



NO. DGSE-AD(PHY)/EL(IDD)/2022/10624  
GOVERNMENT OF THE PUNJAB  
DIRECTORATE GENERAL OF SPECIAL EDUCATION  
31-Sher Shah Block New Garden Town, Lahore.

Dated Lahore, the 13<sup>th</sup> November, 2024.

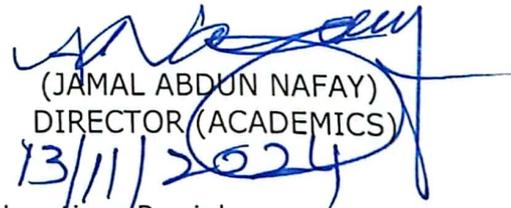
To

**The District Education Officer,  
(Special Education),**  
Lahore, Sargodha, Multan, Bahawalpur, Rawalpindi,  
Dera Ghazi Khan, Gujranwala, Sahiwal, Faisalabad.

Subject: **IMPLEMENTATION OF EDUCATIONAL LEVELS AND  
TEVTA-APPROVED CUSTOMIZED COURSES FOR  
STUDENTS WITH INTELLECTUAL DISABILITY (ID).**

Please refer to the letter No.SO(SE)2-28/2022/74 dated: 13-11-2024 and find enclosed herewith a copy of the same on the subject cited above.

2. It is intimated that Special Education Department has approved Educational Levels for Upward Mobility of Students with Intellectual Disability (ID) (**copy enclosed**) and seven customized courses approved by Technical Education and Vocational Training Authority (TEVTA) (**copy enclosed**). This initiative has been taken to ensure effective learning environment, transition and post school readiness of students with ID in all Govt. Shadab Schools and institutions of MC students.
3. You are, therefore, requested to ensure proper implementation of educational Levels and TEVTA-approved customized courses in Special Education Institutions for students with ID. You are, further, requested to facilitate the school heads in arranging and equipping the school setups accordingly. Submit compliance report to this office to Directorate General of Special Education within 07 days positively.

  
(JAMAL ABDUN NAFAY)  
DIRECTOR (ACADEMICS)  
13/11/2024

**C.C**

1. P.S to Secretary, Special Education, Punjab.
2. P.A to Director General, Special Education, Punjab.

## Educational Levels for Upward Mobility of Students with Intellectual Disability (ID)

These levels have been designed and proposed to create an effective learning environment, ensuring the transition and upward mobility of Students with intellectual disability in all Shadab Schools and Schools for SENDs where such students are being catered to:

Sr. #	LEVELS	INTERPRETATION
1	<b>Level 1</b> Age range: (5-10 years old)	<b>Primary Section:</b> Students will receive instructions tailored to their own intellectual and adaptive functioning levels, with a particular emphasis on cultivating self-care skills and formal academic subjects (Urdu, English, Maths, G.K etc.), supplemented by appropriate supports and additional therapies as needed. Alternative curriculum will be designed for mild to moderate and moderate to severe category of students.
2	<b>Level 2</b> Age Range: (10+ to 14 years old)	<b>Middle Section:</b> The focus will be on teaching functional academics alongside life skills, incorporating money management, independent living skills, and pre-vocational skills to identify strength areas. Areas of interest for pre-vocational skills will be identified through more focused teaching.
3	<b>Level 3</b> Age range: (14 + to 16 years)	<b>Secondary Section:</b> Students with intellectual disabilities identified for specific pre-vocational skills will receive hands-on training in the identified areas along with money and time management, and job skills.

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		management, and job skills. Secondary section will be followed with school completion certification.
4	<p><b>Level 4</b></p> <p>Age range: (16+ to 18 years)</p> <p>With 02 years extension i.e 20 years.</p>	<p><b>Extended Vocational Training Unit :</b></p> <p>Those who successfully complete senior section level with specific prevocational skills shall be eligible to pursue further vocational training in at least two skills, based on their aptitude, parental aspirations, and demand in the job market, may receive hands-on vocational training in a vocational unit. And will exit from the institute with certification. Vocational training will be followed with certification in specific skill.</p>

**Note:** Pre Primary level may be offered to 03-05 years old Students under Early Childhood Education. Furthermore, senior section will have school completion certification.

**Essentials of Each Level:**

**Learning Mode:** Active Learning, Role-playing, Universal Design for Learning (UDL)

**Developmental Domains:** Cognitive Skills, Social Skills, Practical Life Skills, Academic Skills, Prevocational Skills Leading to Vocational Skills.

**Alternative Curriculum Areas Covered:** Home Life Activities, Community Engagement, School Participation, Academic Learning (Literacy, Numeracy, General Knowledge, Science, Social Study etc), Health & Safety, Social Interaction and Emotional Development, Advocacy.

**Note:** Alternative curriculum guideline for teachers will be designed for teaching students with mild to moderate, and severe intellectual disabilities.

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**Therapeutic Services:** Speech & Language Therapy, Cognitive Behavioral Therapy, Play Therapy, Music Therapy, Art Therapy, Sensory Integration Therapy, Occupational Therapy.

**Support Needs:** Support will be provided across three dimensions: Type of Support, Frequency, and Daily Duration according to Urdu translated version of SIS-C.

**Progress Monitoring:** Individualized Education Plan (IEP), Group Education Plan (GEP), Individualized Support Plan (ISP), and Portfolios followed by evaluation of the set objectives.

**Level Duration:** Each level will be age appropriate.

**Implementation Guidelines:**

- Level duration will be age appropriate according to chronological age.
- Instruction will be tailored to students' cognitive and adaptive functioning levels across all domains and levels.
- Fine motor and gross motor development along with social & emotional development will serve as a foundation for functional academics and prevocational skills.
- Middle section will emphasize functional academics, life skills and prevocational skills in preparation for vocational training, in addition to other skill domains.
- Prevocational skill training at secondary level & extended vocational training units are pivotal for achieving post-school transition readiness and community integration goals.
- A multidisciplinary team will provide comprehensive support to create an inclusive learning environment conducive to transition and successful post-schooling.
- Establishing extended vocational Training Units in Shadab schools and schools for SEND are mandatory.
- Suitable customized courses for vocational training will be approved by TEVTA and be implemented in the field.

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- Formulating and approving an equivalence certification system recognized by the regulatory authorities will be initiated. However, following School Based Assessment system, certificate at the end year of primary and middle section will be issued to the students along with current level of functioning report.
- Furthermore, certificates upon completion of secondary level or senior section and vocational level will be required to be approved by regulatory authority may be PBTE. On completion of primary and middle levels certificates may be issued by the school head.
- Directorate General of Special Education in collaboration with TEVTA will plan for the approval of equivalence of certification through regulatory body for successful post school transition

### **Alternative Curriculum Guidelines:**

The curriculum guide along with regular academics subjects should encompass a broad spectrum of essential skills and experiences crucial for the holistic development and integration of students with intellectual disabilities. Nonetheless, it's invaluable to continuously assess and refine the curriculum guide based on feedback from teachers, stakeholders, and ongoing evaluation of student needs, objectives and progress. Depending on the specific context and objectives of the educational program, the covered areas may include the following:

1. **Home Life Activities:** This area is crucial for teaching students essential life skills:
  - i. Completing household chores with and without support in maintaining personal belongings, making and organizing bedding or bedroom, organizing accessories, toys, objects in an orderly manner, assisting parents and siblings in different household chores like cleaning, washing, dusting etc.

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- ii. Performing activities like eating, dressing, keeping self-clean, using toilet, following sleeping routine and other schedules, keeping self-busy in meaningful activities, and operating electronic devices when needed.
2. **Community Engagement:** This area focuses on teaching students how to interact with and navigate their local community. It may include activities such as shopping, using public transportation, participating in community events, accessing community resources, following community rules, standards and rules.
3. **School Participation:** This area involves activities that promote active participation and engagement within the school environment. It may include classroom routines, following school rules, interacting with peers and teachers, participating in co-curricular and curricular activities, following activity schedules, organizing educational material accordingly, navigating inside the school, participating in school events and activities.
4. **Academic Learning:** Academic learning encompasses the development of foundational skills in subjects such as math, language arts, science, and social studies. It may also include activities to support literacy (Urdu & English reading and writing), numeracy, and critical thinking skills. It includes usage of educational material, technologies and tools, completing assigned tasks of reading writing, math activities, and problem solving activities, self-regulation activities in the classroom and completing homework assignments.
5. **Health & Safety:** This area focuses on promoting students' health and safety at home, school and in the community. It may include activities related to personal safety, emergency preparedness, healthy living habits, and understanding health-related

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information. Teaching students about how to maintain physical fitness, emotional wellbeing and wellness, protecting self from physical, verbal and sexual abuse, communicating health related issues like pains, injury, aches and avoiding health and safety hazards.

6. **Social Interaction & Emotional Development:** Social interaction activities aim to develop students' social skills, emotional development, including communication, cooperation, empathy, and conflict resolution. It may involve structured social and emotional skills training, peer interactions, and group activities. Teachers can plan activities for teaching maintaining positive relationship with others providing support to facilitate verbal or non-verbal social interaction in a meaningful manner, respecting the rights of others, maintaining conversation, responding meaningfully, coping with changes in routines, transition in social situations, making and keeping friends, communicating according to situation, respecting others personal space or property and protecting self from exploitation and bullying.
7. **Advocacy:** Advocacy activities empower students to advocate for themselves and others, understand their rights and responsibilities, and actively participate in decision-making processes. It may include teaching self-advocacy skills, promoting awareness of disability rights, and fostering a sense of empowerment and self-determination. Teachers can plan activities for teaching self-expression through preferences, setting personal goals, taking action to achieve the goal, making choices and decisions, assisting or advocating others, self-advocacy skills, communicating personal needs and wants, participating in educational planning and decision making and using problem solving and self-regulation strategies in different situations.

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Writing standards, benchmarks, competencies, specific learning objectives, subject/skill-wise content matter, instructional pedagogy, and assessment procedures for each category, mild, moderate and severe, separately at each level/section will provide a comprehensive framework for instruction and learning, ensuring that students with mild and moderate intellectual disabilities develop essential skills and knowledge aligned with regular educational goals and individual special needs.



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No.SO(SE)2-28/2022/74  
GOVERNMENT OF THE PUNJAB  
SPECIAL EDUCATION DEPARTMENT  
31-Shor Shah Block New Garden Town, Lahore  
Dated Lahore the 13<sup>th</sup> NOVEMBER, 2024

042-99230243

sospecialeducation.gop.pk@gmail.com

To,

/  
The Director General,  
Special Education, Punjab, Lahore.

**Subject: PROPOSAL FOR APPROVAL OF REVISED EDUCATIONAL LEVELS AND TEVTA-APPROVED CUSTOMIZED COURSES FOR STUDENTS WITH INTELLECTUAL DISABILITY (ID)..**

I am directed to refer to letter bearing No. DGSE-Dir(M)Misc/24/10350 dated: 12.11.2024 from the Director (Academics), DGSE, wherein revised educational levels and TEVTA approved customized courses for students with intellectual Disability (ID) have been submitted for notification.

2. I am further directed to state that the Competent Authority has desired that the same may be notified at the DGSE level with the direction to ensure review through continuous monitoring and evaluation for improvement purpose.

  
SECTION OFFICER (SE)

C.C:-

P.S to Secretary, Special Education Department.