



JARAMOGI ODINGA OGINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY

SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES

**UNIVERSITY EXAMINATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION
(SNE/ARTS/SCIENCE/ECDE/AGED)**

YEAR 1, SEMESTER 1, 2022/2023 ACADEMIC YEAR

MAIN CAMPUS, REGULAR:

COURSE CODE: ESB 3101

COURSE TITLE: INTRODUCTION TO SPECIAL NEEDS EDUCATION

DATE : 19/12/2022

VENUE:

TIME: 2 HOURS

EXAM SESSION: 15.00-17.00PM

Instructions:

- 1. Answer question ONE (COMPULSORY) and ANY other TWO questions.**
- 2. Candidates are advised not to write on the question paper.**
- 3. Candidate must hand in their answer booklets to the invigilator while in the examination room.**

QUESTION ONE:

(a) Define the following terms:

- i. Special Needs Education (2 marks).
- ii. Inclusion (2 marks).
- iii. Handicap. (2 marks).

(b) Differentiate between disability and impairment (4 marks).

(c) Using two example, Briefly explain why learners who are gifted and talented are considered to have special needs but not a disability. (4 marks).

(d) State any three areas of difference between formal and informal education. (6 marks).

(e) With specific examples, explain the difference between behavior and emotions (4 marks).

(f) Assess two instances where the government is encouraging economic development through non-formal education to the people with disabilities. (4marks).

(g) State any two intervention strategies for a learner with epilepsy in a classroom situation. (2marks).

QUESTION TWO:

(a) Cite two categories of children with cognitive differences. (2 marks)

(b) Describe any two behavioral difficulties that children who are EBD exhibit in a classroom. (12 marks).

(c) Explain any three intervention strategies a teacher engages in to support a learner who is infected and affected by HIV/AIDS in a classroom. (6marks).

QUESTION THREE:

(a) Assess the THREE approaches used to classify hearing impairment. Give the types of “hearing - impairment” under each classification. (15 marks).

(b) State any FIVE characteristics of learners who are hydrocephalic in a classroom. (5 marks).

OR

QUESTION THREE:

(a) Describe the categories of visual impairment. (4 marks).

(b) State any FIVE indicators of visual impairment in a classroom. (10 marks).

(c) State THREE intervention measures to be understood by the teacher in facilitating learning in a classroom for children with V I. (6marks).

QUESTION FOUR:

(a) There are two main categories of children with physical impairment, name them. (2 marks).

(b) With specific example, describe the three main types of speech disorders among children. (15 marks).

(c) State any three language disorders at morphological stage of language development. (3 marks).

QUESTION FIVE:

(a) Epilepsy and brittle bone disease are examples of disabilities. State the major category of special needs under which they fall. (2 marks).

(b) Account for the indicators for each of them among children in a class:

i) Indicators of hydrocephalus. (4 marks).

ii) Indicators of brittle bone disease. (4 marks).

(c) Assess why inclusion of children with special needs is still a problem in Kenya. (10 marks).