

THE OPEN UNIVERSITY OF SRI LANKA

FACULTY OF EDUCATION

DEPARTMENT OF SPECIAL NEEDS EDUCATION

POSTGRADUATE DIPLOMA IN SPECIAL NEEDS EDUCATION
PROGRAMME – 2024/2025

FINAL EXAMINATION – 2025

SNP8340/SNP8530 – PSYCHOLOGY FOR SPECIAL NEEDS EDUCATION

DURATION – THREE (03) HOURS



Date: 19.07.2025

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. Mention **five (05)** importance of Educational Psychology to a Special Needs Education teacher for her/his professional development.
02. Briefly explain the major stages of child development followed by developmental psychologists.
03. State **two (02)** strengths and **two (02)** weaknesses of the interview method as a child study method.
04. Citing **two (02)** examples explain in brief, how the concept of “Critical stages” is important to a teacher in special education unit.
05. List out **five (05)** techniques that can be used to improve memory of children with special educational needs.
06. Describe in brief, how do you apply the theoretical ideas of Behavioural Learning Theories to provide effective learning experiences for children with special educational needs?
07. Explain **three (03)** factors that affect the personality development of children with special educational needs.
08. Discuss in brief how you could facilitate emotional development of children with special educational needs in an inclusive classroom.

(5 x 8 = 40 marks)

PART - II

09. i. Briefly explain the importance of studying learning theories to an educator in the field of special needs education, citing **two (02)** reasons. (04 marks)
- ii. Select a learning theory and examine how its basic principles can be applied to the teaching and learning process of children with special educational needs. (06 marks)
- iii. Describe **three (03)** challenges that you could face when applying those principles to the teaching and learning process and describe **three (03)** suggestions to overcome those challenges. (10 marks)
10. i. Explain **three (03)** differences between experimental child study methods and non-experimental child study methods. (06 marks)
- ii. Select a suitable child study method to examine a child in a primary grade with behavioural problem and provide reasons for selecting that method. (04 marks)
- iii. Discuss the procedure that you will apply to collect reliable and valid data from the selected child study method. (10 marks)
11. i. Explain the term 'balanced personality'. (04 marks)
- ii. Discuss how the personality of an individual develops according to the basic principles of Freud's psychoanalytic theory. (06 marks)
- iii. Describe how a teacher can use the above mentioned basic principles to facilitate personality development of children with special educational needs, citing **three (03)** examples. (10 marks)
12. i. Explain concept of "Assessment in special education" (04 marks)
- ii. Describe **three (03)** alternative assessment methods used in special education. (06 marks)
- iii. Explain an alternative assessment method for a child with moderate Autism Spectrum Disorder (ASD), and examine how this method addresses the child's learning needs and behavioural characteristics. (10 marks)

13. i. Explain the main elements of the Gagne's Information Processing Model. (04 marks)
- ii. Describe **three (03)** strategies that you use to get the attention of children with special educational needs during the teaching and learning process. (06 marks)
- iii. According to Schunk (2012), "Learning is an enduring change in behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms of experience", Justify this statement citing **three (03)** reasons. (10 marks)
14. i. Explain the term Global Development Delay (GDD) citing an accepted definition. (04 marks)
- ii. Discuss how Global Development Delay affects the learning of children with special educational needs citing **three (03)** examples. (06 marks)
- iii. Suggest how you could apply the principles of Lev. Vygotsky's theory of cognitive development to the teaching and learning process of children with Global Developmental Delay providing **three (03)** examples. (10 marks)

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