

THE OPEN UNIVERSITY OF SRI LANKA
 FACULTY OF EDUCATION
 BACHELOR OF EDUCATION HONOURS IN SPECIAL NEEDS
 EDUCATION DEGREE PROGRAMME - 2023/2024 - LEVEL - 05
 FINAL EXAMINATION – 2024
 SNU5242/ESU3142 – INCUSIVE EDUCATION
 DURATION – THREE (03) HOURS



Date: 26.01.2025
 p.m.

Time: 01.30 p.m. – 04.30

Answer All Questions in Part I and any three (03) questions from Part II.

PART - I

01. Briefly explain the concept of Handicapped according to the World Health Organization (WHO) in 1980.
02. State **four (04)** Principles of Inclusive education.
03. Name **five (05)** features of students with Down Syndrome.
04. List **five (05)** signs of early identification of children with Autism Spectrum Disorder (ASD).
05. Briefly explain the concept of Diverse Learners in an inclusive classroom.
06. Explain **three (03)** ways inclusive education addresses the learning needs of students with disabilities in Sri Lanka.
07. State **five (05)** challenges faced by educators in implementing Inclusive Education in Sri Lanka.
08. Explain with examples, **two (02)** Accommodations you provide to children with Special Educational Needs (SEN) during the teaching learning process, in an inclusive classroom.

(5 x 8 = 40 marks)

PART - II

09. i. State the suitable teaching methods that can be used to address unique learning styles of children with Downs Syndrome or Cerebral Palsy (CP). (06 marks)
- ii. Explain how teachers can create inclusive classroom environments that adopt social interaction. (06 marks)
- iii. Analyze the challenges and benefits of using inclusive education strategies for students with Down Syndrome and Cerebral Palsy in a general education classroom. (08 marks)

10.
 - i. State **five (05)** factors that are considered in functional assessment done by teachers to identify students with visual impairments in an inclusive classroom. (06 marks)
 - ii. Identify and describe at least **three (03)** teaching strategies that can support students with visual impairment in an inclusive classroom. (06 marks)
 - iii. Examine the social challenges that students with visual impairment may face in inclusive classrooms, and mention **two (02)** strategies to promote the emotional wellbeing of visually impaired students. (08 marks)

11.
 - i. Explain the terms “Speech” and “Language” (06 marks)
 - ii. Mention **three (03)** common language disorders and describe one (01) of them. (06 marks)
 - iii. As a teacher, who works in an inclusive classroom, examine **five (05)** classroom adaptations that can be applied to students with speech disorders. (08 marks)

12.
 - i. According to Ysseldyke and Alogozzine (1998) we can place students with Learning Disabilities into **five (05)** groups. Mention the above five groups and explain one of them. (06 marks)
 - ii. Identify **five (05)** early signs of Learning Disabilities and discuss them briefly. (06 marks)
 - iii. Examine **five (05)** general interventions that can be implemented for students with Learning disabilities in inclusive classrooms. Justify your answer. (08 marks)

13. ‘In many countries gifted and talented children are identified using more than one method’
 - i. State **five (05)** basic methods to identify gifted and talented students. (06 marks)
 - ii. Parents and teachers can identify these students in general with some common elements. Explain **three (03)** common elements. (06 marks)
 - iii. Analyze the impact of challenges on Gifted and Talented students in their academic and social development. (08 marks)

14. i. Explain **three (03)** key features of circular number 33/2022 and dated 2022.09.08 on Circular and Guidance Manual on Special Education Assessment issued by the Ministry of Education. (06 marks)
- ii. Name the members of the Zonal Assessment Committee for Special Education and discuss **two (02)** matters to be followed in a Special education Assessment according to the Guidance Manual on Special Education Assessment issued by the Ministry of Education. (06 marks)
- iii. Suggest the training and professional development opportunities that can be recommended for the teachers to ensure successful inclusive education practices in Sri Lanka. (08 marks)

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