



Maasai Mara University

**REGULAR UNIVERSITY EXAMINATION 2018
FOURTH YEAR SECOND SEMESTER**

**SCHOOL OF EDUCATION
DEGREE OF BACHELOR OF EDUCATION SPECIAL NEEDS
(REGULAR)**

COURSE CODE : SNE 422

COURSE TITLE : AUDIOLOGY AND ELECTROACOUSTICS

Date: April 2018

Time:

INSTRUCTIONS

Answer **ALL** questions in **Section A** and **ANY TWO** in **section B**

Section A 30 Marks – Answer All Questions

1. (a) Explain the terms;
 - (i) Speech **(2marks)**
 - (ii) rehabilitative audiology **(2marks)**
 - (iii) diagnostic audiology **(2 marks)**
- (b) State the FOUR response behaviours that may guide assessment of infants **(4 marks)**
- (c) Distinguish between simple sounds and complex sounds **(4 marks)**
- (d) Using illustrations explain how compression and rare faction are produced by a vibrating object **(4 marks)**
- (e) Distinguish between conductive hearing loss and sensorineural hearing loss **(4 marks)**
- (f) State any FIVE characteristics of persons with profound hearing impairment **(5 marks)**
- (g) State any THREE factors that affect speech reception and production **(3 marks)**

Section B- Answer Any TWO Questions

2. Discuss the responsibilities of the following audiologists
 - (i) Educational audiologists
 - (ii) Paediatric audiologists
 - (iii) Clinical audiologists
 - (iv) Geriatric audiologists **(20 marks)**
3. Explain how sound is transmitted from the outer ear until it is interpreted as sound in the Brain **(20 marks)**
4. Using illustrations explain the FIVE properties of sound **(20 marks)**
5. Explain the following screening tests of hearing
 - (i) Distraction tests
 - (ii) Cooperative tests
 - (iii) Performance tests
 - (iv) Diagnostic tests **(20 marks)**

END//



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FOURTH YEAR SECOND SEMESTER**

**SCHOOL OF EDUCATION
DEGREE OF BACHELOR OF EDUCATION SPECIAL NEEDS
(REGULAR)**

COURSE CODE : SNE 420
**COURSE TITLE : CURRICULUM DEVELOPMENT FOR
LEARNERS WITH HEARING IMPAIRMENT**

Date: April 2018

Time:

INSTRUCTIONS

Answer **ALL** questions in **Section A** and **ANY TWO** in **section B**

SECTION A- 30 Marks Answer All Questions in this Section

1. (a) Explain the terms
 - (i) Inclusion (2 marks)
 - (ii) Integration (2marks)
 - (iii) Inclusive education (2 marks)
- (b) State the four purposes of pre-school education for learners with hearing impairments (4 marks)
- (c) Identify any two differences between the curricular of hearing learners and learners with hearing impairment (4 marks)
- (d) Highlight any four objectives of an individualized educational programme (4 marks)
- (e) Explain any four guiding principles of teaching mathematics to learners with hearing impairments (4 marks)
- (f) Explain any four functions of Kenya Institute of Curriculum Development (4 marks)
- (g) Explain four reasons why pre-school children with hearing impairment are taught language (4 marks)

Section B- Answer Any TWO Questions in this Section

2. Describe the five steps followed in curriculum adaptation to individualized educational programme for learners with hearing impairment (20 marks)
3. Explain the seven rights that the Public Law 94-142 guarantees to handicapped children and their parents (20 marks)
4. Discuss five factors to be considered when planning curriculum for learners with hearing impairment (20 marks)

END//



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**REGULAR UNIVERSITY EXAMINATION 2018
FOURTH YEAR SECOND SEMESTER**

**SCHOOL OF EDUCATION
DEGREE OF BACHELOR OF EDUCATION SPECIAL NEEDS
(REGULAR)**

COURSE CODE : SNE 423

COURSE TITLE : SIGN LANGUAGE

Date: April 2018

Time:

INSTRUCTIONS

Answer **ALL** questions in **Section A** and **ANY TWO** in **section B**

SECTION A 30 Marks Answer ALL Questions

(1) Interpret the following signs as signed by examiner

- i. Encourage
- ii. Remember
- iii. Impossible
- iv. Computer
- v. Technology
- vi. Expert
- vii. Programme
- viii. Shopkeeper
- ix. Recommend
- x. Dream

(5 marks)

(2) Interpret the following as finger spelled by examiner

- i. Trustworthy
- ii. Generosity
- iii. Responsible
- iv. Continue
- v. Celebrate
- vi. Compete
- vii. Decision
- viii. Audience
- ix. Recreation
- x. Champion

(5 marks)

(3) Write the following KSL sentences as signed by examiner

- (i) ME STAND HERE AFRAID NOTHING//
- (ii) STRONG SAME ELEPHANT TO SUPPORT M-O-T-I-O-N//
- (iii) BOY GIRL BOY BETTER //
- (iv) BOY ALWAYS AFRAID NOTHING//
- (v) WORK HARD BOY DO//
- (vi) IN SCHOOL BOY WORK HARD ALWAYS//
- (vii) FRIEND/COME US JOIN//
- (viii) BOY BETTER TRUE //**

(10 marks)

(4) Write the following SE sentences in KSL.

- (i) Se: Why is the bus late . it broke down on the way.
KLS: _____

- (ii) SE: If it rains in the afternoon the boy will not play foot ball
KLS: _____
- (iii) SE: The teacher rides bicycle everyday.
KLS: _____
- (iv) SE: Onyango has dug the garden
KLS: _____
- (v) SE: The visitors have come
KLS: _____
- (vi) SE: Juma has gone to Mombasa
KLS: _____
- (vii) SE: Kamau will fly to Mombasa in the future.
KLS: _____
- (viii) SE: The visitors will come tomorrow
KLS: _____
- (ix) SE: Your house is big and beautiful
KLS: _____
- (x) SE: I have a book and a pen
KLS: _____

(10marks)

Section B- Answer

- (5) (a) Explain how worth sign language is important to a teacher trainee of hearing impaired children **(15 marks)**
- (b) Discuss the importance of a signs language interpreter to make signs within the signing space **(5 marks)**
- (6) (a) Explain the term “deaf culture” **(3 marks)**
- (b) Explain how one becomes a member of a deaf community **(5 marks)**
- (c) Discuss how it is important for a sign language interpreter to have a good understanding of deaf culture **(12 marks)**

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Maasai Mara University

**REGULAR UNIVERSITY EXAMINATION 2018
THIRD YEAR FIRST SEMESTER**

**SCHOOL OF EDUCATION
DEGREE OF BACHELOR OF EDUCATION SPECIAL NEEDS
(REGULAR)**

COURSE CODE : SNE 301
**COURSE TITLE : AUGMENTATIVE AND ALTERNATIVE
COMMUNICATION**

Date: April 2018

Time:

INSTRUCTIONS

Answer **ALL** questions in **Section A** and **ANY TWO** in **section B**

Section A: Answer ALL questions in this section

1. (a) Explain the following terms
 - (i) Verbal communication (2marks)
 - (ii) Non verbal communication (2marks)
- (b) Explain how alternative communication methods help people who cannot speak (4marks)
- (c) Highlight four benefits of lip-reading (speech reading) in the teaching learners with hearing impaired (4 marks)
- (d) Distinguish between bone conduction spectacles and Air conduction spectacles (4 marks)
- (e) Explain video magnifiers project, its advantage and disadvantage to learners with low vision (5 marks)
- (f) State four types of AAC (4 marks)
- (g) Distinguish between low-tech and high-tech communication aids (5 marks)

Section B: Answer TWO questions in this section

2. (a) Discuss any five barriers that may retard communication (15 marks)
- (b) Explain three benefit of AAC (5 marks)
3. Trace the Historical development of communication alternative for the hearing impaired in the world. (20 marks)
4. Explain the following as a sub-category of body language
 - i. Haptics

- ii. Kinesics
- iii. Chronemics
- iv. Proxemics
- v. Oculesics

(20 marks)

5. Discuss the following five groups of AAC users

- i. Dementia
- ii. Multiple sclerosis
- iii. Cerebral palsy
- iv. Autism
- v. Developmental verbal dyspraxia

(20 marks)

END//



Maasai Mara University

**REGULAR UNIVERSITY EXAMINATION 2018
SECOND YEAR SECOND SEMESTER**

**SCHOOL OF EDUCATION
DEGREE OF BACHELOR OF EDUCATION SPECIAL NEEDS
(REGULAR)**

COURSE CODE : SNE 2212

COURSE TITLE : INTRODUCTION TO INCLUSIVE EDUCATION

Date: April 2018

Time:

INSTRUCTIONS

Answer **ALL** questions in **Section A** and **ANY TWO** in **section B**

Section A- 30 marks: Answer ALL questions in this section

1. (a) Explain the following terms as used in inclusive education
 - i. Differentiated curriculum (2 marks)
 - ii. Inclusive (2 marks)
 - iii. Integration (2 marks)
- (b) Highlight any four benefits of inclusive education (4 marks)
- (c) State any six recommendation of the Salamanca statement on inclusive education 1994 (6 marks)
- (d) State any Five factors that were suggested to be the reason for lack of notable achievement of the EFA goals in African countries (5 marks)
- (e) Highlight four educational commissions that have been set up since independence (4 marks)
- (f) Identify five reasons why a teacher trainee should learn this unit of inclusive education (5 marks)

Section B- 40 marks: Answer any TWO questions in this section

2. Explain the four various forms of educational provisions for learners with special needs and how they have evolved over the years (20 marks)
3. (a) Describe the five objectives of inclusive education (10 marks)
(b) Explain five principles of inclusive education (10 marks)
4. Describe the barriers to inclusive education and how they can be overcome (20 marks)
5. Discuss five components of inclusive education (20 marks)

END//



Maasai Mara University

**REGULAR UNIVERSITY EXAMINATION 2018
FIRST YEAR SECOND SEMESTER**

**SCHOOL OF EDUCATION
DEGREE OF BACHELOR OF EDUCATION SPECIAL NEEDS
(REGULAR)**

COURSE CODE : SNE 1207
**COURSE TITLE : INTRODUCTION TO LEARNING
DISABILITIES**

DATE: 23RD APRIL 2018

TIME: 1100 - 1300HRS

INSTRUCTIONS

Answer **ALL** questions in **Section A** and **ANY TWO** in **section B.**

Section A- 30 marks: Answer ALL questions in this section

1. (a) Explain the terms
 - i. Dyslexia (2 marks)
 - ii. Dyspraxia (2 marks)
 - iii. Dysgraphia (2 marks)
- (b) Distinguish between norm referenced assessment and criterion reference assessment (4 marks)
- (c) Highlight five suggestions that can be used in teaching learners with learning disabilities in the classroom (5 marks)
- (d) Explain learning disabilities as given by the national joint committee (4 marks)
- (e) State five current trends in the educational placement of students with L.D (5 marks)
- (f) Identify the variables that contribute to successful adjustment of adults with L.D (5 marks)

Section B- 40 marks: Answer any TWO questions in this section

2. Trace the historical development of the field of learning disabilities (20 marks)
3. Explain the four main etiologies of learning disabilities (20 marks)
4. Describe the five learning and behavioural characteristics common to individuals with learning disabilities (20 marks)
5. Explain the importance of this unit (learning disabilities) to teacher trainees (20 marks)

END//



MAASAI MARA UNIVERSITY

REGULAR UNIVERSITY EXAMINATIONS

2017/2018 ACADEMIC YEAR

FIRST YEAR FIRST SEMESTER EXAMINATION

SCHOOL OF SCHOOL OF EDUCATION

THE DEGREE OF BACHELOR OF EDUCATION IN SPECIAL NEEDS

(SCHOOL BASED)

COURSE CODE : SNE 100

**COURSE TITLE : INTRODUCTION TO LEARNERS WITH
SPECIAL NEEDS**

DATE: April 2018

Time:

INSTRUCTIONS

Answer ALL questions in section A and other two questions in section B.

SECTION A- 30 MARKS

1. (a) Explain the following terms
 - i. Impairment (2mks)
 - ii. Disability (2mks)
- (b) State four causes of specific learning difficulties (4mks)
- (c) Explain the learning and social characteristics of gifted and talented children (4mks)
- (d) Explain four causes of physical impairment (4mks)
- (e) State five indicators of child abuse and neglect (5mks)
- (f) Highlight four provisions that disability Act 2003 guarantees to persons with disabilities (4mks)
- (g) Examine any five factors that may make children live especially difficult circumstances (5mks)

Section B – Answer any TWO questions

2. Describe the causes, characteristics and educational intervention for learners with communication disorders (20mks)
3. Explain any five reactions of parents upon knowing that a child has been born with disability (20mks)
4. Explain the causes, characteristics and educational intervention for learners with hearing impairment. (20mks)
5. Describe the characteristics, causes and intervention measures for learners with visual impairment (20mks)

END//



MAASAI MARA UNIVERSITY

REGULAR UNIVERSITY EXAMINATIONS

2017/2018 ACADEMIC YEAR

FOURTH YEAR SECOND SEMESTER EXAMINATION

SCHOOL OF SCHOOL OF EDUCATION

THE DEGREE OF BACHELOR OF EDUCATION IN SPECIAL NEEDS

(SCHOOL BASED)

COURSE CODE : SNE 403

COURSE TITLE : HABILITATION AND REHABILITATION

DATE: April 2018

Time:

INSTRUCTIONS

Answer ALL questions in section A and other THREE questions in section B.

SECTION A- 25 MARKS

1. (a) State four functions of the chalkboard as a teaching and learning resources **(4marks)**
- (b) Explain three roles of a speech therapist in SNE **(3marks)**
- (c) Describe four causes of social barriers **(4marks)**
- (d) Identify four devices that may be used for teaching mathematics to learners who are visually impaired **(4marks)**
- (e) Highlight any three educational resources that may be used in enhancing pre-language skills for mentally retarded learners **(3 marks)**
- (f) Mention three enriched resources for learners who are gifted and talented **(3 marks)**
- (g) Identify the main academic areas where children with specific learning difficulties may experience problems **(4marks)**

Section B – Answer any THREE questions (45 marks)

2. Discuss the roles of the following human resources in the education of learners with special needs.
 - i. Braille transcriber
 - ii. Physiotherapist
 - iii. Occupational therapist **(15marks)**
3. Identify and discuss communication strategies that may be used with learners with hearing impairment **(15marks)**
4. Discuss ten techniques used in reinforcing the behaviours of an emotional, behavioural disorders in when using Educational resources **(15marks)**
5. Describe five mobility devices for learners with motor problem **(15marks)**

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