

**FINAL EXAMINATION****BACHELOR OF EARLY CHILDHOOD EDUCATION (HONOURS)**

**COURSE : SPECIAL NEEDS IN EARLY
CHILDHOOD EDUCATION**

COURSE CODE : ECC3013

DURATION : 3 HOURS

INSTRUCTIONS TO CANDIDATES:

1. This question paper consists of **TWO (2)** parts : PART A (20 questions)
: PART B (4 questions)
2. Answer **ALL** questions from PART A and PART B
 - i. Answer PART A in the Objective Answer Sheet.
 - ii. Answer PART B in the Answer Booklet Provided.
3. Please check to make sure that this examination pack consists of:
 - i. The Question Paper
 - ii. An Answer Booklet
 - iii. An Objective Answer Sheet
4. Do not bring any material into the examination hall.
5. Please write your answer using permanent ink.

MYKAD/**PASSPORT NO :** _____**ID. NO. :** _____**LECTURER :** _____**SECTION :** _____

DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO

This question paper consists of 6 printed pages including the front page.

PART A: MULTIPLE CHOICE

Answer ALL Questions

1. One of the benefits of early intervention is_____.
 - A. reduced parent involvement
 - B. higher rates of grade repetition
 - C. increased reliance on special services later in life
 - D. improved social integration and learning outcomes

2. Which is an example of inclusive practice in a TASKA?
 - A. Avoiding curriculum modifications
 - B. Segregating children with disabilities
 - C. Teaching all children the same way regardless of ability
 - D. Using visual aids and multi-sensory activities for all learners

3. In a TADIKA setting, which strategy promotes inclusion?
 - A. Peer buddy systems
 - B. Focusing only on high-achieving students
 - C. Removing children with disabilities from group activities
 - D. Assigning all activities individually without peer interaction

4. Which of the following is a challenge in implementing inclusive practices?
 - A. Support from the government
 - B. Supportive community attitudes
 - C. Adequate access to assistive technology
 - D. Resource constraints and limited teacher training

5. Which early childhood disorder is characterized by difficulties in physical or motor development?
 - A. ADHD
 - B. Dyslexia
 - C. Cerebral Palsy
 - D. Autism Spectrum Disorder (ASD)

6. The Malaysian Education Act 1996 and the Persons with Disabilities Act 2008 ensure_____.
 - A. access to international schools
 - B. free toys for all children in TASKA
 - C. reduced taxes for parents of young children
 - D. rights to education for children with disabilities

7. The Persons with Disabilities Act 2008 aligns Malaysia with which international convention?
 - A. Salamanca Statement 1994
 - B. UNESCO Education for All Declaration
 - C. World Declaration on Education for All
 - D. UN Convention on the Rights of Persons with Disabilities (CRPD)
8. Which policy document outlines Malaysia's 12-year plan to improve access, quality, and inclusivity in education?
 - A. Malaysian Planning 12 (RMK-12)
 - B. Special Education Regulations 2013
 - C. National Early Childhood Care Policy
 - D. Malaysia Education Blueprint 2013–2025
9. Which of the following is **NOT** a legal right of children with special needs in Malaysia?
 - A. Right to accessibility
 - B. Equal access to education
 - C. Right to free tertiary education
 - D. Right to parental involvement in education decisions
10. Which government agency oversees the implementation of special education programs in schools?
 - A. Ministry of Health
 - B. Social Welfare Department (JKM)
 - C. Human Resources Development Fund (HRDF)
 - D. Department of Special Education (under MOE)
11. What is one of the main roles of the Social Welfare Department (JKM) in supporting children with special needs?
 - A. Conducting teacher training
 - B. Providing school curriculum guidelines
 - C. Developing Individualized Education Plans (IEPs)
 - D. Offering disability registration, financial aid, and rehabilitation services
12. Which is an example of a non-government organization contributing to special education in Malaysia?
 - A. Ministry of Education
 - B. Social Welfare Department
 - C. Department of Special Education
 - D. NASOM (National Autism Society of Malaysia)

13. What is a key benefit of collaboration between government and NGOs in special education?
- A. Reduced quality control
 - B. Elimination of community involvement
 - C. Increased competition between agencies
 - D. Shared resources and improved service coverage
14. Which of the following is a major challenge in implementing special education policies in Malaysia?
- A. Lack of specialised teachers
 - B. Excessive public awareness campaigns
 - C. Overfunding in special education programs
 - D. Availability of assistive technology in all schools
15. The Special Education Regulations 2013 focus on:
- A. National financial planning for education
 - B. Training all parents in special needs education
 - C. Building new special education schools in every district
 - D. Criteria for identification, placement, and services for children with special needs
16. Which of the following is **NOT** a key domain of early childhood development?
- A. Social
 - B. Financial
 - C. Cognitive
 - D. Emotional
17. Which of the following is an emotional milestone in early childhood?
- A. Building block towers
 - B. Learning the alphabet
 - C. Walking independently
 - D. Recognizing basic emotions
18. Why is early detection of atypical development important?
- A. To delay intervention
 - B. To compare children with their peers
 - C. To ensure children "catch up naturally"
 - D. To provide timely support and intervention

19. A 4-year-old child who cannot form simple sentences may show signs of_____.

- A. advanced cognitive skills
- B. typical language development
- C. atypical language development
- D. advanced emotional development

20. Which of the following is a warning sign by age 2?

- A. Not able to run
- B. Not knowing colours
- C. Not recognising letters
- D. Not speaking meaningful words

(TOTAL: 20 MARKS)

PART B: STRUCTURED

Answer ALL questions

QUESTION 1

- a. Explain the importance of early identification and intervention in special education for young children.
(5 Marks)
- b. Discuss the common developmental delays or disabilities that can be identified in early childhood and provide **TWO (2)** examples.
(6 Marks)
- c. Describe **THREE (3)** strategies or programs used in early childhood education to support children with special needs.
(9 Marks)

(Total: 20 marks)

QUESTION 2

- a. Define inclusive education in the context of early childhood special education.
(5 Marks)
- b. Explain **FOUR (4)** benefits of inclusive practices for both children with special needs and their typically developing peers.
(8 Marks)
- c. Discuss the challenges educators face when implementing inclusive practices in early childhood settings, and suggest **TWO (2)** ways to address these challenges.
(7 Marks)

(Total: 20 marks)

QUESTION 3

- a. Describe why recognizing developmental concerns early and providing timely intervention are crucial in special education for young children.
(6 Marks)
- b. Explain how effective communication and collaboration between educators and families can enhance the development of children with special needs.
(7 Marks)
- c. Provide **TWO (2)** examples of family-centered approaches that support the education of young children with special needs.
(7 Marks)

(Total: 20 marks)

QUESTION 4

- a. Identify **TWO (2)** key laws or policies related to special education in early childhood and explain their significance.
(8 Marks)
- b. Discuss the ethical responsibilities of educators when working with young children with special needs.
(7 Marks)
- c. Explain the concept of Individualized Education Programs (IEPs) and how they are applied in early childhood special education.
(5 Marks)

(Total: 20 marks)

(TOTAL: 80 MARKS)

(TOTAL: 100 MARKS)

END OF QUESTION PAPER

