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

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)