

**MAASAI MARA UNIVERSITY**

**REGULAR UNIVERSITY EXAMINATIONS**

**2015/2016 ACADEMIC YEAR**

**FIRST YEAR FIRST SEMESTER**

**SCHOOL OF SCHOOL OF EDUCATION**

**FOR**

**THE DEGREE OF BACHELOR OF EDUCATION IN SPECIAL NEEDS**

**COURSE CODE : SNE 102**

**COURSE TITLE : EVOLUTION OF SPECIAL NEEDS**

 **EDUCATION**

**DATE: 3RD MAY, 2016 TIME: 8.30 – 10.30 AM**

**INSTRUCTIONS**

Answer ALL questions in section A and Any other three questions in section B.

**Section A (25 marks)**

1. (a) Define the following terms as used in special education **(4 marks**)

Institutionalization

Normalization

Integration

Inclusion

(b) State five factors that led to deinstitutionalization for persons with disabilities **(5mks)**

(c) Highlight four individuals who started teaching children with special needs at family level in 18th century **(4 marks)**

(d) Identify five forms of segregation within your society which have persisted to this date **(5marks)**

(e) List three forms of integration **(3marks)**

(f) Highlight four objectives of Ominde Report of 1964 **(4 marks)**

**Section B (45 marks)**

1. (a) Explain five benefits of inclusive education **(5 marks)**

(b) Explain five functions of Education Assessment Resources Services in Kenya **(10 marks)**

1. (a) State five considerations made by The Kenya National Examination Council to learners with special needs during examination **(5marks)**

(b) Discuss five functions of Kenya Institute of Special Education

 **(10 marks)**

1. (a) Describe five organizations of and for persons with disabilities in Kenya **(5marks)**

(b) Explain the implications of the recommendations of Mackay Report commission of 1981 on special needs education **(10 marks)**

1. (a)Discuss five rights of persons with disabilities enshrined in the new constitution of Kenya 2010 **(5 marks)**

(b) Explain four objectives of Salamanca Conference of 1994

 **(10 marks)**

**……………END……….**



**MAASAI MARA UNIVERSITY**

**(TOWN CAMPUS)**

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**2015/2016 ACADEMIC YEAR**

**FIRST YEAR FIRST SEMESTER**

**SCHOOL OF SCHOOL OF EDUCATION**

**FOR**

**THE DEGREE OF BACHELOR OF EDUCATION IN SPECIAL NEEDS**

**COURSE CODE : SNE 105**

**COURSE TITLE : INTRODUCTION TO GUIDANCE AND**

 **COUNSELING FOR CHILDREN WITH SPECIAL**

 **NEEDS**

**DATE: 12TH MAY 2016 TIME: 11.00AM – 1.00PM**

**INSTRUCTIONS**

Answer ALL questions in section A and Any other three questions in section B.

*This paper consists of 2 printed pages. Please turn over.*

**Section A (25 marks)**

1. (a) Explain the meaning of the following terms **(5 mks)**
2. Guidance
3. Counselling
4. Empathy
5. Identity crisis
6. Transference

(b) Describe principles of guidance and counseling **(3mks)**

(c ) Highlight five conditions under which a counselor may refer a client during counseling **(5mks)**

(d) State approaches used in treating drug addiction **(5 mks)**

(e) List ways used by a counselor to help adolescent **(4 mks)**

(f) Identify parenting family styles which exist **(4 mks)**

**Section B (45 marks)**

1. (a) State five skills used in guidance and counseling **(5mks)**

(b) Explain four theories used in counseling children with special needs         and the disabled **(10 mks)**

1. (a) Describe five stages of adjustment of the family to the birth of child with cerebral palsy **(5 mks)**

(b) Design a counseling process you will follow to counsel a parent of a cerebral palsy child **(10mks)**

1. (a) Identify four legal issues that a counselor must adhere to **(4 mks)**

(b) Explain six problems that adolescent and youth face **(11 mks)**

1. (a) State any four types of counseling situations **(4mks)**

(b) Assume you have been appointed as guidance and counseling teacher in your school, explain how you will develop a good guidance and counseling programme **(10mks)**

**……….END………….**