

UNIVERSITY OF SWAZILAND
FACUL UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT
FOR
INSTITUTE OF POST GRADUATE STUDIES

October, 2021

FINAL EXAMINATION PAPER
MASTER OF EDUCATION (M.Ed)

COURSE CODE : EFM628

TITLE OF PAPER : *SYSTEMS AND MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS*

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS : ANSWER QUESTION ONE (1) AND ANY OTHER TWO QUESTIONS OF YOUR CHOICE.

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION TO DO SO HAS BEEN GRANTED BY THE INVIGILATOR.

Question 1 (Compulsory case study)

Report on Peter Blakey

Peter is a pleasant grade 4 likeable little lad, despite the fact that it is almost impossible to keep him working for more than a few minutes at a time. He needs constant one-to-one supervision. Otherwise his mind seems to wander and eventually he begins interrupting the other children. I feel as though I have tried absolutely everything. I have shouted at him and tried kindness, but it doesn't seem to make much difference to his attitude.

As far as work is concerned Peter can only read six or seven words on the Burt Word Recognition Test. He can recognize his own name and is currently reading Ladybird 2A, although he doesn't always seem to understand what the book is about. In arithmetic it is much the same story! He is a long way behind the rest of the class, he can count reasonably well and do simple sums (on a good day and provided he can use counters), but again he doesn't seem to really understand the processes involved. In group and class language lessons Peter rarely contributes.

I have thought long about Peter in an attempt to get to the bottom of his problem by finding what is really the matter with him? I have wondered whether he has difficulty hearing because his speech is still very immature and he invariably fails to carry out any instructions that I give him. I just cannot decide whether he has difficulty hearing properly, doesn't understand what is said to him, or is simply lazy.

I have not met Peter's mother as she did not turn up to the parents' meeting last term. Miss Nolan told me that Peter has no father – apparently he died before Peter was three. I have wondered whether this may have affected his work in some way.

Peter's favourite activities in school are painting and PE, and he says that he likes watching TV at home. He loves to paint or crayon and he will sit doing this all day if I let him.

I hope that some special help can be provided for Peter as soon as possible. I feel very sorry for him, but I am afraid I just don't understand his difficulties and don't know how best to help him. I think that it is an urgent problem because his behaviour in class is getting steadily worse.

Mrs. P. Jones, Class teacher

Questions

- a. What kind of disability does Peter have? (2 marks)
- b. What factors that are outside the teacher's control that contributed to Peter's difficulties? (5marks)
- c. What factors that are within the teacher's control? (13marks)
- d. Design an IEP for Peter (20 marks)

(40 marks)

Question 2

Using suitable examples to support your argument critically discuss the importance of parents' involvement in an inclusive school.

Total (30 marks)

Question 3

As the headteacher in one primary school in Eswatini discuss ways in which you would manage an inclusive school

Total (30 marks)

Question 4

You are a teacher in special and inclusive education you have been asked to give a presentation on the importance of special schools, to communities and the education system in the implementation of inclusive education. Discuss the points that you will include in your presentation.

Total (30 marks)