Subjects We Offer

1. English

2. Urdu

3. Mathematics

4. Social Emotional

5. Daily Living Skills

6. World Around me

Our Focal Point

1. English and Urdu

2. Mathematics

3. Daily Living Skills

4. Social-Emotional

5. World around me

6. Speech and language

7. Cognitive

8. Motor Skills

9. Vocational & Art

10. Extra-Curricular Activities

Curriculum Outline (read more)

<mark>**Area 1: The world around me**</mark>

- My Self
- Color Concept
- Shapes Concept
- Food Items Recognition
- Concept of Living Things and Non-living Things
- Concept of Animals, Birds, and Insects
- Environmental Concept
- Concept of Means of Transportation
- Uses of Senses
- Concept of Road Safety
- Islamic Studies
- Matching, Sorting, Classifying
- Sequencing and Coordination
- Spatial Relations
- Auditory and Visual Discrimination
- Finding Differences
- Visual and Auditory Memory

Basic Computer Operations

- **Turning on/off the computer:** Teaching how to properly start and shut down a computer.
- **Mouse and Keyboard Use:** Practice using a mouse (clicking, double-clicking, dragging) and keyboard (typing letters, numbers, using special keys).
- **Basic Typing Skills:** Using typing software or games to practice typing letters, words, and simple sentences

<mark>**Area 2: Social & Emotional Learning**</mark>

- Emotions
- Empathy
- Friendship Skills
- Self- Regulation
- Problem Solving
- Kindness and Respect
- Confidence and Self esteem
- Mindfulness

<mark>**Area 3: Daily Living Skills**</mark>

- Personal Hygiene
- Mealtime Skills
- Cleaning and Organizing

- Safety Skills
- Time Management
- Use of Community Resource
- Fine and Gross Motor Skills

Part 1: Self-Care Skills: Using the toilet, bathing, cleaning, and grooming, dressing and undressing, eating and drinking independently, managing personal belongings, performing personal and other tasks independently, preparing food, personal safety and self-regulation.

Part 2: Use of Community Resources: Concept of mosque, recreation center, hospital, school, library, dining hall, bank, amusement park, zoo, market, airport, railway station, rescue 1122, post office, bus terminal.

Area 4: English and Urdu

Reading Skills: Building sight word vocabulary, similar sounding words, pairing words, advance to word matching, expand vocabulary, approaches to enhance vocabulary learning (whole word, errorless discrimination), grammar and sentence formation, nouns, verbs, and pronouns, constructing sentences.

Reading for Non-Verbal Students or Lower Functioning Levels: Categorization of words, symbolic picture cards and booklet, phonics letter-sound association, blending sounds, segmenting words.

Writing Skills: Pre-writing skills, tracing, joining dots, copying, writing from memory.

Practical Approach to Writing Practice: Visual and verbal association, everyday vocabulary, spelling and sentence formation.

Area 5: Mathematical Skills

Pre-computational skills, quantity, numbers, counting, creating sets, horizontal and group counting, counting and matching/writing/drawing.

- **Mathematical Skills:** Addition, subtraction, multiplication, division, counting and number skills, writing and memorizing numbers, ordering numbers, writing Numbers in words, identifying position, counting and writing quantities, addition, subtraction, oral arithmetic, shapes and quantities, identifying and counting shapes, money skills, recognizing currency, estimating costs.

Teaching Strategies

Learning Targets

Each subject is divided into multiple modules. Teachers will translate these modules into concrete learning targets for classroom instruction. Defining these learning targets in terms of various outcomes, such as skills, behavior, knowledge, attitudes, values, and interests, will be more beneficial for the children.

Steps for Planning Learning Targets

1. **Specifying Learning Targets in Behavioral Terms**

   - **Pre-requisite Skills:** Identify basic skills children must have before learning more complex skills.

   - **Target Behavior:** Clearly define the behavior children are expected to achieve.

   - **Criteria of Success:** Establish the number of successful performances required out of a fixed number of attempts to consider the skill mastered.

2. **Setting Teaching Priorities**

   - **Prerequisite Mastery:** Focus on mastering pre-requisite skills to facilitate quicker learning of higher-level targets, like acquiring eye-hand coordination before learning to write.

3. **Specifying Baseline Assessment Procedures**

   - **Current Skill Level:** Use assessments to identify the current skill level of the children.
   - **Pre-requisite Skills Check:** Ensure children have acquired the necessary pre-requisite skills before introducing new learning targets.

Ongoing Record-Keeping in Curriculum Design

In a comprehensive curriculum design, ongoing assessment and record-keeping are essential components to ensure consistency and continuity in teaching procedures. This approach guarantees that planned programs align with the actual progress of the children. By maintaining clear records of progress, educators will continuously monitor and adjust teaching strategies to meet the evolving needs of the students.

Assessment

Assessment will play a crucial role for neuro-divergent children during school admission as it will help educators and parents understand the child's unique needs and abilities. Through a comprehensive evaluation, educators will identify the child's cognitive, emotional, and social development levels, which will be essential for designing individualized educational plans. These assessments will ensure that the child receives appropriate support and accommodations, promoting a more inclusive learning environment. By accurately understanding a child's strengths and areas for growth, our school will provide targeted interventions and resources,

fostering a positive and effective educational experience. Moreover, assessments will help parents make informed decisions about the best educational setting for their child, ensuring they have access to the necessary tools and support for their development and well-being.

Purposes of Assessments:

- To identify the children's learning needs;
- To help the teacher plan educational program for the children;
- To indicate which specific educational objectives have or have not been achieved;
- To serve as continuous evaluation.

Process in Assessment:

- Identifying the children's learning needs;
- Assessing the children's baselines in specific subjects and establishing their pre-requisite skills;
- Setting learning objectives;
- Implementing curriculum program;
- Evaluating the effectiveness of curriculum program & Making adaptations to curriculum program.

Methods of Assessment

When evaluating the children's performance in terms of specific criteria set, the teacher has to analyze the curriculum and the method of instruction used before he can develop appropriate assessment to identify the children's learning needs. In order to gather relevant information and collect observational data, assessment designed by the teacher would be used to measure the children's specific skills and abilities. The assessment may be in the form of checklists, paper-pencil tests, interviews or observation of the children engaged in activities. They would be individually administered both at the beginning and at the end of the teaching period, so that the children's progress can be measured. The assessment results will then reflect the children's strengths and weaknesses. Assessment is thus an important part of the teaching process.

Assessment Flow Chart

The following flow chart will illustrate the assessment process:

Identifying Learning Needs

Assessing Baseline

Setting Objectives

Developing Educational Plan

Implementing Teaching Strategies

Evaluating Learning Outcome

Achieving Learning Objectives