



THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF EDUCATION
BACHELOR OF EDUCATION (HONOURS) IN PRIMARY
EDUCATION
LEVEL - 06
FINAL EXAMINATION – 2023/2024
EPU6230 – INCLUSIVE EDUCATION IN PRIMARY SCHOOL SETTING
DURATION – TWO (02) HOURS

Date: 22.06.2024

Time: 1.30 p.m. – 03.30 p.m.

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

PART - I

01. Define the concept of Inclusive Education and state **two (02)** international policies that support its implementation.
02. Explain the terms of curriculum accommodation and modification with examples.
03. List and describe **three (03)** types of assistive technology that are commonly used to support the inclusion of children with disabilities.
04. State **two (02)** ways in which a teacher can effectively adapt the classroom environment to support a student with Autism Spectrum Disorder.
05. Compare the traditional teacher's role with the inclusive teacher's role, highlighting **five (05)** key points.
06. Suggest **two (02)** inclusive strategies for supporting a student with ADHD in classroom activities.
07. Explain the concept of Universal Design for Learning (UDI.) and its significance in inclusive settings.
08. Briefly discuss **two (02)** challenges faced by teachers in inclusive classrooms in Sri Lanka.

(5 x 8 = 40 Marks)

PART – II

09. i. Explain key features of the Inclusive Education practices. (05 marks)
- ii. Outline four (04) principles of Inclusive Education as per UNESCO. (08 marks)
- iii. Discuss how these principles influence the practices in a primary classroom. (07 marks)
10. i. Explain how teachers can identify children with sensory impairments, providing examples to illustrate. (05 marks)
- ii. Describe the characteristics of children with Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder (ADHD) (08 marks)
- iii. Explain how a primary teacher can support students with ADHD. (07 marks)
11. i. Define the term Curriculum Adaptation and explain the ways in which it can be implemented. (05 marks)
- ii. state **nine (09)** types of curriculum adaptations that can be used in an inclusive classroom. (07 marks)
- iii. Choose any **two (02)** types from the above and explain how a teacher would adapt to support a student with a reading disability. (08 marks)
12. i. Define Differentiated Instructions, and identify **three (03)** dimensions. (05 marks)
- ii. Explain how learning styles (visual, auditory, kinesthetic) affect lesson planning in an inclusive classroom. (08 marks)
- iii. Provide an example of a differentiated activity in a literacy or numeracy lesson. (07 marks)

13. Answer only one question :either A or B.

A.

- i. What is collaborative teaching? List **three (03)** collaborative teaching models used in inclusive classrooms. (05 marks)
- ii. Explain the roles of teachers in a co-teaching model. (08 marks)
- iii. Evaluate the benefits of peer-mediated instruction (peer tutoring and cooperative learning) (07 marks)

B.

- i. Identify **three (03)** professional competencies required by teachers in inclusive education. (05 marks)
- ii. Discuss **three (03)** key challenges teachers face in Sri Lankan inclusive classroom. (08 marks)
- iii. Suggest solutions or strategies to overcome challenges mentioned above. (07 marks)

-Copyrights reserved-