



THE OPEN UNIVERSITY OF SRI LANKA

FACULTY OF EDUCATION

**BACHELOR OF EDUCATION HONOURS IN SPECIAL NEEDS EDUCATION
DEGREE PROGRAMME - 2020/2021**

LEVEL - 06

FINAL EXAMINATION 2021

**SNE6546/ESE6246 – CURRICULUM DEVELOPMENT AND ADAPTATION FOR
CHILDREN IN INCLUSIVE CLASSROOMS**

DURATION – THREE (03) HOURS

Date: 25.07.2021

Time: 01.30 p.m. – 04.30 p.m.

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

PART - I

01. Briefly explain **three (03)** different aspects of formal curriculum.
02. Explain the difference between curriculum accommodation and modification.
03. How do you provide accommodation in relation to time, to do a task for a child with Special Educational Needs?
04. Examine the influence of universal design on teaching learning process for children with Special Educational Needs.
05. As teacher how do you get to know the readiness level of students for learning in the classroom.
06. Examine how you differentiate the process according to differentiated instruction.
07. List out **three (03)** higher order cognitive skills according to Blooms Taxonomy and make **two (02)** questions in line with any **two (02)** higher order cognitive skills.
08. State **three (03)** technological devices which could be used for children with special educational needs with its purposes.

(5 x 8 = 40 marks)

PART - II

09. i. State **five (05)** types of Multiple Intelligence presented by Howard Gardner.
(05 marks)
- ii. Examine the influence of Multiple Intelligence theory on Differentiated instruction.
(05 marks)
- iii. Select **three (03)** types of Multiple Intelligence and explain how do you apply them in an Inclusive classroom?
(10 marks)
10. i. What do you mean by “Product” according to Differentiated Instruction?
(04 marks)
- ii. Citing example explain the two consequences of non -differentiation of product on student learning.
(06 marks)
- iii. Select a lesson that you teach in your classroom. How do you differentiate the product in line with the lesson?
(10 marks)
11. i. Explain the importance of universal design for learning in educating children with special educational needs.
(10 marks)
- ii. What are the opportunities and barriers in Sri Lankan schools in implementing Universal Design for Learning?
(10 marks)
12. Children with special educational needs are supposed to be educated under general curriculum according to the concept of Inclusive education.
- i. What are the consequences of using same curriculum without any changes on children with special educational needs.
(08 marks)
- ii. Citing examples justify the importance of both accommodation and modification of curriculum for children with special educational needs in regular classroom.
(12 marks)

13. There is a child who show average abilities in learning but has significant limitation in sustaining attention for longer period of time. However his performance at the test not shows his actual mastery level.
- i. Do you think that instructional level of the content should be changed according to the nature of the student? Give the reason for your answer. (10 marks)
 - ii. How do you adapt the assessment according to the nature of the student? Give suitable examples. (10 marks)
14. i. Explain the **three (03)** principles of Universal Design for learning. (10 marks)
- ii. Examine the connection between three (03) principles of Universal Design for Learning and **three (03)** networks of brain. (10 marks)

-Copyrights reserved-