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031306T4PSY

COUNSELLING PSYCHOLOGY LEVEL 6

PSY/OS/CO/CR/11/6

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Provide Special Needs and Disabilities Counselling

November/December 2025

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**TVET CURRICULUM DEVELOPMENT, ASSESSMENT AND CERTIFICATION COUNCIL
(TVET CDACC)**

WRITTEN ASSESSMENT

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Time: 3 HOURS

INSTRUCTIONS TO THE CANDIDATE

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1. This paper consists of **TWO** sections: **A** and **B**.
2. Answer **ALL** questions in section **A** and **ANY THREE (3)** questions in section **B**.
3. **Marks for each question are indicated in the brackets.**
4. Candidates are provided with a separate answer booklet.
5. Do not write on the question paper.

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***This paper consists of FOUR (4) printed pages
Candidates should check the question paper to ascertain that all
pages are printed as indicated and that no questions are missing.***

SECTION A (40 MARKS)

Attempt ALL the questions in this section.

1. Define the following terms as used in the context of special needs and disabilities counselling:
a) Stigma
b) Disability (4 Marks)
2. Working with individuals with special needs can be emotionally demanding. Describe FOUR self-care strategies a counsellor can adopt to prevent burnout in this field. (4 Marks)
3. People living with albinism face unique physical difficulties due to lack of melanin. Discuss FOUR physical challenges commonly experienced by persons with albinism. (4 Marks)
4. As a school counsellor, you have identified a learner diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Propose FOUR ways of supporting this learner to enhance focus and academic performance. (4 Marks)
5. Counsellors sometimes collaborate with other professionals when addressing complex cases. Briefly explain FOUR professional reasons a special needs counsellor may refer a client for additional support. (4 Marks)
6. Multicultural competence is essential in special needs counselling. Identify FOUR key qualities of a counsellor who effectively supports clients from diverse cultural backgrounds. (4 Marks)
7. A counselling agreement establishes mutual expectations between the counsellor and client. Outline FOUR elements that should be included in a counselling contract for clients with special needs and disabilities. (4 Marks)
8. Children with Down syndrome exhibit both physical and developmental characteristics. State FOUR common signs associated with Down syndrome in children. (4 Marks)
9. Counsellors working with clients who have disabilities often encounter complex challenges. Discuss FOUR major challenges a counsellor may face when providing counselling to persons with special needs and disabilities. (4 Marks)
10. Effective counsellors working in special needs settings possess personal and professional attributes that enhance service delivery. Describe FOUR essential personal qualities that contribute to success in this field. (4 Marks)

SECTION B (60 MARKS)

Attempt any THREE Questions in this section

11. Termination is a vital phase of the counselling process, particularly for clients with disabilities who may form deep emotional attachments to their counsellors. The process must be handled sensitively to promote independence, closure, and emotional stability.

a) Examine FIVE reasons why involving family members, caregivers, or support systems is crucial during the termination phase for clients with special needs.

(10 Marks)

b) Discuss FIVE approaches a counsellor can use to help clients manage emotional reactions that arise during the termination process.

(10 Marks)

12. Evaluation helps counsellors assess the impact of interventions, measure progress, and identify areas requiring adjustment. It ensures accountability and continuous improvement in service delivery.

a) Analyse FIVE reasons why evaluation is essential in counselling for persons with special needs and disabilities.

(10 Marks)

b) Describe FIVE methods that can be used to evaluate the effectiveness of counselling for clients with special needs, giving examples where appropriate.

(10 Marks)

13. Sarah, a newly qualified counsellor working in a special-needs school, provides counselling to learners with autism, intellectual disabilities, and emotional difficulties. She feels overwhelmed by complex cases and emotionally drained after sessions. A senior supervisor has been assigned to guide her professional development.

a) Examine FIVE key functions of supervision in special needs counselling, illustrating each with an example from Sarah's experience.

(10 Marks)

b) Evaluate FIVE benefits that regular supervision offers counsellors working with clients who have special needs and disabilities, drawing examples from Sarah's situation.

(10 Marks)

14. A special education school has introduced group counselling sessions for learners aged 10–13 with mild intellectual and developmental disabilities. The group aims to enhance social interaction, emotional regulation, and self-esteem through structured activities like role-play, games, and visual aids.

a) Discuss FIVE benefits of implementing group counselling for learners with special needs and disabilities, using the case scenario to support your response.

(10 Marks)

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- b) Analyse FIVE challenges a counsellor may encounter when conducting group counselling sessions for individuals with special needs, and propose practical ways of addressing them. (10 Marks)**

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