

032



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
SNU5535/ESU3235 – PSYCHOLOGY FOR SPECIAL NEEDS EDUCATION
DURATION – THREE (03) HOURS

Date: 18.01.2025

Time: 9.30 a.m. – 12.30 p.m.

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

PART - I

01. Briefly explain the benefits of Educational Psychology to a teacher working with students with disabilities in an inclusive classroom.
02. What are the challenges you face when applying the knowledge and skills of Educational Psychology to identify the diverse needs of the students learning in an inclusive classroom.
03. What are the challenges faced by students with intellectual disabilities in coping with activities of daily life? Explain with suitable examples.
04. Explain the role of the environmental factors in the development of the students with Autism Spectrum Disorder with examples.
05. Explain the term maturity and discuss how maturity influences on the learning process of students with special educational needs.
06. Discuss with examples the challenges faced by the early teenagers with disabilities when they are integrated to the school system of Sri Lanka.
07. How do you motivate students with special educational needs in their teaching-learning process in an inclusive classroom? State **five (05)** strategies.
08. Explain with examples the challenges faced by the children with sensory impairments during the information processing.

(5 x 8 = 40 marks)

PART - II

09. (i) Illustrate the main steps of the Information Processing Model. (06 marks)
- (ii) Describe at least **five (05)** challenges faced by a teacher in an inclusive class room during the application of the information processing model for learning of students with disabilities. (06 marks)
- (iii) Explain **five (05)** strategies that you could use to maintain the attention of students with disabilities in the teaching-learning process. (08 marks)
10. (i) State at least **four (04)** differences between the experimental child study methods and non-experimental child study methods. (06 marks)
- (ii) Select any suitable child study method to investigate a child with disability and justify your selection of the child study method. (06 marks)
- (iii) Explain with examples, how would you apply the child study method mentioned above to study the behaviour of the child with disability? (08 marks)
11. (i) Briefly explain the principle of Reinforcement Theory proposed by B.F. Skinner. (06 marks)
- (ii) Explain citing examples, how would you practice the strategies of Reinforcement Theory in an inclusive classroom. (06 marks)
- (iii) Discuss **three (03)** benefits of Programmed Learning Method to develop self-regulated learning of students with special educational needs accommodated in a special education unit. (08 marks)
12. (i) Explain the importance of knowing about motivation theories for a teacher in an inclusive classroom. (06 marks)
- (ii) Explain the principles of the Hierarchy of Needs Theory proposed by Maslow. (06 marks)
- (iii) "Maslow's theory is not applicable to students with disabilities as it is". Examine the above statement by citing examples. (08 marks)

13. (i) Explain the concept of 'personality' using **two (02)** accepted definitions. (06 marks)
- (ii) Describe the significance of developing a "balanced personality" among children with special educational needs. (06 marks)
- (iii) Explain the challenges faced by teachers in developing a balanced personality among children with special educational needs in school in Sri Lanka. (08 marks)
14. (i) Explain the role of the inclusive class teaches in developing appropriate social and emotional behaviour in students with special educational needs. (06 marks)
- (ii) Explain **three (03)** strategies you as a teacher can implement to develop appropriate social and emotional behaviour in students with special educational needs. (06 marks)
- (iii) Examine **four (04)** challenges faced by you in developing appropriate social and emotional behaviour among students with special educational needs in your schools. (08 marks)

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