



**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 2215**

**COURSE TITLE: INTRODUCTION TO CEREBRAL PALSY**

**DATE: 17/4/2019**

**TIME: 11:00 – 13:00 PM**

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**INSTRUCTIONS:**

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

## **SECTION A: COMPULSORY**

### **QUESTION ONE**

- a) Define the term Cerebral Palsy **(2 marks)**
- b) Explain the meaning of the term neuroanatomy **(2 marks)**
- c) Outline **two** ways in which a teacher may determine the severity of mixed Cerebral Palsy **(2 marks)**
- d) State **two** deficits that can arise from the damage of cerebellum **(2 marks)**
  
- e) Examine **four** types of Cerebral Palsy based on Topographic classification **(4 marks)**
- f) Identify **five** characteristics of Cerebral Palsy **(5 marks)**
- g) Identify **Five** clinical signs associated with Cerebral Palsy **(5 marks)**
- h) Explain **three** ways in which Trauma can cause Cerebral Palsy **(3 marks)**

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

### **QUESTION TWO**

Discuss five ways in which early assessment and intervention may benefit a child with cerebral Palsy. **(15 marks)**

### **QUESTION THREE**

Describe **five** learning adaptations a teacher may make to ensure effecting learning of learners with Cerebral Palsy **(15 marks)**

### **QUESTION FOUR**

Describe **five** hindrances of early intervention for learners with Cerebral Palsy in Kenya **(15 marks)**

### **QUESTION FIVE**

Discuss **five** ways in which a teacher may use Task Analysis to teach social skills to learners with autism. **(15 marks)**

### **QUESTION SIX**

Explain **five** implications of Cerebral Palsy on the learning processes of learners. **(15 marks)**