



THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF EDUCATION
BACHELOR OF EDUCATION HONOURS IN SPECIAL NEEDS
EDUCATION DEGREE PROGRAMME
LEVEL - 06

FINAL EXAMINATION – 2025/2026

SNU6225– REHABILITATION AND COMMUNITY BASED REHABILITATION

DURATION – THREE (03) HOURS

Date: 30.06.2026

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. Define rehabilitation and explain it with **one (01)** suitable example.
02. Differentiate between the terms Impairment and disability, using one example to explain.
03. Explain how the World Health Organization (1980) defines “Handicap”.
04. State the primary objective of Community Based Rehabilitation. (CBR)
05. Explain what political participation is in the process of empowering people with disabilities.
06. Briefly explain **three (03)** myths about people with disabilities in ancient Sri Lanka.
07. List **three (03)** laws affecting children with disabilities in Sri Lanka and explain one of these laws.
08. Briefly explain **three (03)** ways that individuals can become disabled, using necessary evidences.

(5 x 8 = 40 marks)

PART - II

09. i. Define the Medical Model and the social Model of disability in your own words.
(05 marks)
- ii. “A student with a visual impairment is unable to access learning materials in school due to lack of Braille resources. Disability is created more by society than by the individual”
Explain this situation using both the Medical Model and the Social Model of disability with relevant examples.
(07 marks)
- iii. Discuss five (05) barriers faced by persons with disabilities in society and suggest practical solutions based on the Social Model.
(08 marks)

10. i. Define Community Based Rehabilitation (CBR) and briefly describe its core components. (05 marks)
- ii. Analyze how Community Based Rehabilitation programmes can support early identification and intervention for children with disabilities in primary school settings in Sri Lanka (07 marks)
- iii. Critically discuss the challenges faced in implementing CBR programs at the community level and propose practical strategies to overcome these challenges. (08 marks)
11. i. Explain the role of schools in promoting inclusive practices for children with disabilities. Provide at least **four (04)** key responsibilities. (05 marks)
- ii. Evaluate the contribution of families in enhancing the rehabilitation outcomes of children with disabilities. Support your answer with relevant examples. (07 marks)
- iii. Discuss how community attitudes influence inclusion, and suggest **three (03)** evidence based strategies to promote positive attitudes toward children with disabilities. (08 marks)
12. i. Explain how IDEA and Section 504 of the Rehabilitation Act (1973) differ in determining eligibility and providing educational support for children with disabilities. (05 marks)
- ii. Examine the provision of appropriate accommodations and support services for students with disabilities within regular classroom settings. (07 marks)
- iii. Critically evaluate the role of schools in facilitating transition planning (e.g. IEP development, vocational preparation, community linkage) for students with disabilities. (08 marks)

13. i. Discuss the responsibility of schools in identifying and supporting children with disabilities within the education system. (05 marks)
- ii. Analyze the contribution of regular class teachers in rehabilitation, specially in classroom learning with real-life outcomes. (07 marks)
- iii. Evaluate the collaboration among teachers, parents, and external agencies to enhance to effectiveness of rehabilitation programs for children with disabilities. (08 marks)
14. i. Explain the **three (03)** main functions of the state, in relation to Human Rights of individuals with disabilities. (05 marks)
- ii. Analyze the key principles underlying the National Policy of Sri Lanka on Disability (2003) in promoting inclusion and equal opportunities. (07 marks)
- iii. Evaluate the challenges and strengths in implementing disability-related policies and Human Rights frameworks within the Sri Lankan context. (08 marks)

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