

**Quiz 5: The Safety of Disabled Students in Case of Disasters and Emergency Situations ( Earthquakes )**

1. What is the recommended action for a wheelchair user during an earthquake?

a) Stay in the wheelchair and lock the brakes.
b) Transfer to a sturdy piece of furniture.
c) Lie on the ground next to the wheelchair.
d) Hold onto the wheelchair tightly.
e) None of the above.
Answer: A

1. How can visually impaired students safely navigate during an earthquake evacuation?
a) Listen for verbal instructions from emergency personnel.
b) Hold onto a sighted guide's arm or shoulder.
c) Use a white cane to detect obstacles.
d) Memorize the emergency evacuation routes in advance.
e) All of the above.
Answer: E
2. What additional safety measure should be taken for students with hearing impairments during an earthquake?
a) Activate visual or vibrating alert devices.
b) Turn off hearing aids to reduce noise.
c) Use sign language to communicate with others.
d) Wear noise-canceling headphones.
e) None of the above.
Answer: A
3. How should students with cognitive disabilities be supported during earthquake drills?
a) Provide visual and written instructions along with verbal instructions.
b) Assign a designated staff member to guide and reassure them.
c) Use social stories or visual schedules to explain the drill process.
d) Allow extra time for them to process and respond to instructions.
e) All of the above.
Answer: E
4. What modifications should be made to emergency shelters to accommodate disabled students during earthquakes?
a) Provide accessible entrances and facilities.
b) Ensure clear signage and visual alerts.
c) Offer assistive devices and equipment as needed.
d) Train shelter staff on disability awareness and assistance techniques.
e) All of the above.
Answer: E
5. How can students with mobility impairments ensure their safety in multi-story buildings during an earthquake?
a) Locate safe areas near stairwells or load-bearing walls.
b) Use elevators for immediate evacuation.
c) Request assistance from classmates or staff to descend stairs.
d) Stay in their classrooms until help arrives.
e) None of the above.
Answer: E
6. What should be included in an individual emergency plan for a student with a communication disability?
a) Alternative communication methods or devices.
b) Contact information for family members or caregivers.
c) Instructions on how to meet specific communication needs.
d) Emergency medication details, if applicable.
e) All of the above.
Answer: E
7. How can students with autism spectrum disorders be supported during earthquake drills?
a) Provide visual schedules and social stories about earthquakes.
b) Assign a quiet and familiar location for them during drills.
c) Use calming techniques and sensory supports, if needed.
d) Assign a peer buddy to offer support and guidance.
e) All of the above.
Answer: E
8. What should be done to ensure the safety of students with respiratory conditions during an earthquake?
a) Keep rescue inhalers or necessary medications readily accessible.
b) Move to an area with clean air and avoid dust or debris.
c) Cover the mouth and nose with a cloth or mask if needed.
d) Alert emergency responders about the specific condition.
e) All of the above.
Answer: E
9. How can the school community raise awareness about the safety of disabled students in earthquakes?
a) Conduct disability awareness training for all staff and students.
b) Organize presentations or workshops on inclusive emergency planning.
c) Involve disabled students in creating emergency preparedness materials.
d) Share success stories and experiences of disabled students in emergency situations.
e) All of the above.
Answer: E