



THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF EDUCATION
BACHELOR OF EDUCATION HONOURS IN SPECIAL NEEDS
EDUCATION DEGREE PROGRAMME – 2023/2024
LEVEL - 06
FINAL EXAMINATION - 2024
SNU6225/ESU4125 – REHABILITATION AND
COMMUNITY BASED REHABILITATION
DURATION – THREE (03) HOURS

Date: 08.03.2025

Time: 09.30 a.m. – 12.30 p.m.

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

PART - I

01. Write a definition of Rehabilitation providing an example from daily life.
02. Explain the concept of disability in your own words, and provide **two (02)** examples.
03. Briefly explain social mobilization in the process of empowerment of people with disabilities.
04. Explain how individuals can become disabled by citing **three (03)** examples.
05. Name **three (03)** implications of disabilities in schools and society.
06. Define Community Based Rehabilitation (CBR) according to the United Nations.
07. List **five (05)** laws affecting children with disabilities in Sri Lanka.
08. Briefly explain the term 'Habilitation'.

(5 x 8 = 40 marks)

PART - II

09. i. Explain the **two (02)** main models of disability. (05 marks)
- ii. Discuss the key differences between the Medical Model and the Social Model of disability by using **five (05)** characteristics observed in their approaches. (07 marks)
- iii. Evaluate how the Social Model of disability encourages societal changes to support individuals with disabilities better. Provide **five (05)** examples of how society can restructure to reduce barriers for people with disabilities. (08 marks)

10. i. Discuss the role of the family, the school, and the community in the rehabilitation of children with special needs. Provide at least **five (05)** key responsibilities for each group in the rehabilitation process. (05 marks)
- ii. “The success of Community Based Rehabilitation for individuals with disabilities largely depends on the active participation of the community”. Do you agree with the statement? Justify your answer by referencing the roles of community leaders, families, and external agencies in facilitating the rehabilitation process. (07 marks)
- iii. How can community leaders and members contribute to minimizing negative attitudes and ensuring equal opportunities for individuals with disabilities? Provide **three (03)** examples of community actions that can promote inclusion and social acceptance. (08 marks)
11. i. State the key components of Community Based Rehabilitation (CBR) programmes. (05 marks)
- ii. Explain the role of Community Based workers in CBR programmes in facilitating empowerment for people with disabilities and ensuring the success of rehabilitation in local communities. (07 marks)
- iii. Discuss the importance of a multi sectoral approach in CBR. How can various sectors (health, education, employment etc.) collaborate to ensure the success of CBR programs? (08 marks)
12. i. Discuss the key laws affecting children with disabilities in both United States and Sri Lanka. (05 marks)
- ii. Explain the role of schools in the rehabilitation of children with disabilities. How can schools effectively collaborate to support students with disabilities during their transition from school to post-school environments? (07 marks)
- iii. Evaluate the role of regular classroom teachers in the rehabilitation of children with disabilities. (08 marks)

13. i. Explain the concept of “Human Rights” and how this concept apply to individuals with disabilities” (05 marks)
- ii. Analyze the provisions of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) 2006, highlighting **three (03)** key rights. (07 marks)
- iii. Explain five (05)ways in which state parties ensure inclusive education at all levels of lifelong learning according to Article 24 of UNCRPD (2006) (8 marks)
14. i. Explain the eligibility criteria for students to receive services under section 504 of the Rehabilitation Act of 1973. (05 marks)
- ii. Discuss the responsibilities of schools under section 504 to accommodate students with disabilities. (07 marks)
- iii. Analyze the role of parents in the section 504 process for students with disabilities. (08 marks)

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