

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
SNP8247/SNP8237– REHABILITATION AND COMMUNITY BASED
REHABILITATION
DURATION – THREE (03) HOURS



Date: 26.07.2025

Time : 1.30 p.m. – 4.30 p.m.

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

PART - I

01. Provide precise definitions of the terms “Disability”, “Impairment”, and “Handicap” based to the World Health Organization (WHO) 1980 classification.
02. State **five (05)** characteristics of the Social Model of Disability and briefly explain one of these characteristics in the context of inclusive practices.
03. List **five (05)** key elements in the National Policy on Disabilities (2003) in Sri Lanka concerning individuals with disabilities.
04. Briefly explain **three (03)** practical examples of how a child with a hearing impairment may face challenges in school.
05. List **four (04)** categories of disability as classified by international Classification of Impairments, Disabilities and Handicaps. (ICIDH).
06. Name **five (05)** main goals of Community-Based Rehabilitation. (CBR).
07. State **five (05)** international conventions that have been established following the principles of the Universal Declaration of Human Rights of 1948.
08. Name **three (03)** strategies used to empower persons with disabilities in a CBR programme.
(5 x 8 = 40 marks)

PART – II

09. i. Define Community Participation and explain its importance in the success of Community Based Rehabilitation (CBR). (05 marks)
- ii. Describe the role of a Village Rehabilitation Committee in supporting children with disabilities, providing **two (02)** examples. (05 marks)
- iii. Evaluate the significance of school-community partnerships in promoting inclusive education for children with disabilities in rural areas in Sri Lanka. (10 marks)
10. i. Explain the responsibilities of the family in the rehabilitation process of a child with disabilities. (06 marks)
- ii. Discuss **three (03)** ways parents can support the development of independent living skills at home. (06 marks)
- iii. Discuss how schools can strengthen home-school partnerships to promote active family participation. (08 marks)
11. i. State the key characteristics of effective community participation in rehabilitation. (05 marks)
- ii. Examine how teachers can engage the local community to support inclusive practices in schools. (07 marks)
- iii. Critically evaluate the barriers to community participation in inclusive education in Sri Lanka. (08 marks)
12. i. Compare habilitation and rehabilitation providing **two (02)** practical examples for each. (05 marks)
- ii. Identify and explain **three (03)** school-based interventions that promote functional independence among students with physical or cognitive impairments. (07 marks)
- iii. Discuss four (04) strategies that a school can implement to address negative societal attitudes towards children with disabilities. (08 marks)

13. i. Explain what a disabled People's Organization (DPO) and how it contributes to community inclusion. (05 marks)
- ii. Describe **two (02)** characteristics of effective Self-Help Groups (SHGs). (05 marks)
- iii. Evaluate **two (02)** long-term outcomes of political participation for people with disabilities. (10 marks)
14. i. Summarize **three (03)** critical provisions of Section 504 of the Rehabilitation Act of 1973 in the United State. (05 marks)
- ii. Discuss the role of school administration in supporting the educational transitions of students with disabilities. (07 marks)
- iii. Evaluate the role of the regular classroom teacher in planning and delivering inclusive education for students with disabilities. (08 marks)

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