



**UNIVERSITY EXAMINATIONS 2013/2014 ACADEMIC YEAR**

**INSTITUTIONAL BASED PROGRAMMES**

**4<sup>TH</sup> YEAR EXAMINATION FOR THE DEGREE OF BACHELOR OF  
EDUCATION IN EARLY CHILDHOOD EDUCATION**

**COURSE CODE/TITLE: ECE 412: MAINSTREAMING OF CHILDREN  
WITH SPECIAL NEEDS.**

**END OF SEMESTER: I**

**DURATION: 3 HOURS**

**DAY/TIME: THURSDAY: 8.00 TO 11.00 A.M. DATE: 5/12/2013(NL5)**

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**INSTRUCTIONS**

Answer question **ONE** and any other **THREE. (70 MARKS)**

**Question One**

- a) Explain views asserted by those who support mainstreaming and inclusion (4 marks)
- b) Differentiate inclusion from mainstreaming of learners with Special needs. (4 marks)
- c) Explain two benefits which learners with moderate intellectual difficulties may get from mainstreaming. (4 marks)
- d) Outline the role of a resource room in a mainstream class. (5 marks)
- e) Describe any four support equipment which form part of daily life for learners with Special needs in mainstreaming settings. (8 marks)

### **Question Two**

Examine the challenges Ministry of Education Science and Technology is facing in mainstreaming learners with Special needs in Kenya. (15 marks)

### **Question Three**

Describe the advantages of mainstreaming learners with special education needs in regular class setting. (15 marks)

### **Question Four**

- a) Describe the history of mainstreaming in the developed world especially the United States of America (8 marks)
- b) Explain how the development of mainstreaming in the US has affected education of exceptional learners in Kenya. (7 marks)

### **Question Five**

The most appropriate education system for learners with Special needs in Kenya is inclusive Education. Discuss. (15 marks)