



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  
 SNE5546/ESE5246 – CREATING BEST EDUCATION ENVIRONMENT  
 FOR CHILDREN IN INCLUSIVE CLASSROOM  
 DURATION – THREE (03) HOURS

Date: 02.02.2025

Time: 09.30 a.m. – 12.30 p.m.

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

**PART - I**

01. Explain the meaning of 'Diversity' in an inclusive classroom setting.
02. Describe the term "Curriculum Differentiation"
03. State **five (05)** qualities that teachers should possess when disciplining students in an inclusive classroom.
04. Briefly describe **two (02)** strategies that could be used in an inclusive classroom setting based on students' interests.
05. Explain the concept of the "Planning Pyramid" with an example.
06. Briefly explain the different inclusive models of education.
07. State **five (05)** characteristics of students with social, and emotional issues.
08. What are the barriers to implementing inclusive set up in government schools within the context of Sri Lanka?

(05 marks x 08 = 40 marks)

**PART II**

09. i. Explain, citing examples, the different learning styles of students. (05 marks)
- ii. As a teacher, how do you address students' "readiness" in an inclusive classroom? Provide examples. (07 marks)
- iii. Describe the steps to develop an effective inclusive environment in the context of schools in Sri Lanka. (08 marks)

10. i. Briefly explain Howard Gardner's theory of multiple intelligence, providing examples. (05 marks)
- ii. Explain, citing examples, how an inclusive classroom teacher can apply Howard Gardner's theory of multiple intelligences to accommodate children of different abilities. (07 marks)
- iii. As an inclusive classroom teacher, describe with examples how you could address negative attitudes from the community regarding inclusion. (08 marks)
11. i. State **five (05)** consequences of corporal punishment. (05 marks)
- ii. Describe the teacher's role in disciplining students in an inclusive classroom. (07 marks)
- iii. Analyze with examples how mild disciplinary methods can be applied to students who break rules in inclusive classroom settings. (08 marks)
12. i. Briefly explain the factors that influence "curriculum differentiation" (05 marks)
- ii. "Identifying the learning styles of children with disabilities in inclusive classroom is vital for teachers when planning and organizing activities for them". Justify this statement. (07 marks)
- iii. Describe with suitable examples, as an inclusive classroom teacher, how you can improve the readiness of children with special educational needs using assistive technology. (08 marks)
13. i. Briefly explain the competencies that inclusive classroom teachers should develop? (05 marks)
- ii. Explain how you could improve the positive emotional environment in inclusive classroom. (07 marks)
- iii. As an inclusive classroom teacher, describe how continuous teacher training could benefit the teaching and learning process. (08 marks)
14. i. Briefly explain how teachers can use Maslow's Hierarchy of Needs Theory to motivate students in an inclusive classroom. (05 marks)
- ii. What are the benefits of parental and community involvement in providing quality education for children with special educational needs? (07 marks)
- iii. Describe how teachers can apply co-teaching methods in the classroom management process. (08 marks)

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