

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  
 SNP8334/SNP8244– INDUCTION TO EXCEPTIONALITIES AND  
 LEARNING NEEDS  
 DURATION – THREE (03) HOURS



Date: 25.07.2025

Time: 9.30 a.m. – 12.30 p.m.

Answer All Questions in Part I and any three (03) questions from Part II. A Non scientific Calculator can be used for simple calculations.

**PART - I**

01. Define the term 'Special Educational Needs' and mention **three (03)** aims of Special Needs Education.
02. List **five (05)** common signs or complaints that may indicate a child has a visual impairment.
03. Describe **five (05)** classroom modifications a teacher can implement to effectively support a child with physical impairments.
04. Highlight the differences between speech disorders and language disorders.
05. Explain the term 'Sensor Neural Hearing Loss'.
06. List **three (03)** major indicators of a behavioural disorder.
07. What are the characteristic traits exhibited by children with Down Syndrome?
08. List the key characteristics of Dysgraphia.

(5 x 8 = 40 marks)

**PART - II**

09. i. Define the term 'Intellectual Disability'? (04 marks)
- ii. Describe three (03) challenges that students with Intellectual Disability face in the classroom. (06 marks)
- iii. Propose innovative and effective strategies that teachers can use to support students with Intellectual Disabilities in the teaching-learning process. (10 marks)

10. i. Briefly define “Autism Spectrum Disorder” (ASD). (03 marks)
- ii. Highlight the key characteristics and behaviours commonly observed in individuals with ASD. (07 marks)
- iii. List **three (03)** common misconceptions about Autism that the public may hold, and explain three (03) ways society can become more inclusive and supportive of individuals with ASD. (10 marks)

11. **“Gifted and talented students are often assumed to excel without support”.**

- i. Define the terms “Gifted” and “Talented” in the educational context. (04 marks)
- ii. Describe **three (03)** specific challenges that these students may face in a regular classroom setting. (06 marks)
- iii. Explain how you would create a supportive learning environment that nurtures both the academic and emotional needs of gifted learners. (10 marks)

12. Read the following scenario and answer the questions.

**Sam is a smart and creative student who enjoys doing science experiments and making things with his hands. However he finds reading difficult, often mixes up letters, and struggles with spelling and writing. He feels nervous when asked to read aloud and sometimes, avoids tasks that require reading during class.**

- i. Based on the description, identify the likely condition Sam may have and list two key characteristics of it. (04 marks)
- ii. Explain how this condition might affect Sam’s learning in a regular classroom. (06 marks)
- iii. Suggest and explain **three (03)** classroom strategies to support students like Sam, ensuring they feel confident and included during reading and writing activities. Provide examples for each. (10 marks)

13. i. What is meant by the term ‘barriers to learning’? (03 marks)
- ii. Explain how the community perceptions can influence the implementation of inclusive education. (07 marks)
- iii. Imagine your school is introducing an Inclusive Education Policy. As a teacher, explain how you would create awareness among fellow teachers about Inclusive Education to foster a supportive school environment for children with diverse needs. Include practical examples to illustrate your approach. (10 marks)

14. i. Name and briefly explain two chronic health conditions that can affect a student's participation in school. (04 marks)
- ii. Explain how Muscular Dystrophy may impact on a student's daily functioning and involvement in school activities. (06 marks)
- iii. As a classroom teacher, describe how you would organize your classroom to support the needs of a physically impaired student while promoting independence and inclusion. (10 marks)

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177

178

179