



JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY

SCHOOL OF EDUCATION

UNIVERSITY EXAMINATION FOR THE DEGREE OF BACHELOR OF EDUCATION

ARTS/SCIENCE WITH IT

3RD YEAR 2ND SEMESTER 2016/2017 ACADEMIC YEAR

MAIN CAMPUS REGULAR

COURSE CODE: ESE 309

COURSE TITLE: ALTERNATIVE COMMUNICATION SKILLS AND BARRIER FREE ENVIRONMENT FOR THE PHYSICALLY HANDICAPPED

EXAM VENUE:

STREAM: (BED SNE)

DATE:

EXAM SESSION:

TIME: 2 HOURS

Instructions:

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

Q1.a) QA.) The teacher signs words, students write them down. (7marks)

a) Man

b) Boy

c) Baby

d) Mother

e) Grandfather

f) Boy

g) Book

b) Using examples compare and contrast between Aided and Unaided device in alternative communication. (8marks)

c). In your own view as a teacher what would you consider to be salient when designing an IEP for a child with severe communication difficulties in your class? (10marks)

d) Give any **FIVE** any AAC intervention goals that may enable augmented communicator to develop communication skills that are culturally and linguistically appropriate for their abilities. (5marks)

Q2. Identify and explain why any five specific groups of children are users of Augmentative and alternative communication. (20marks)

Q3. Discuss how you can use computer to enhance communication among children with physical disabilities in and outside the classroom. (20marks)

Q4. a) Discuss how symbols can be organized to facilitate communication among students with physical disabilities. (10marks)

b) Explain any five ways you can advice parents and teachers on how to model the use of AAC for a child with severe physical disabilities (10marks)

Q5.a). Explain any four types of communication interaction that are used to achieve primary goal of augmentative and alternative communication in a school setting. (10marks)

b). Discuss how symbols can be organized to facilitate communication among students with severe physical disabilities in your class. (10marks)