



**MAASAI MARA UNIVERSITY**  
**REGULAR UNIVERSITY EXAMINATION 2018/2019**  
**SECOND YEAR SECOND SEMESTER**  
**DEPARTMENT OF EDUCATION FOUNDATIONS AND**  
**PSYCHOLOGY**

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

**COURSE CODE: SNE 2212**

**COURSE TITLE: INTRODUCTION TO INCLUSIVE EDUCATION**

**DATE: 26/4/2019**

**TIME: 11:00**

---

**13:00 PM**

**INSTRUCTIONS:**

Answer **ALL** questions in **section A** and **ANY** other **THREE** questions in section **B**

## **SECTION A: COMPULSORY**

1. Explain the meaning of the following concepts:

- a) Inclusive education
- b) Inclusion
- c) Collaboration

**(6 marks)**

2. List four basic components of inclusion.

**(4 marks)**

**(4**

3. State three key observations arising from the Salamanca Conference of 1994.

**(3 marks)**

4. Explain three forms of integration carried out in Kenya **(6 marks)**

5. Explain two steps in planning successful inclusion of learners with disabilities.

**(4 marks)**

**(4**

6. State two objectives of special Needs Education relevant to inclusive education.

**(2 marks)**

**(2**

## **SECTION B: ANSWER ANY THREE QUESTIONS**

7. Discuss five curricular considerations that you would make for students with disabilities in an inclusive primary school.

**(15 marks)**

8. Teamwork is the answer to effective inclusive education. Describe ways in which each of the following maybe effected for inclusive education

- I. Parental involvement  
**(10 marks)**
- II. Community involvement  
**(5 marks)**

9. Discuss five school barriers to successful implementation of inclusive education in Kenya and offer a solution for each.  
**(15 marks)**

10. Discuss five critical dimensions of inclusive classrooms.  
**(15 marks)**

11. Develop an Individualized Education programme( IEP) for a learner with visual impairment to successfully fit in an inclusive setting  
**( 15 marks)**