



THE OPEN UNIVERSITY OF SRI LANKA
 FACULTY OF EDUCATION
 BACHELOR OF EDUCATION HONOURS IN SPECIAL NEEDS
 EDUCATION DEGREE PROGRAMME – 2023/2024
 LEVEL - 06
 FINAL EXAMINATION - 2024
 SNE6546/ESE6246 – CURRICULUM DEVELOPMENT AND ADAPTATION FOR
 CHILDREN IN INCLUSIVE CLASSROOMS
 DURATION – THREE (03) HOURS

Date: 08.03.2025

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. Define “Curriculum Adaptation” in your words.
02. List **five (05)** ways Universal Design for Learning (UDL) supports diverse learners in an Inclusive classroom
03. State **two (02)** main types of Curriculum Adaptation and briefly explain them with examples.
04. State **five (05)** points that supports the idea that “one size does not fit all” when teaching students in today’s classroom.
05. The students “learning profiles” are important for teachers in the teaching-learning process within an inclusive classroom. Name **five (05)** key elements that should be included in a student’s learning profile.
06. Mention the methods of Differentiated Instruction that can be implemented in an inclusive classroom.
07. List out **five (05)** strategies that can be used to increase student engagement in learning in an inclusive classrooms.
08. How can teachers implement Vygotsky’s Zone of Proximal Development (ZDP) theory to teach children with Special educational needs. Provide **five (05)** examples.

(5 x 8= 40 marks)

PART - II

09. i. Briefly explain **five (05)** academic skills that should be addressed to reduce the high dropout rate among children in an inclusive classroom. (05 marks)
- ii. Describe the importance of Curriculum Adaptation in an inclusive classroom providing examples to illustrate your points. (07 marks)
- iii. As an inclusive classroom teacher, how can you apply Curriculum Adaptation in the context of an inclusive classroom in Sri Lanka? Provide appropriate examples to support your response. (08 marks)
10. i. Briefly explain the importance of the relationship between classroom diversity and “Differentiated Instruction” in an inclusive classroom. (06 marks)
- ii. Describe the challenges faced by teachers in the process of implementing Differentiated Instruction for students with Special Educational Needs. (06 marks)
- iii. As an inclusive classroom teacher how can you overcome the challenges mentioned above with the support of parents and the school community? (08 marks)
11. i. What do you mean by “Universal Design for Learning into the school system”? (04 marks)
- ii. Briefly explain the key principles of Universal Design for Learning and examine, why these key principles are essential in the inclusive classroom. (07 marks)
- iii. Select a lesson that you teach in your inclusive classroom and describe how you would apply the key principles of Universal Design for Learning in the selected lesson. (09 marks)
12. i. Briefly explain the learning styles of students with examples. (05 marks)
- ii. Explain how students’ different learning styles enhance their potential for development? Provide examples. (07 marks)
- iii. What are the opportunities and barriers in Sri Lankan inclusive classrooms for addressing students’ interests in the teaching and learning process? Provide examples. (08 marks)

13. i. Explain citing examples the role of Assistive Technology in facilitating Curriculum Adaptations. (05 marks)
- ii. Describe the consequences of not adapting the curriculum in the inclusive classroom. (07 marks)
- iii. Examine, how you would facilitate students with Dyscalculia in teaching-learning process in an inclusive classroom. (08 marks)
14. “The classroom climate or learning environment can significantly influence students’ learning, attention, behaviour, and ability to build interpersonal relationships”.
- i. Define the “Inclusive Learning Environment” (05 marks)
- ii. Providing examples, explain the important factors to consider when creating the best learning environment in an inclusive classroom. (07 marks)
- iii. Examine how teachers can apply Bloom’s Taxonomy for students with Special Educational Needs in an inclusive classroom. (08 marks)

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