

**MAASAI MARA UNIVERSITY**

**(MAIN CAMPUS)**

**REGULAR UNIVERSITY EXAMINATIONS**

**2015/2016 ACADEMIC YEAR**

**FOURTH YEAR SECOND SEMESTER EXAMINATION**

**SCHOOL OF SCHOOL OF EDUCATION**

**FOR**

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

**COURSE CODE : SNE 411**

**COURSE TITLE : ORIENTATION AND MOBILITY**

**DATE: 11TH MAY, 2016 TIME: 8.30 – 10.30AM**

**INSTRUCTIONS**

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

**SECTION A (25 MARKS)**

1. (a) Explain the following concepts as used in orientation and mobility
2. Orientation
3. Mobility **(4mks)**
4. State three activities that involve movements **(3mks)**
5. Explain two features of orientation in skills **(4mks)**
6. Explain the importance of tactual sense in orientation and mobility **(3mks)**
7. Highlight four steps we can use to teach a blind person to seat on a chair. **(4mks)**
8. State four characteristics of a good white cane **(2mks)**

**SECTION B – (45 MARKS)**

1. Discuss the activities you can use to train the sense of hearing to a blind person **(15 marks)**
2. Describe how you can give direction to children with visual problems

 **(15 marks)**

1. Discuss four special techniques used by sighted guide to train blind learners for specific areas. **(15 marks)**
2. (a) Describe five techniques used in training the blind learners on the proper use of the cane **(5 marks)**

(b) If a blind child has been admitted to your school, what locations of the school and surrounding do you think you need to orient this child

 **(10 marks)**

**//END//**



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**2015/2016 ACADEMIC YEAR**

**FOURTH YEAR SECOND SEMESTER EXAMINATION**

**SCHOOL OF SCHOOL OF EDUCATION**

**FOR**

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

**COURSE CODE : SNE 412**

**COURSE TITLE : ADVANCE ENGLISH, MATHS AND KISWAHILI BRAILE**

 **(USE OF BRAILE)**

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

**INSTRUCTIONS**

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

**SECTION A (25 MARKS)**

1. (a) Write the following words in Braille
2. Scones
3. Meantime
4. Good
5. Through
6. Parting **(5 marks)**

(b) Which words are represented by the following sings

1. dot 5 & p
2. dot 4 5 & u
3. dot 4 5 6 & m
4. dot 5 6 & s
5. dot 46 & E
6. Identify five composition signs used in Braille **(5 marks)**
7. Write in Braille the following mathematical problems
8. 120 + 365 =
9. 3(y + p) =
10. 30m x 2m = 60m2
11. 1/3 + 2/3 = 2
12. 9.5 – 6.5 =3 **(5 marks)**
13. Andika sentensi zifuatazo kwa brani ukitumia nikato uliyojifunza.
14. Ngamia mgeni amechinjwa
15. Mahali pachafu hapafai
16. Jitu refu litazuka
17. Hewa mbaya inadhuru.
18. Sabuni hii ina povu kuliko hiyo **(10 marks)**

**SECTION B (45 MARKS)**

1. Transcribe the following passage into print. (passage on separate sheet). **(15 marks)**
2. Andika sentensi zifuatayo kwa braili
3. Panya huishi kwa shimo
4. Kitabu hiki ni cha Juma
5. Godoro la Sufi
6. Cheti chake kimepotea
7. Walisoma mpaka usiku wa manane
8. Barabara ya lami
9. Maria alienda sokoni
10. Rahabu alimtembelea nyanya yake
11. Mtoto amecheza sana
12. Usipokuja mapema nitakuacha **(15 marks)**

1. Write the following mathematical problems into print. (work on a separate sheet) **(15 marks)**
2. Write the following sentences into Braille
3. I hate that character
4. There is too much work in this school
5. She is too young to go to school
6. There are more books under the chair
7. The child has such a weird character
8. Their word was final
9. I have one name
10. What are you doing here?
11. My mother goes to work everyday
12. Perhaps she will come today. **(15 marks)**



**MAASAI MARA UNIVERSITY**

**(MAIN CAMPUS)**

**REGULAR UNIVERSITY EXAMINATIONS**

**2015/2016 ACADEMIC YEAR**

**THIRD YEAR FIRST SEMESTER EXAMINATION**

**SCHOOL OF SCHOOL OF EDUCATION**

**FOR**

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

**COURSE CODE : SNE 301**

**COURSE TITLE : ALTERNATIVE COMMUNICATION METHODS FOR**

 **LEARNERS WITH SPECIAL NEEDS**

**DATE: 9TH MAY 2016 TIME: 2.30 – 4.30PM**

**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 augmentative and alternative communication
2. None verbal communication
3. Dementia **(4 marks)**

(b) Explain the advantages and disadvantages of oral communication

 **(4 marks)**

(c ) Explain the meaning of the term culture and communication

**(3 marks)**

(d) Analyse four reasons why people using tangible symbols require the use of high demands on the learners cognitive abilities, memory and visual perception **(4 marks)**

(e) Describe ‘body posture” and ‘gestures as it relates to communication. **(5 marks)**

(f) Distinguish between unaided and aided AAC. **(5 marks)**

**SECTION B (45 MARKS)**

1. Discuss the considerations of assessment team and the impact on Augmentative and alternative communications users **(15 marks)**
2. (a) Explain four types of tangible symbols. **(4 marks)**

(b) Discuss the AAC intervention done to learners who are Autism

 **(11 marks)**

1. Discuss the Historical perspective of Augmentative alternative communication **(15 marks)**
2. (a) Explain five characteristics of nonverbal communication (5 marks)

(b) Describe five causes of severe communication impairment

 **(10 marks)**

**……..END…….**



**MAASAI MARA UNIVERSITY**

**REGULAR UNIVERSITY EXAMINATIONS**

**2015/2016 ACADEMIC YEAR**

**FIRST YEARSECOND SEMESTER**

**SCHOOL OF SCHOOL OF EDUCATION**

**MASTER OF EDUCATION**

**(SPECIAL NEEDS EDUCATION)**

**(SCHOOL-BASED)**

**COURSE CODE : SNE 842**

**COURSE TITLE : POLICY FORMULATION IN SPECIAL NEEDS**

 **EDUCATION**

**DATE: 29TH APRIL, 2016 TIME: 9.00AM – 12.00PM**

**INSTRUCTIONS**

Answer Any three questions.

1. (a) Explain four Acts of parliament related to education in Kenya.

 **(12 marks)**

(b) Describe four recommendations of the Koech report on SNE Education **(8marks)**

1. (a) Explain the role of the minister for Education in relation to policy formulation in SNE **(10 marks)**

(b) Discuss the suggestions of the Gachathi Report on Educational objectives and policies of SNE **(10 marks)**

1. (a) Describe the functions of a District Education Board in the development of Special Needs Education **(10 marks)**

(b) Discuss the professional services offered in special needs education programmes **(10 marks)**

1. Discuss the strategies the government will use to implement policies in SNE in Education **(20 marks)**
2. Discuss the status of special service to students with disabilities in Kenya **(20 marks)**

**…..END….**