



**KIBABII UNIVERSITY COLLEGE**

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*Knowledge for Development*

**UNIVERSITY REGULAR EXAMINATIONS**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**  
**2013/2014 ACADEMIC YEAR**  
**3<sup>RD</sup> YEAR 1<sup>ST</sup> SEMESTER EXAMINATION**  
**(SCHOOL BASED)**

**COURSE CODE: GAC 301**

**COURSE TITLE: COUNSELING EXCEPTIONAL PERSONS**

**DATE: 12<sup>th</sup> AUGUST, 2014**

**TIME: 9:00P.M.-12NOON**

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**Instructions: Answer FOUR questions only**

**1a) Define the terms**

- i) Adolescence (2 Marks)
- ii) Puberty (2 Marks)

**b) Discuss the development characteristics of the adolescents in the following areas**

- i) Physical (5 Marks)
- ii) Emotional (5 Marks)
- iii) Moral (3½ Marks)

2. a) State three characteristics of a mentally challenged student (6 Marks)

b) Discuss the main causes of mental challenges in students (6 Marks)

c) Identify the interventions that can be put in place to assist mentally challenged students (5½ Marks)

3. a) Distinguish between

- i) Impairment and disability (3 Marks)
- ii) Gifted and talented (3 Marks)

b) Compare the Psychosexual and Psychosocial Approaches regarding the adolescent (11½ Marks)

4. a) Explain five possible indicators of behavioral and emotional problems (10 Marks)

b) Identify four tasks of the teacher counselor with children who have behavioral –emotional problems (7½ Marks)

5. a) List and briefly describe six categories of exceptionality (12 Marks)

b) For each category of exceptionality, give possible intervention measures (5½ Marks)

6. a) Using specific examples, explain how a child's social environment can lead to maladjustment. (10 Marks)

b) Explain how as a teacher counselor you can help such students (7½ Marks)