



## FINAL EXAMINATION

### MARCH 2024

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<b>COURSE TITLE</b>	<b>INTERVENTION AND EMPOWERING CHILDREN WITH SPECIAL NEEDS</b>
<b>COURSE CODE</b>	<b>ECDV3113</b>
<b>DATE/DAY</b>	<b>23 JUNE 2024 / SUNDAY</b>
<b>TIME/DURATION</b>	<b>09:00 AM - 11:00 AM / 02 Hour(s) 00 Minute(s)</b>

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#### INSTRUCTIONS TO CANDIDATES:

1. Please read the instruction under each section carefully.
2. Candidates are reminded not to bring into examination hall/room any form of written materials or electronic gadget except for stationery that is permitted by the invigilator.
3. Students who are caught breaching the Examination Rules and Regulation will be charged with an academic dishonesty and if found guilty of the offence, the maximum penalty is expulsion from the University.

(This Question Paper consists of 4 Printed Pages including front page)

\*\*\*DO NOT OPEN THE QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO\*\*\*

This question paper consists of **THREE (3)** questions. Answer **ALL** questions in the answer booklet. **[50 MARKS]**

*Terdapat TIGA (3) soalan di dalam kertas peperiksaan ini. Sila jawab SEMUA soalan dalam buku jawapan yang disediakan.* **[50 MARKAH]**

**QUESTION 1**

**(20 Marks)**

The Zero Reject Policy ensures that all children in the country, including those with special needs and undocumented children, will have access to education. The Ministry of Education (MoE) emphasizes that special needs children have the right to receive education in line with their disability.

MoE introduced the Education Rules (Special Education) in 1997. The rules defined three special education programs that were implemented in Malaysian schools.

- a) Discuss in detail the **THREE (3)** special education programs in Malaysian schools. **(12 marks)**
- b) Briefly describe **FOUR (4)** categories of disabilities in the Malaysian Welfare Context. **(8 marks)**

**SOALAN 1**

**(20 Markah)**

*Dasar Penolakan Sifar memastikan semua kanak-kanak di negara ini, termasuk mereka yang berkeperluan khas dan kanak-kanak tanpa izin, akan mendapat akses kepada pendidikan. Kementerian Pendidikan Malaysia (KPM) menegaskan bahawa kanak-kanak berkeperluan khas berhak mendapat pendidikan selaras dengan kecacatan mereka.*

*KPM memperkenalkan Peraturan Pendidikan (Pendidikan Khas) pada tahun 1997. Peraturan tersebut mentakrifkan tiga program pendidikan khas yang dilaksanakan di sekolah-sekolah Malaysia.*

- a) Bincangkan secara terperinci **TIGA (3)** program pendidikan khas di sekolah Malaysia. **(12 markah)**
- b) Terangkan secara ringkas **EMPAT (4)** kategori kurang upaya dalam Konteks Kebajikan Malaysia. **(8 markah)**

**QUESTION 2**

**(15 Marks)**

Emily is a 7-year-old girl with cerebral palsy (CP), which affects her muscle tone, movement, and motor skills. She experiences difficulty in controlling her movements, particularly in her arms and legs. Despite her challenges, Emily is intellectually bright and eager to learn. Her parents are supportive and actively involved in her education.

- a) Explain the **disability** and **impairment** of Emily. (4 marks)
- b) There are five categories of children with special needs. Determine Emily's category with **TWO (2)** reasons. (5 marks)
- c) As a teacher, describe **THREE (3)** instructional strategies that can be taken to assist Emily's development. (6 marks)

**SOALAN 2**

**(15 Markah)**

Emily ialah seorang kanak-kanak perempuan berusia 7 tahun dengan cerebral palsy (CP), yang menjejaskan nada otot, pergerakan dan kemahiran motornya. Dia mengalami kesukaran untuk mengawal pergerakannya, terutamanya pada lengan dan kakinya. Walaupun menghadapi cabaran, Emily cerdas dari segi intelek dan bersemangat untuk belajar. Ibu bapanya menyokong dan terlibat secara aktif dalam pendidikannya.

- a) Terangkan **ketidakupayaan** dan **kecacatan** Emily. (4 markah)
- b) Terdapat lima kategori kanak-kanak berkeperluan khas. Tentukan kategori Emily dengan **DUA (2)** sebab. (5 markah)
- c) Sebagai seorang guru, huraikan **TIGA (3)** strategi pengajaran yang boleh diambil untuk membantu perkembangan Emily. (6 markah)

**QUESTION 3**

**(15 Marks)**

Early intervention is the process of providing services, education and support to young children who have developmental delays or disabilities.

- a) Explain **THREE (3)** importance of early intervention. (6 marks)
- b) Task analysis is a widely used instructional method in special education. **Describe** task analysis. (2 marks)
- c) Briefly elaborate **TWO (2)** criterias of creating a task analysis. (4 marks)
- d) List down the task analysis instructions for brushing teeth. (3 marks)

**SOALAN 3**

**(15 Markah)**

*Intervensi awal ialah proses menyediakan perkhidmatan, pendidikan dan sokongan kepada kanak-kanak kecil yang mengalami kelewatan perkembangan atau ketidakupayaan.*

- a) Terangkan **TIGA (3)** kepentingan intervensi awal. (6 markah)
- b) Analisis tugas merupakan kaedah pengajaran yang digunakan secara meluas dalam pendidikan khas. **Terangkan** analisis tugas. (2 markah)
- c) Huraikan secara ringkas **DUA (2)** kriteria untuk mencipta analisis tugas. (4 markah)
- d) Senaraikan arahan analisis tugas untuk memberus gigi. (3 markah)

**\*\*\* END OF QUESTION PAPER \*\*\***