

THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF EDUCATION
DEPARTMENT OF SECONDARY AND TERTIARY EDUCATION
POSTGRADUATE DIPLOMA IN EDUCATION PROGRAMME 2021/2022
FINAL EXAMINATION -2023
SNP8208/STP8311/ESP2111– INCLUSIVE EDUCATION
DURATION – THREE (03) HOURS



Date: 25.11.2023

Time: 1.30 p.m. – 04.30 p.m.

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

PART - I

01. Distinguish the terms 'Special Needs Education' and 'Special Educational Needs' with your own words.
02. Illustrate the concept of Inclusive Education in your own words by citing examples.
03. According to the Disease Control and Prevention and the World Health Organization, briefly explain the classification of visual acuity and impairment.
04. State the definition of Specific Learning Disabilities.
05. Explain the **two (02)** ways of curriculum adaption.
06. Briefly explain the meaning of differentiated instruction with your own examples.
07. Explain with examples the method of Station Teaching in an Inclusive classroom.
08. State **five (05)** main roles of the teachers who work in an Inclusive Classroom and explain with examples one of them.

(5 x 8 = 40 marks)

PART - II

09. i. 'Inclusion has its roots in the ideals and principles governed through equity and equality of opportunities to all without differentiation and discrimination'
Briefly explain the **six (06)** principles to ensure the equity and equality of opportunities to all without differentiation and discrimination. (06 marks)
- ii. Examine by citing examples the Milestones of Inclusive Education in the Sri Lankan education system. (07 marks)
- iii. Illustrate barriers in fully implementing equitable education for children with diverse and special educational needs in Sri Lanka. (07 marks)
10. i. Describe the process of hearing in the human ear. (06 marks)
- ii. Give **three (03)** examples of informal screenings that can be done to identify hearing leads. (06 marks)

- iii. Illustrate the strategies to accommodate the students with profound hearing loss in an inclusive classroom. (08 marks)
11. i. “All good teachers in inclusive classroom attempt to do curriculum adaptations to enable students’ success. Briefly explain the nine types of curriculum adaptation. (04 marks)
- ii. Explain the following terms and briefly examine the differences between them.
- Curricular Accommodation,
 - Curricula Modification (08 marks)
- iii. As a inclusive classroom teacher at a Sri Lankan government school, explain the challenges faced by a teacher in relation to the curriculum adaptation to address the needs of the students with SEN. (08 marks)
12. i. Explain the term “Collaborative Teaching” (05 marks)
- ii. As a teacher, how can you implement the collaborative teaching methods in regular schools with special education units in the Sri Lankan education system? (07 marks)
- iii. Lack of collaboration of stakeholders is the main barrier to improve the achievements of students with special educational needs in the Sri Lanka system. Examine the above statement by providing proper evidence. (08 marks)
13. i. Describe with examples, the current inclusive practices of the Sri Lankan education system. (06 marks)
- ii. What are the challenges faced by inclusive classroom teachers in playing their role as an effective inclusive classroom teacher. (07 marks)
- iii. Draw suggestions to improve the efficiency of inclusive classroom teachers at government schools in Sri Lanka. (07 marks)
14. i. Explain what is Functional Assessment and Clinical Assessment by citing examples. (03 marks)
- ii. ‘An inclusive classroom teacher should be able to conduct the Functional Assessment of Children with Disabilities’ Justify the above mentioned statement. (05 marks)
- iii. Special School, Special Education Units and Inclusive Education system are still practiced in Sri Lanka. Explain the significance of the practices of above mentioned three systems by providing reasonable examples. (12 marks)

