



THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF EDUCATION
BACHELOR OF EDUCATION HONOURS IN SPECIAL NEEDS
EDUCATION DEGREE PROGRAMME - 2025/2026 - LEVEL - 05
FINAL EXAMINATION – 2026
SNU5535/ESU3235 – PSYCHOLOGY FOR SPECIAL NEEDS EDUCATION
DURATION – THREE (03) HOURS

Date: 05.06.2026

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. Briefly explain the significance of Educational Psychology for optimizing the teaching-learning process.
02. Citing examples compare the concepts of ‘Growth’ and ‘Development’ of a child.
03. Define the concept of ‘Readiness’ in the context of students’ learning.
04. Explain the advantages and disadvantages of ‘Observation’ as a child study method.
05. With reference to Piaget’s Theory state **five (05)** key cognitive skills that children are expected to acquire during the concrete operational stage. (7 – 11 years).
06. Citing examples, explain how the prenatal environment influences a child’s physical and cognitive development.
07. Briefly explain the importance of promoting a “balanced personality” in children in an inclusive classroom.
08. Name **two (02)** leading behavioural learning theories and briefly explain **two (02)** key principles associated with each of the theory.

(5 x 8 = 40 marks)

PART - II

09. (i) Briefly explain the importance of Educational Psychology for inclusive teachers to understand student behavior. (05 marks)
- (ii) Explain the strengths and limitations of questionnaires and interviews as child study methods. (07 marks)
- (iii) Imagine that you are an inclusive classroom teacher. Prepare an observation schedule to identify behavioural issues of students in your classroom and explain how you would collect and interpret the data using it. (08 marks)
10. (i) Briefly explain the relationship between maturity and learning. (05 marks)
- (ii) Describe how Sri Lankan primary schools can contribute to the development of emotional behavior of students in inclusive classrooms. (07 marks)
- (iii) Examine the role of scaffolding on optimizing learning of students in an inclusive classroom beyond the zone of proximal development (ZPD). Give examples where necessary. (08 marks)
11. (i) Define “learning” and state **three (3)** characteristics of learning. (05 marks)
- (ii) Differentiate the explanations of behavioural learning theories and cognitive learning theories with suitable examples. (07 marks)
- (iii) Discuss how reinforcements can be effectively used in the inclusive classroom teaching-learning process. (08 marks)
12. “In schools, some teachers, parents and students avoid interacting with children with special needs due to negative social attitudes and stereotypes”
- (i) Briefly explain how social attitudes influence in school admissions of the children with special needs. (05 marks)
- (ii) Discuss **five (05)** strategies that can be implemented to develop positive attitudes among school community towards students with special educational needs. (07 marks)
- (iii) As a teacher in an inclusive classroom identify the stakeholders and explain the relevant strategies you would apply to get the collaboration of each stakeholders to improve your inclusive practice. (08 marks)

13. (i) Explain briefly the **five (05)** factors that affect student attention. (05 marks)
- (ii) As a teacher in an inclusive classroom, explain the techniques you would use to gain and maintain the attention of students with Special Educational Needs in the teaching learning process. (07 marks)
- (iii) Draw a mind map illustrating the major learning theories: Behavioural theories of learning, cognitive theories of learning, and social learning theories.
- The mind map should demonstrate the key principles, major theories, main concepts and important educational implications.
- (08 marks)
14. (i) Explain briefly the concept of motivation and the importance of motivation in the teaching-learning process of an inclusive classroom. (05 marks)
- (ii) Discuss the pedagogical strategies used by teachers to improve intrinsic and extrinsic motivation of diverse learners in inclusive classroom settings. Your answer should focus on at least **three (03)** categories of learners. (07 marks)
- (iii) Analyze Maslow's Hierarchy of needs and explain how it can be applied to motivate students in inclusive classroom. (08 marks)

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