for communication.
  
3. Which of the following is an example of a communicative context in which communication and literacy develop?
  - a. The nonverbal communication of a parent to a child (smiling, cuddling, etc.) while reading a storybook
  - b. The presence of many children's books in a home
  - c. The cultural expectations for children with disabilities to communicate and read
  - d. The frequency of visits provided by an early interventionists

4. Which of the following is an example of a situational context in which communication and literacy develop?
  - a. A parent handing a child a bottle while saying “Milk”
  - b. The federal legislation that mandates early intervention services
  - c. The use of sign language to communicate
  - d. The presence of a braillewriter beside the crayons at a childcare center
  
5. For communication to be meaningful, children must have
  - a. an identified learning medium.
  - b. multiple communicative partners.
  - c. concepts about their world.
  - d. formal language skills.
  
6. Very young children develop concepts best through
  - a. direct instruction about objects in the environment.
  - b. repeated active experiences involving as many senses as possible.
  - c. limiting their experiences so they are not overwhelmed by too many new concepts at one time.
  - d. their parents talking to them about concepts.
  
7. Communication includes
  - a. Nonlinguistic/prelinguistic communication and language.
  - b. language only.
  - c. prelinguistic communication only.
  - d. prelinguistic communication and reading.
  
8. Nonlinguistic/prelinguistic communication encourages the development of
  - a. language and motor skills.
  - b. motor skills and social skills.
  - c. social skills and language.
  - d. language and daily living skills.
  
9. Emergent literacy
  - a. involves adult-guided instructional activities.
  - b. includes formal reading and writing skills.
  - c. only applies to print, not to braille.
  - d. includes the settings and experiences that encourage literacy.

10. Children with visual impairments and additional disabilities
  - a. may be more delayed in developing communication and literacy skills than are children with only visual impairments.
  - b. develop communication and literacy skills at the same rate as do children with only visual impairments.
  - c. do not require adaptations to experience communication and literacy skills.
  - d. should not be expected to develop communication and literacy skills under most circumstances.
  
11. To provide effective early intervention, early interventionists, TVIs, and orientation and mobility specialists must
  - a. be able to direct families and other members of the early intervention team in issues related to emergent literacy.
  - b. focus exclusively on family priorities in order to provide family-centered practices.
  - c. implement family-centered practices and collaborate with other members of the early intervention team.
  - d. implement transdisciplinary services that address the child's developmental needs.