

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  
 SNP8245 - CLASSROOM MANAGEMENT IN SPECIAL NEEDS  
 EDUCATION  
 DURATION – THREE (03) HOURS



Date: 25.07.2025

Time: 2.00 p.m. – 5.00 p.m.

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

PART - I,

01. Define the term classroom management and explain its importance in a special educational Needs (SEN) setup.
02. Name **four (04)** different types of classroom seating arrangements suitable for student with Special Education Needs (SEN).
03. List out **five (05)** general classroom rules, that can support a positive learning environment for students with special needs.
04. State **five (05)** key strategies that help teachers to keep all students on task, during classroom activities.
05. Briefly explain **four (04)** ways a teacher can prepare the classroom for success, before the school year begins.
06. Briefly describe proximity control and list **three (03)** benefits of using it in classroom management.
07. Name **five (05)** important components that contribute to effective classroom management in Special Educational Needs (SEN) settings.
08. Explain the difference between rules and procedures in classroom management, using **two (02)** examples for each.

(8 x 5 = 40 marks)

PART - II

09. i. Explain the concept of self-management in children and discuss how it helps in developing appropriate classroom behaviours. (05 marks)
- ii. Analyze the causes of emotional and behavioural problems in school-aged children. Provide **two (02)** examples from classroom situations. (07 marks)
- iii. Propose a comprehensive behaviour modification plan for a Grade 3 student who frequently disrupts the class. Include reinforcement strategies and expected outcomes.

(08 marks)

10. i. Discuss the importance of building strong teacher-student relationships in promoting effective classroom management. Provide **two (02)** practical techniques teachers can use to build such relationships. (05 marks)
- ii. Briefly explain **three (03)** common reasons for inappropriate classroom behaviour. (07 marks)
- iii. Prepare a small classroom-based plan to teach and reinforce social skills in an inclusive classroom. Your plan should include at least three strategies such as role-playing, cooperative learning, and peer support, with examples. (08 marks)
11. i. State **five (05)** key responsibilities of a Special Educational Needs (SEN) teacher, in managing an inclusive classroom. (05 marks)
- ii. Briefly discuss the importance of peer coaching and peer consultation for a SEN teacher to improve the classroom management with suitable examples. (07 marks)
- iii. Prepare a classroom management plan that includes student-led activities, technology-based support, and clear behavioural expectations to enhance inclusion of students with autism or ADHD. (08 marks)
12. i. Briefly explain how teachers can support the academic and social success of students with special educational needs both inside and outside the classroom. (05 marks)
- ii. Analyze the benefits of relationship-building between teachers and students in Special Educational Needs (SEN) settings. Include **two (02)** strategies teachers can use to strengthen these relationships. (07 marks)
- iii. Why Special Needs Education (SNE) teachers should consider the diverse learning needs when preparing a lesson plan. Briefly explain with suitable examples. (08 marks)
13. i. Briefly explain the importance of creating a positive learning environment for children with Special Educational Needs (SEN). (05 marks)
- ii. Briefly discuss how effective communication and collaboration with parents can improve both student behaviour and academic outcomes in inclusive classrooms. (07 marks)
- iii. Prepare a small plan that includes **three (03)** methods a teacher can use to build positive teacher-student and parent-teacher relationships to support a creative, inclusive learning climate. (08 marks)

14. i. Identify **four (04)** possible causes of challenging behaviour in students that can affect classroom learning. (05 marks)
- ii. Analyze the role of the Special Needs Education (SNE) teacher in responding and managing challenging behaviour of students. (07 marks)
- iii. Prepare a small classroom behaviour management plan that includes proactive strategies such as positive reinforcement, modeling appropriate behaviour and structured routines. (08 marks)

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