

Autumn Semester Examination 2017
Paro College of Education
Royal University of Bhutan

Module: EDN414 (Teaching Children with Special Needs) **B.Ed. (P)** **Level:** IV

Writing Time: 3 hours

Full mark: 100

Do not write during the first 15 minutes; use this time for reading the questions. You will be given three hours to answer the questions. Read the directions carefully before answering the questions.

SECTION A

10 Questions - 20 marks

Answer ALL Questions

Direction: Each question in this section is followed by four possible choices of answers. Choose the most correct answer and write it down in the answer sheets provided.

Question 1

- a. Students with _____ usually experience significant problem in reading and comprehension.
 - A. physical disability
 - B. learning difficulties
 - C. intellectual disability
 - D. sensory disabilities

- b. Push-in is a program in which
 - A. student with special need is taken out from mainstream class to resource program.
 - B. student with special need is taken from resource room and put in mainstream class.
 - C. student with special need spends less than 50% of the time in the mainstream class.
 - D. teacher goes to the mainstream class where a student with special need is placed.

- c. "Persons with disability want to be regarded as people first." Which of the following principles underlying inclusion relates to this statement?
 - A. All children can learn.
 - B. Age-appropriateness.
 - C. Social justice and human rights.
 - D. The 'least restrictive environment'.

- d. Which of the following is a preferable use of language to address a person with physical disability?
- A. The disabled
 - B. He is crippled
 - C. The handicapped
 - D. He uses a wheelchair
- e. Representation, Engagement, and Expression are the three essential qualities of
- A. differentiation.
 - B. response to intervention.
 - C. universal design for learning.
 - D. understanding by design.
- f. Any significant changes made to accommodate a child with disability is referred as
- A. adaptation.
 - B. adjustment.
 - C. modification.
 - D. accommodation.
- g. The three very important dimensions for inclusive education are
- A. action, reflection, and planning.
 - B. inclusive culture, inclusive policy, and inclusive practice.
 - C. valuing diversity and dignity, avoiding discrimination, and setting high expectations.
 - D. accessible environment, individual learning plans, and infusing inclusive values.
- h. Tiered lessons should be
- A. different work, equally interesting, engaging and not simply more or less work.
 - B. same work with different concepts, skills, and standards.
 - C. limited to three tiers.
 - D. taught in a special needs class only.
- i. Today, the educational ideal is to have most students with special needs _____
- A. placed in regular classrooms for the entire day and receive help from a special education resource teacher as needed.
 - B. attend regular classes for most of the day and be pulled out to a resource room for special instruction for a minority of class work.
 - C. spend most of the school day in special education classes and possibly attend regular classes in certain subjects.
 - D. be placed in special schools to meet their specific needs.

- j. Which of the following point is consistent with the social model of disability?
- A. Society must focus on what is wrong with the person and how they can adapt.
 - B. Impairments or differences should be fixed or changed by medical or other treatments.
 - C. It is impossible to cater for all requirements and disadvantage is inevitable.
 - D. Disability is caused by the way society is organized and not by a person's impairment.

SECTION B

TEN Questions-80 Marks

Answer Only EIGHT Questions

Direction: There are **TEN** questions, choose any **EIGHT** and write their answers as directed in the answer sheets provided. The intended marks for each question is given in the brackets.

Question 2. (5+5)

Discuss the essential differences between social model and medical model. Explain how adopting or inclining towards either social or medical model can influence one's conceptualization and practice of inclusion.

Question 3. (5+5)

From your experience of being a student and also being a practicing teacher, discuss five practices that act against an inclusive school environment. What are some changes that you would propose to make those practices more inclusive?

Question 4. (5+5)

In your opinion, how will the "Standards For Inclusive Education" adopted by Ministry of Education support schools in Bhutan to become more inclusive for all children. Explain citing five indicators from the document.

Question 5. (5X2)

All students with special needs should be educated in general education classroom. Do you agree or disagree with this statement? Justify your viewpoint by stating at least five reasons.

Question 6. (10)

Develop an Individualized Education Programme (IEP) with all the essential component to support a child with specific disability for inclusion.

Question 7 (10)

Assume that you are going to teach vowels in grade 3. Differentiate the instruction in three ways so that all the children who are above grade level, average and below grade level will be engaged in active learning.

Question 8

(2+4+4)

Read the following case and answer questions a, b and c.

Sonam is a grade 5 student. Lately he has been skipping school and showing less interest in studies and other activities. He remains withdrawn in a corner and gets annoyed with small things. His friends informed his class teacher that he had been involved in a fight with a friend. The school counselor met with Sonam and found out that he had nightmares and trouble sleeping and was once badly bullied in his previous school. Sonam also appears to be depressed.

- a) What condition do you suspect Sonam is undergoing?
- b) What might have triggered the condition in him? Explain.
- c) Distinguish between his externalizing and internalizing behavior.

Question 9

(4+6)

- a) What are the possible challenges associated with Gifted and Talented student?
- b) List down three main characteristics of ADHD with an example each.

Question 10

(3+7)

- a) Why do you think your role as a teacher is crucial in pre-referral activities in IEP process? Mention some of the interventions you would use if you suspect a child with dyslexia.

Question 11

(5+5)

- 1. Explain three levels of instructional tiers in RTI (Response to Intervention).
- 2. List and explain 3 key components of UDL (Universal Design for Learning).