



**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 2214**

**COURSE TITLE: INTRODUCTION TO LEARNERS WHO ARE DEAF  
BLIND**

**DATE:** 15/4/2019

**TIME:** 2:30 -

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4:30 PM

**INSTRUCTIONS:**

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

## **SECTION A: COMPULSORY**

1. a) Explain the meaning of the following concepts:
  - i) deaf blind
  - ii) visual acuity
  - iii) field of vision(3 marks)
2. Classify hearing loss according to the five levels of severity.  
(5 marks)
3. Describe the history of deaf blindness in Kenya.  
(4 marks)
4. Identify two organizations and the services they provide for children with deaf blindness in Kenya.  
(2 marks)
5. Explain two possible disadvantages of labeling and classifying children with special needs.  
(4 marks)
6. Explore two educational implications of deaf blindness.  
(4 marks)
7. Suggest preventive options for deaf blindness.  
(3 marks)

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

10. Discuss five disorders associated with the visual functioning of the eye.

**(15 marks)**

11. Discuss five congenital infections and their effects on deaf blindness.

**(15 marks)**

12. Describe characteristics of learners with deaf blindness and indicate how they can be managed in an inclusive setting.

**(15 marks)**

13. Discuss five adventitious conditions and their effect on deaf blindness.

**(15 marks)**