

THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF EDUCATION
BACHELOR OF EDUCATION HONOURS IN SPECIAL NEEDS
EDUCATION DEGREE PROGRAMME – 2022/2023
LEVEL - 06
FINAL EXAMINATION - 2023
SNE6546/ESE6246 – CURRICULUM DEVELOPMENT AND ADAPTATION FOR
CHILDREN IN INCLUSIVE CLASSROOMS
DURATION – THREE (03) HOURS



Date: 09.12.2023

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 describe the meaning of the terms of Basic Academic Skill and Behaviours which are expected from students in the teaching learning process.
02. Explain the concept of Differentiation of Instructions in your own words by citing suitable examples.
03. Illustrate the importance of using the Universal Design for Learning for students in the school system in Sri Lanka.
04. Curriculum adaptation explained by Udvari-Sloner (1995), re-explain with your own words with **two (02)** examples.
05. Name at least **three (03)** theories in relation to the differentiated instruction and explain **one (01)** of them with suitable examples.
06. Briefly describe **three (03)** principles of the universal design for learning.
07. Explain the meaning of the Learning Style in line with the Multiple Intelligence Theory.
08. What are the challenges faced by inclusive class teachers in Sri Lanka when implementing Universal Design for learning

(5 x 8= 40 marks)

PART - II

09. i. Current traditional education system is based on a 'one size fits all' approach. What do you mean by 'one size fits all' approach in education practices? (05 marks)
- ii. What are the possible consequences of using 'one size fits all' approach in teaching to students with diverse needs in an inclusive classroom. (07 marks)
- iii. What are the challenges faced by inclusive classroom teachers in changing the one size fit all approach in Sri Lankan education system. (08 marks)

10. i. Illustrate Benjamin Bloom's Taxonomy by citing suitable examples. (06 marks)
- ii. Develop **three (03)** objectives for a selected subject to achieve **three (03)** domains of Bloom's taxonomy of learning of children with diverse needs in an inclusive classroom. (07 marks)
- iii. How you can develop the questions to evaluate the achievement of the above mentioned objectives, and illustrate it by giving **three (03)** (one question for each domain) suitable examples. (07 marks)
11. i. Explain the ways of differentiate the contents of the curriculum according to the diverse needs of students in the classroom? (06 marks)
- ii. Illustrate the interrelationships of differentiation of instruction and universal design for learning with suitable examples. (07 marks)
- iii. Briefly explain with suitable examples how we can apply the principles of universal design for learning in educating children with special educational needs in Sri Lankan school context. (07 marks)
12. i. Describe the theory of Zone of Proximal Development (ZPD) presented by Lev Vygotsky. (06 marks)
- ii. As an inclusive classroom teacher, how you can apply the principles of ZPD theory to the teaching learning process of students with intellectual disabilities. (07 marks)
- iii. What are the challenges faced by inclusive classroom teachers in Sri Lanka when applying the principles of ZPD in an inclusive classroom effectively. (07 marks)
13. i. What do you mean by effective inclusive practice, and explain with suitable examples. (05 marks)
- ii. Explain the ineffective practices of school principals which do not foster successfully in inclusive education. (06 marks)
- iii. 'Ability to address diversity by using different inclusive practices will bring benefits for teachers in different ways'
Justify the above statement with examples. (09 marks)
14. i. Compare the similarities and differences of Accommodation and Modification by citing suitable examples. (06 marks)
- ii. Illustrates the significance of the Accommodation and Modification for an inclusive classroom which contained students with diverse needs. (07 marks)
- iii. What are the challenges faced by teachers in the process of Accommodation and Modification for students with special educational needs in Sri Lanka. (07 marks)

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