

Research Paper

Sneham Curriculum for Children with Special Needs

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ABSTRACT

This experimental study examined the effect of an organized, multi-level curriculum on the development of social, physical, cognitive, and vocational abilities in four autistic children during a set intervention period. Each curriculum level focused on a single skill domain and eventually directed students from basic interaction and motor exercises to more complicated self-expression and vocational tasks. Systematic monitoring before and after the intervention indicated that all participants improved in social engagement, bodily flexibility, fine and gross motor coordination, daily living abilities, and functional independence. Notably, substantial increases were evident across areas, but development in speech and deeper peer integration was delayed, highlighting the need for ongoing specific intervention. The findings highlight the efficacy of focused, thorough educational practices for autistic students, highlight the need for developmental scaffolding, and advocate for regular curriculum adaptation to deal with specific communication and social inclusion issues. This study's findings contribute to best practices in autism education by showing quantitative advantages and showing areas that require more instructional effort.

Keywords: *Autism, Developmental Curriculum, Cognitive Development, Special Education, Vocational Training, Communication Challenges, Skill Development*

Education has been viewed as the foundation of human and societal progress, which promotes the formation of skills, attitudes, beliefs, and habits that form individual and communal goals (Sharma et al., 2023). Education occurs through a variety of official and informal methods such as structured schooling, guidance, self-directed research, and everyday experience, all of which contribute to overall personal and social skills (Chattopadhyay et al., 2022). Every society in order to thrive and survive focuses on their education and its various forms and principles.

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The various forms of education refer to:

- **Formal Education:** This refers to structured learning within an institutional setting such as schools, colleges and universities. Formal education follows a predefined curriculum and involves integration with teachers and instructors.
- **Informal Education:** Informal education occurs outside of formal institutions and is usually experiential in nature. It includes activities like reading, exploring, experimenting and engaging in hobbies or interests (Chattopadhyay et al., 2022).
- **Lifelong Learning:** It recognises education as a continuous process which enables individuals to adapt and upskill. It acquires new knowledge, skills and competencies throughout one's life to adapt to changing circumstances and to pursue professional and personal growth.

A strong educational philosophy focuses on holistic development, aiming to promote cognitive, emotional, social, physical and moral areas. Effective systems promote fairness, equity particularly education, critical thinking, cultural diversity and culture of ongoing growth (Jena,2023).

Learners with Special Educational Needs

Special education is a term used to describe policies and programs that are specifically created for gifted or disabled children who have mental, physical, or emotional problems. They need specialized instructional methods, attention, or tools that can be used both within and outside of the traditional classroom.

It is essential to set aside a time frame to first understand the different learning needs of the children. Then their engagement can be encouraged by providing a unique experience, allowing them plenty of time to complete activities, and taking a multidisciplinary approach.

It is essential that instructions should be arranged properly and kept up to date; they can be given at a quicker or slower pace depending on the needs of the learner. Smaller class sizes are necessary to give each student the individualized attention they need. This will enable the child to understand the entire information provided to them by their tutors/teachers.

Tolerance and patience are supposed to be the most crucial elements in a special education classroom. A good attitude is crucial when it comes to a student's behavior. The incorrect attitude of tutors or teachers can have an impact on cognitive capacity of the learner.

Theoretical Foundations in Special Education

The educational response to learner variety is supported by several theoretical frameworks:

- **Equal Access and Equity:** Supports the removal of physical and institutional barriers to learning so that all students can achieve (Jena, 2023).
- **Individualization and Differentiation:** It says that each kid has unique learning paths, abilities and problems which require adaptive teaching practices and adaptable supports (Ravichandran & Toran, 2025).
- **Universal Design for Learning (UDL):** It supports proactively developed curriculum and environments that are accessible and relevant to all students rather than as an afterthought (Davis & Florian, 2004).

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- **Strengths-Based Approaches:** Focus on identifying and using student strengths, with emphasis on potential rather than deficiencies (Sharma et al., 2023).
- **Collaborative Partnerships:** It highlights the importance of collaboration among educators, families, support professionals and community stakeholders (Jena, 2023).
- **Cultural Competence:** It promotes the recognition and affirmation of each child's ethnic and contextual identity while learning (Indian Council for Child Welfare, 2017).
- **Social Justice & Advocacy:** It concentrates on the dignity, involvement and full inclusion of all students into education and communal life (Petersson-Bloom et al., 2022).

Conceptual Models:

Innovative educational philosophy refines how teachers might achieve each student's potential. Two such models are particularly significant in special education:

Gardner's Theory of Multiple Intelligence proposes that intelligence consists of several forms: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic (Gardner, 1999). According to the research, introducing MI theory in special and inclusive school boosts engagement, self-esteem and achievement through individualized and differentiated instruction (Ravichandran & Toran, 2025). This kind of approach also encourages a change from limited academic goals to a wider appreciation of every child's skills which is important for neurodiverse and autistic students (David, 2023).

Vygotsky's Zone of Proximal Development (ZPD) identifies effective teaching as linking the gap between what children can do on their own and what they can do with directed guidance (Vygotsky, 1978). Scaffolding or the progressive elimination of support as competence increases, is important for children with impairments or autism who may require systematic supervision across cognitive, physical and social fields (Wood, Bruner & Ross, 1976).

Autism Spectrum Disorder (ASD): Global and Indian Perspectives:

Autism Spectrum Disorder is a neurodevelopmental condition marked by chronic difficulties with social communication and restrictive-repetitive behaviours that appear in early childhood and remain throughout life (APA, 2013; Chakrabarti, 2023). In India, as numbers of cases rise and diagnostic awareness grows, a coordinated national strategy to research and treatment delivery is critical. According to studies, around 1.8-2 million Indian children have ASD, causing major geographical disparities in awareness and educational access (Uke et al., 2024).

Recent studies highlight the importance of not just increased early screening, intervention and family support but also long-term and adult-centered autism services which are currently rare (Chakrabarti, 2023). According to international and Indian research, effective practice aims at organized education that focuses on skill development, autonomy, and positive behavioural support (Petersson-Bloom et al., 2022).

Educational Strategies for Autistic Students:

Children with autism benefit from broad, strengths-based and personalised therapies. Evidence-based recommendations include the following:

- Individualized Education Plans (IEPs) include goals that are according to each child's skills and interests (Gosh et al., 2017).
- Structured and predictable environments reduce anxiety through clear routines and timetables and communication tools (Davis & Florian).
- Multi-Sensory Teaching Methods: Incorporating multi-sensory teaching techniques can facilitate learning for autistic children. Hand-on activities, manipulative and interactive learning experiences engage different senses and cater to different learning styles.
- Collaboration across family, school and community settings improves consistency and development (Petersson-Bloom et al., 2022).
- Continuous Professional Development for Educators: Understanding autism and using inclusive teaching practices are essential for classroom performance.

Research Question: How does a pathway-based curriculum that incorporates self-directed personal skills and vocational training affect the developmental and functional results of special children in the SNEHAM Program.

SNEHAM- An Inclusive, Research Based Model

Based on these ideas the SNEHAM project curriculum offers a thorough, research-driven framework for autistic children's education and empowerment.

- SNEHAM adopts Gardner's Multiple Intelligences concept and Vygotsky's Zone of Proximal Development.
- A strengths-based, flexible approach adjusted to each child's talents, interests and home environment.
- Evidence-based techniques such as applied behavior analysis, organised social and occupational skill training and creative treatments
- Strong family and community participation
- A dedication to equity, inclusivity and ongoing progress in accordance with global and Indian best practices.

SNEHAM aims to create an atmosphere in which autistic students not only develop practical and academic skills but also have the opportunity to excel, building self-esteem, independence and active engagement in a global world.

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Fig: Showing area of focus for Autism Curriculum Model

Curriculum Management

The 4-week structured intervention program was created to improve the overall development of children with Autism Spectrum Disorder (ASD). Each level was introduced over time, like activities that focused on social, cognitive, sensory-motor, physical, fine motor and vocational abilities with educators and therapists assisting through guided scaffolding, creative expression and controlled assignments.

Table 1: Showing Levels of Curriculum

| Level | Main Focus | Core Activities | Skills Developed | Key Materials/Tools | Notable Outcomes |
|-------|--------------------------|--|---|----------------------------------|--|
| 1 | Foundation & Routine | Greetings, yoga, music/prayer, chanting, fruit break, button/unbutton, stacking balls, clay play, coordination, food break | Social initiation, basic physical coordination, cognitive stimulation, fine motor control, sensory-motor integration, basic vocational skills | Mats, balls, clay, button boards | Establishing participation, comfort with group structure, readiness for structured tasks |
| 2 | Gradual Skill Complexity | Yoga (difficulty increases), music | Enhanced fine motor | Mats, small balls/buttons | Improved adaptability, |

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| Level | Main Focus | Core Activities | Skills Developed | Key Materials/Tools | Notable Outcomes |
|-------|-------------------------------------|--|--|---|---|
| | | performance (inclusive), painting/decorating, fine motor board (smaller buttons), creative arts, advanced coordination, food breaks, group activities | skills, complex sensory-motor coordination, increased independence, social bonding, confidence-building | , painting supplies, pots | greater autonomy in tasks, creativity and group integration |
| 3 | Expression & Creativity | Singing songs (child choice), dance, tunnels/hoops, group art/painting, advanced fine motor activities, decoration, vocational crafts | Self-expression, creative thinking, advanced fine motor and gross motor skills, social participation and empathy | Music instruments, hoops, craft supplies, painting sets | Higher confidence in self and group work, increased communication and collaboration |
| 4 | Independence & Holistic Integration | Yoga (complex), solo/group dance, button/hook tasks (sharing, sorting), decoration with miniature items, coordination (whole body), sharing, vocational project completion | Whole body coordination, sharing and empathy, independent craftwork, sustained social and vocational skills | Yoga mats, hooks, decorative items, balls | Consolidation of skills, readiness for independent work, peer inclusion, reduction in assistance dependence |

Level 1: Foundation of Routine and Basic Skills

The first week centered on developing fundamental social routines, physical exercises, and elementary motor activities. Children practiced greetings and yoga to improve their social interaction and physical coordination. Activities such as button-unbutton boards, stacking colored balls, and creating clay models were designed to promote fine motor control, sensory-motor integration, and vocational preparedness. Music and chanting sessions supported meals promoted sociability. This level focused on building familiarity and comfort with structured situations.

Level 2: Progressive Complexity and Skill Development

In order to promote more independence and flexibility, the program raised task complexity during the second week. Smaller buttons were used in fine motor problems, while smaller colored balls were used in stacking exercises. Children were actively involved in creating music and participating in group performances to foster social connection and self-assurance. Pot painting and other creative arts were included in vocational programs, bringing regulated creativity and experiences relevant to livelihood. Sensory integration and motor coordination were further enhanced by cognitive-physical activities such as graded yoga poses and animal motions.

Level 3: Group Integration, Expression, and Creativity

The third stage focused on group participation, creativity, and self-expression. Music activities allowed youngsters to sing their favourite songs, sometimes in groups of their own choice, boosting autonomy and engagement. In order to improve efficiency, hand-eye coordination, and creative abilities, hands-on fine motor exercises developed into creative painting and design involving a number of tools. In order to improve confidence in gross motor skills, sensory-motor exercises progressed to tasks like rope-jumping, ball passing, and tunnels. By combining creativity with hands-on instruction, vocational skills evolved into pot design, lace work, and decorating. Peer bonds and empathy were also fostered by group performances like dance and collaborative art.

Level 4: Self-reliance, Collaboration, and Comprehensive Integration

The last phase refined learned skills and prepared children for more independence and social integration. The tasks centered around difficult yoga sequences, right-left alignment, and whole-body harmony. In order to promote teamwork, sharing, and empathy, fine motor exercises progressed to the use of hooks and sharing-based games, where kids sorted and gave colored balls to their friends. Prayer and music sessions developed into individual or ensemble dance performances that emphasized self-assurance. Pot decorating with tiny motifs and independently crafts were part of the vocational instruction, which improved concentration, patience, and inventiveness. All of the previously acquired talents were combined into stronger independent, collaborative, and socially grounded forms during this last stage.

Overall Impact

The program developed a thorough developmental pathway across all four levels. Establishing organized routines was the first step, followed by independence in social communication, fine and gross motor coordination, cognitive awareness, and vocational skills. The sequential combination of music, yoga, creative arts, social activities, and motor tasks not only met developmental requirements but also stimulated peer acceptance, emotional expression, and confidence-building. Every level was scaffolded to the next, assuring that kids grew in a happy, inclusive, and encouraging learning environment.

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Activities in the Curriculum and Their Benefits

Table Showing LEVEL 1 Activities:

| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|---|---|--|-----------------------------|
| Saturday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | On the basis of performance |
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Music live with prayer | Cognitive social and physical Involvement in music performances offers numerous benefits for autistic children, including enhanced communication and social skills, improved sensory integration and regulation, and increased self-confidence. It provides them with a meaningful outlet for self-expression and connection with others, contributing to their overall development and well-being. | Performance by a musician for Autistic child . | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Button unbutton task | Fine motor adls enhancement, enhancement | Card board tool for button, Big size | |
| 12 to 1230 pm | Stacking same colour balls from ball basket | Sensory motor development | Ball basket and football size balls | |
| 1230 pm to 1pm | Coordination exercise, neck and eye | Cognitive and physical development | Nothing | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|-------------------------------|---|---|------------|
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | Clay toy making | Livelihood/vocational skill | Clay for playing | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week1 | Activity | Skill developed | Material required | |
| Sunday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | |
| | Yoga asanas | Physical development and cognitive development more difficulty level | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Music live with prayer | Cognitive social and physical : Involvement in music performances offers numerous benefits for autistic children, including enhanced communication and social skills, improved sensory integration and regulation, and increased self-confidence. It provides them with a meaningful outlet for self-expression and connection with others, contributing to their overall development and well-being. | Performance with including children | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Button unbutton task | Fine motor enhancement, adls enhancement | Card board tool for button, medium size | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|---|--|--|------------|
| | | | button. | |
| 12 to 1230 pm | Stacking same colour balls from ball basket | Sensory motor development | Ball basket and medium size balls | |
| 1230 pm to 1pm | Coordination exercise, neck and eye | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | Clay toy making | Livelihood/vocational skill | Clay for playing | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 2 | Activity | Skill developed | Material required | Assessment |
| Saturday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | |
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Music live with prayer | Cognitive social and physical Involvement in music performances offers numerous benefits for autistic children, including enhanced communication and social skills, improved sensory integration and regulation, and increased self-confidence. It provides them with a meaningful outlet for self-expression and connection with others, contributing to their overall development and | Performance by a musician for Autistic child . | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|---|---|--|------------|
| | | well-being. | | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Button unbutton task | Fine motor enhancement, adls enhancement | Card board tool for button, small size | |
| 12 to 1230 pm | Stacking same cooler balls from ball basket | Sensory motor development | Ball basket and football small size | |
| 1230 pm to 1pm | Coordination exercise , fingers and hands | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | pot painting | Livelihood/vocational skill | pots, paint, brush , aprin | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 2 | Activity | Skill developed | Material required | |
| Sunday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | |
| | Yoga asanas | Physical development and cognitive development more difficulty level | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Music live with prayer | Cognitive social and physical The inclusive nature of music-making with everyday objects allows autistic children to feel a sense of belonging and acceptance within the musical community. Regardless of their skill level or ability, they can actively contribute to the | Performance with including children | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|---|--|--|------------|
| | | music-making process and experience a sense of achievement and pride in their accomplishments. | | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Button unbutton task | Fine motor enhancement, adls enhancement | Card board tool for button, small size | |
| 12 to 1230 pm | Stacking same colour balls from ball basket | Sensory motor development | Ball basket and small size balls | |
| 1230 pm to 1pm | Coordination exercise, neck and eye | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | Pot painting and making designs with paint | Livelihood/vocational skill | pot, paint, brush, aprin | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 3 | Activity | Skill developed | Material required | Assessment |
| Saturday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | |
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Music live with prayer | Cognitive social and physical Prayers and music followed by dance | Performance by a musician for Autistic child and group dance | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Button unbutton task with tich button an | Fine motor enhancement, adls enhancement | card board with tich button | |
| 12 to 1230 pm | Stacking of 2 | Sensory motor | Ball basket and | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|--|--|--|-------------------|
| | colored balls | development | football small size | |
| 1230 pm to 1pm | Coordination exercise , legs and eyes | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | pot lacing | Livelihood/vocational skill | pot, lace, fevicol, decorative | |
| 2 to 230 | Stem | | | |
| | | | | |
| | | | | |
| Week3 | Activity | Skill developed | Material required | |
| Sunday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | |
| | Yoga asanas | Physical development and cognitive development more difficulty level | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Music live with prayer | Cognitive social and physical group dance performance | Performance with including children | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Button unbutton with small size tich buttons | Fine motor adls enhancement, enhancement | card board with tich button small size | |
| 12 to 1230 pm | Stacking 2 same colored balls from ball basket | Sensory motor development | Ball basket and small size balls | |
| 1230 pm to 1pm | Coordination exercise legs and eyes | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | Pot designing | Livelihood/vocational skill | pot, fevicol, aprin, decorative items big size | |
| 2 to 230 | Stem | | | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|---|---|--|-------------------|
| | | | | |
| Week 4 | Activity | Skill developed | Material required | Assessment |
| Saturday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | |
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Music live with prayer | Cognitive social and physical Prayers and music followed by solo dance | Music bandor tape recorder | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Button unbutton task with big sizes hooks | Fine motor enhancement, adls enhancement | card board with big size hooks | |
| 12 to 1230 pm | Stacking of 2 colored balls | Sensory motor development | Ball basket small size | |
| 1230 pm to 1pm | Coordination exercise , right and left size of the body | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | pot decoration | Livelihood/vocational skill | pot, lace, fevicol, decorative items small | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 4 | Activity | Skill developed | Material required | |
| Sunday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | |
| | Yoga asanas | Physical development and cognitive development more difficulty level | Mats | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|--------|-------------------------------------|-----------------|-------------------|------------|
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |

The Level 1 activity program uses controlled, interesting activities to help children with autism develop fundamental abilities. Greetings and other social skills develop essential communication and interaction skills that are necessary for building relationships. While chanting exercises enhance concentration and cognitive control, yoga poses promote physical growth, balance and emotional control. Music sessions improve self-expression, social interaction, and sensory integration, all of which increase self-esteem and communication abilities. Buttoning chores and ball stacking enhance hand-eye coordination and independence while developing fine motor skills and everyday life abilities. Vocational skills and sensory discovery are fostered via creative play with clay and pot painting. Exercises that are coordinated improve body awareness and motor planning. According to the India Autism Center (2025), Behavioral Innovations (2025), and NICHD (2017), these activities help autistic children by improving their social interaction, cognitive abilities, motor coordination, sensory regulation, emotional control, and independence.

Pictures Showing Activities Performed at Sneham



Table Showing LEVEL 2 Activities:

| Week 2 | Activity | Skill developed | Material required | Assessment |
|-----------------|---|--|----------------------------------|------------|
| Saturday | | | | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Button unbutton with small size hooks | Fine motor enhancement, adls enhancement | card board with hooks small size | |
| 12 to 1230 pm | Sharing of balls. The child will be picking balls randomly from ball basket and | Sensory motor development | Ball basket and small size balls | |

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| Week 2 | Activity | Skill developed | Material required | Assessment |
|----------------|---|--|--|--------------------------|
| | will keep only one color with himself. He will share rest of the colors to others who are collecting that specific color. | | | |
| 1230 pm to 1pm | Coordination exercise whole body | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | Pot designing with small items | Livelihood/vocational skill | pot, fevicol, decorative items size size | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 2 | Activity | Skill developed | Material required | Assessment |
| Saturday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | On the basis of performa |
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Music live with prayer | Cognitive social and physical Involvement in music performances offers numerous benefits for autistic children, including enhanced communication and social skills, improved sensory integration and regulation, and increased self-confidence. It provides them with a | Performance by a musician for Autistic child . | |

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| Week 2 | Activity | Skill developed | Material required | Assessment |
|-----------------|--|---|-----------------------------------|-------------------|
| | | meaningful outlet for self-expression and connection with others, contributing to their overall development and well-being. | | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Making dough and figurines like bird, square, ball, rectangle, line and circle | Fine motor enhancement, adls enhancement | play dough different colors | |
| 12 to 1230 pm | Playing animal games: Pretend to be different animals for example, squatting like a duck, jumping like a frog, standing on tiptoes like a giraffe. | Sensory motor development | Na | |
| 1230 pm to 1pm | Coordination exercise, neck and eye | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | Coloring and lacing the cards and pots | Livelihood/vocational skill | pot , colors and lace and fevicol | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 4 | Activity | Skill developed | Material required | Assessment |
| Saturday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | |
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |

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| Week 2 | Activity | Skill developed | Material required | Assessment |
|-----------------|---|---|--|------------|
| 10 am to 11am | Music live with prayer | Cognitive social and physical Prayers and music followed by solo dance | Music bandor tape recorder | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Button unbutton task with big sizes hooks | Fine motor enhancement, adls enhancement | card board with big size hooks | |
| 12 to 1230 pm | Stacking of 2 colored balls | Sensory motor development | Ball basket and football small size | |
| 1230 pm to 1pm | Coordination exercise , right and left size of the body | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | pot decoration | Livelihood/vocational skill | pot, lace, fevicol, decorative items small | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 4 | Activity | Skill developed | Material required | |
| Sunday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | |
| | Yoga asanas | Physical development and cognitive development more difficulty level | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Music live with prayer | Cognitive social and physical group dance performance | Performance with including children | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Button unbutton with small size hooks | Fine motor enhancement, adls enhancement | card board with hooks small size | |

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| Week 2 | Activity | Skill developed | Material required | Assessment |
|----------------|--|------------------------------------|--|------------|
| 12 to 1230 pm | Sharing of balls. The child will be picking balls randomly from ball baslket and will keep only one color with himself. He will share rest of the colors to others who are collecting that specific color. | Sensory motor development | Ball basket and small size balls | |
| 1230 pm to 1pm | Coordination exercise whole body | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | Pot designing with small items | Livelihood/vocational skill | pot, fevicol, decorative items size size | |
| 2 to 230 | Stem | | | |

The Level 2- In order to further improve social, physical, cognitive, and vocational abilities, the Level 2 activity plan for children with autism includes increasingly difficult and socially involved tasks. Children gain confidence and a sense of belonging to others via group music, prayer, and dance programs that foster social interaction, communication, and sensory integration (India Autism Center, 2025). Making clay figures and buttoning little hooks develop fine motor skills, which enhance hand dexterity and promote independence in daily tasks. While whole-body coordination activities improve motor planning and physical awareness, distributing colored balls promotes social skills including teamwork, taking turns, and compassionate engagement. Pot design is one creative activity that teaches attention, creativity, and vocational skills.

Furthermore, the structured schedule with meal and fruit breaks teaches self-control and social expectations. By developing communication, sensory processing, motor coordination, social interaction, and functional independence, these activities help autistic children grow and successfully fit into larger educational environments (Behavioral Innovations, 2025; NICHD, 2017; India Autism Center, 2025).

Table showing LEVEL 3 Activities

| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|-----------|-----------------|-------------------|--------------------------|
| Saturday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | On the basis of performa |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|--|--|--|------------|
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Singing Own Favourite song | Cognitive social and physical Involvement in music performances offers numerous benefits for autistic children, including enhanced communication and social skills, improved sensory integration and regulation, and increased self-confidence. It provides them with a meaningful outlet for self-expression and connection with others, contributing to their overall development and well-being. | Performance by a musician for Autistic child . | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Making small zig-zag lines and coloring them and decorating them | Fine motor enhancement, adls enhancement | Improvement in fine motor | |
| 12 to 1230 pm | Slide on floor use, feet to pick up ball and put in container | Sensory motor development | Gross motor development | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|----------------|--|---|----------------------|-----------------------------|
| 1230 pm to 1pm | Coordination exercise of hand- legs | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | Coloring pots/canvas | Livelihood/vocational skill | Making own paintings | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 1sunday | Activity | Skill developed | Material required | Assessment |
| Saturday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | On the basis of performance |
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Singing song of their own choice and dance | Cognitive social and physical Involvement in music performances offers numerous benefits for autistic children, including enhanced communication and social skills, improved sensory integration and regulation, and increased self-confidence. It provides them with a meaningful outlet for self-expression and connection with others, contributing to their overall development and | | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|---|--|--|-----------------------------|
| | | well-being. | | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Pick up the Take a bowl of water add rubberbands in it and then pick up rubberbands with pointed stick. | Fine motor enhancement, adls enhancement | Rubberbands, stick and container | |
| 12 to 1230 pm | Passing balls and catching with different size balls | Sensory motor development | na | |
| 1230 pm to 1pm | Coordination exercise, leg and hands | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | fine decoration with miniatures decore items | Livelihood/vocati onal skill | decore items | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 2 | Activity | Skill developed | Material required | Assessment |
| Saturday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | On the basis of performa |
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Music live with prayer | Cognitive social and physical Involvement in music performances offers numerous | Performance by a musician for Autistic child . | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|--|---|--------------------------------------|--------------------------|
| | | benefits for autistic children, including enhanced communication and social skills, improved sensory integration and regulation, and increased self-confidence. It provides them with a meaningful outlet for self-expression and connection with others, contributing to their overall development and well-being. | | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | drawing on chart paper with scale and pencil | Fine motor enhancement, adls enhancement | chart paper and pencil | |
| 12 to 1230 pm | crawling through a tunnel walk in a line jump a rope | Sensory motor development | na | |
| 1230 pm to 1pm | Coordination exercise, body | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | completing the pots and card | Livelihood/vocational skill | decore items and trying on their own | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 3 | Activity | Skill developed | Material required | Assessment |
| Saturday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | On the basis of performa |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|--|---|--|------------|
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | Singing own favourite song in a group (let them decide the song of their own choice) | Cognitive social and physical Involvement in music performances offers numerous benefits for autistic children, including enhanced communication and social skills, improved sensory integration and regulation, and increased self-confidence. It provides them with a meaningful outlet for self-expression and connection with others, contributing to their overall development and well-being. | Performance by a musician for Autistic child . | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Painting on a paper with hands and finger | Fine motor enhancement, adls enhancement | chart paper and acrylic colors | |
| 12 to 1230 pm | Makea tunnel of hoola hoop and let them pass that without touching it in standing | Sensory motor development | Hoola hoop | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|----------------|--|---|--|-----------------------------|
| 1230 pm to 1pm | Coordination exercise, body check the video shared for full body | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | Making pot mix | Livelihood/vocational skill | Pot mix items | |
| 2 to 230 | Stem | | | |
| | | | | |
| Week 3 | Activity | Skill developed | Material required | Assessment |
| sunday | | | | |
| 9 to 10 am | Greetings | Social skill | Nothing | On the basis of performance |
| | Yoga asanas | Physical development and cognitive development | Mats | |
| | Chanting om Ara pa cha na dhi | Cognitive skill | Nothing | |
| 10 am to 11am | singing and dancing on their choice of song | Cognitive social and physical Involvement in music performances offers numerous benefits for autistic children, including enhanced communication and social skills, improved sensory integration and regulation, and increased self-confidence. It provides them with a meaningful outlet for self-expression and connection with others, | Performance by a musician for Autistic child . | |

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| Week 1 | Activity | Skill developed | Material required | Assessment |
|-----------------|--|---|-------------------------|------------|
| | | contributing to their overall development and well-being. | | |
| 11am to 1130 | Fruit break | Social skills | Nothing | |
| 1130am to 12 pm | Completing the painting with hands | Fine motor enhancement, adls enhancement | chart paper and colors | |
| 12 to 1230 pm | Make a tunnel of hoola hoop and let them crawl and pass the tunnel | Sensory motor development | Hoola hoop | |
| 1230 pm to 1pm | Coordination exercise, body(check the video) | Cognitive and physical development | Nothing | |
| 1 to 130pm | Food break | Social skill | Nothing | |
| 130 to 2pm | Pot plant in pot with pot mix | Livelihood/vocational skill | Pot, pot mix and plants | |
| 2 to 230 | Stem | | | |

The Level 3- By focusing on self-expression, creativity, and social cooperation, the Level 3 activity program improves on earlier stages. Greetings and yoga poses at the beginning of each day continue to promote social skills, physical growth, and emotional control. via expressive arts and peer engagement, autistic children can improve communication, social interaction, sensory integration, and self-confidence via singing their favorite songs and participating in group dances. Detailed tasks like finger painting, coloring zigzag lines, and delicately decorating with tiny objects that aid in dexterity and everyday tasks serve to further strengthen fine motor abilities. Activities that enhance coordination, motor planning, and body awareness include passing balls, crawling through tunnels, and sliding on the floor. Cognitive-physical integration is supported by coordination exercises that include hand and leg motions. Pot painting, creating pot mix, and planting enhance creative vocational abilities and promote focus, self-reliance, and meaningful participation. Routine adherence and social skills are strengthened by planned pauses during mealtimes and fruit. By improving speech, motor skills, sensory processing, social engagement, and independence, these activities help autistic children prepare ready for increasingly challenging learning and everyday obstacles (India Autism Center, 2025; Behavioral Innovations, 2025; NICHD, 2017).

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Pictures Showing Activities Performed at Sneham



Table Showing LEVEL 4 Activities

| Week | Activity | Skill developed | Material required | Assessment |
|------------------------------|---|------------------------|-------------------|------------|
| Saturday | | | | |
| 9 to 10 am | Brain Gym coordination exercise | full body coordination | nothing | |
| 10 to 1 pm | pot making jewellery making card making | | | |
| sunday | | | | |
| 9 -10 am | Brain gym | nothing | | |
| 10 to 1pm | pot making, jewellery making, and card making | | | |
| Week 2 saturday | | | | |
| 9 -10 am | Brain gym | nothing | | |
| 10 to 1pm | pot making jewelry making | | | |
| sunday | | | | |
| 9 -10 am | 10 to 1 pm vocational skills | Brain gym | nothing | |
| Week 3 and 4 saturday | | | | |
| 9 -10 am | Brain gym | nothing | | |
| 10 to 1 pm | vocational skills | | | |
| sunday | | | | |
| 9 -10 am | 10 to 1 pm vocational skills | Brain gym | nothing | |
| 10 to 1 pm | pot making jewelry making and card making | | | |

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The Level 4 curriculum centers on enhancing both full-body coordination and practical vocational skills, key areas for fostering independence in autistic children. Regular brain gym exercises at the start of each session support gross motor development, physical coordination, and focus, helping children regulate energy and attention for more complex learning tasks. The bulk of each day is dedicated to hands-on vocational activities such as pot making, jewelry creation, and card making, which not only boost fine motor skills and creativity but also promote problem-solving and perseverance. These activities offer sensory stimulation, strengthen practical abilities needed for real-world tasks, and boost self-confidence through tangible accomplishments. Engaging in group vocational projects further improves social interaction and teamwork. Altogether, Level 4 provides autistic children with a supportive setting to practice motor, cognitive, and social skills required for greater independence and self-reliance in daily life, while simultaneously offering a sense of routine, accomplishment, and personal growth (Pebbles Therapy Centre, 2025; Autism Speaks, 2025).

CASE STUDIES

| Name | Pre-Observation | Post-Observation |
|------|--|---|
| K | K. is an active and expressive child who shows high energy and curiosity but struggles to maintain focus on tasks. He frequently shifts attention, needs guidance to refocus, and participates minimally in group activities. Discipline consistency is developing, with better responses seen through positive reinforcement. Emotional reactions are open yet sometimes poorly regulated, though no aggressive behavior is observed. | Social skill enhancement, body flexibility enhanced due to yoga, enhancement in the speed of mantra, fine motor activity have improved. Gross motor activities have improved. Lonely has improved but more improvement is required. |
| P | P. demonstrates high energy and enthusiasm alongside a short attention span and task-switching behavior. He finds it difficult to stay seated or attentive without prompts. Group engagement is limited, and impulsive behavior is noted. Discipline and compliance improve with individual attention and positive feedback. He expresses emotions freely but requires support for better regulation. | Fine motor and gross motor activities initially not interested and not good as well. Social skills have improved. |

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| | | |
|---|--|---|
| A | <p>A. is an energetic and curious child with high activity levels and limited attention span. He often shifts between tasks without completion and needs frequent redirection. Group participation is minimal, and he tends to act impulsively and independently. Discipline requires improvement, though he responds better to positive reinforcement. Emotional expression is open but lacks regulation, with occasional frustration and no signs of aggression.</p> | <p>There is improvement in all domains but there is less improvement in the speech, more improvement is required.</p> |
| T | <p>T. presents as highly energetic, curious, and restless, with difficulty sustaining focus or completing activities. Frequent redirection is needed to maintain engagement. In group settings, he tends to act independently and impulsively. His discipline and rule-following show inconsistency but improve with praise. Emotional responses are expressive but unregulated at times, with no signs of aggression.</p> | <p>All functions enhance, there is a bit improvement in speech but not in greater extend.</p> |

K

Pre-Observation: K showed signs of loneliness, poor fine and gross motor abilities, slow chanting during mantras, restricted physical flexibility, and difficulties interacting with others.

1. Overview of General Behavior:

K is a lively, talkative youngster who exhibits a great degree of interest and physical activity. He has a tendency to roam about a lot and finds it difficult to sit still or concentrate on one thing for extended periods of time. His excitement is apparent, yet it frequently shows up as restlessness and hyperactivity.

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2. Focus & Attention:

It is noted that people have short attention spans.

He moves swiftly from one task to another without finishing the one before.

Need constant reminders or direction to return attention to the current task.

easily diverted by outside distractions including movement, sound, or peer activity.

3. Collective Conduct and Social Engagement:

Participation in the group is limited.

often favors acting alone rather than adhering to group directives.

has a propensity to act rashly or interrupt others when working in groups.

To collaborate and share space with peers, formal supervision is needed.

4. Self-control and obedience to the rules:

Level of discipline: Needs to be improved.

has a tendency to push limits and repeatedly disobey directions.

reacts more well to praise than to severe punishment.

shows progress when given individual attention.

5. Fifth. Psychological and Emotional Aspects:

exhibits traits that are typical of hyperactive kids, such as impulsivity and a strong demand for excitement.

emotional expression is impulsive, it occasionally lacks self-control.

Although there are no signs of hostility, there are moments when being constrained or corrected causes frustration.

Post-Observation: K showed strong social skill improvements, as seen by more frequent and suitable peer contacts. Frequent yoga practice greatly enhanced his physical flexibility, and he became quicker and fluid in his chanting of mantras. There was a noticeable improvement in both fine and gross motor activity, including improved coordination and task involvement. Although his loneliness has decreased, more support is required to enable him to completely integrate with peers and form stronger social connections.

P

Pre-Observation: P demonstrated low interest and ability in fine and gross motor activities, along with limited social engagement.

1. Overview of General Behavior: P is a lively, talkative child who exhibits a great degree of interest and physical activity. He has a tendency to roam about a lot and finds it difficult to sit still or concentrate on one thing for extended periods of time.

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His excitement is apparent, yet it frequently shows up as restlessness and hyperactivity.

2. Focus & Attention:

It is noted that people have short attention spans.

He moves swiftly from one duty to another without finishing the one before.

need constant reminders or direction to return attention to the current task.

easily distracted by outside stimuli like movement, sound, or peer activity.

3. Social interaction and group behavior:

displays little involvement in the group.

frequently favors acting on their own initiative than adhering to group directives.

prone to impulsive behavior or interruptions when working in groups.

needs organized direction in order to collaborate and share space with peers.

4. Self-control and adherence to the rules:

Level of discipline: Needs to be improved.

has a propensity to push limits and repeatedly disobey directions.

reacts more well to praise than to severe punishment. shows progress when given individual attention.

5. Psychological and Emotional Aspects:

exhibits traits that are typical of hyperactive kids, such as impulsivity and a strong demand for excitement.

Although emotional expression is impulsive, it occasionally lacks self-control.

Although there are no indications of anger, there are moments when being constrained or corrected causes frustration.

Post-Observation: P's social skills significantly improved after the intervention, as evidenced by his increased participation in group activities and more positive relationships with peers. He is now more willing and capable of engaging in coordinated and hands-on activities, and his fine and gross motor skills have improved as well. Encouragement in motor-based activities might help him progress even more.

A

Pre-Observation:

1. General Behavioural

A is a lively, talkative child who shows a high degree of curiosity and physical activity.

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He has a tendency to roam about a lot and finds it difficult to sit still or concentrate on one thing for extended periods of time.

His excitement is obvious yet it can often show up as restlessness and hyperactivity.

2. Focus & Attention:

It is noted that people have short attention spans.

He moves swiftly from one duty to another without finishing the one before.

need constant reminders or direction to return attention to the current task.

easily sidetracked by outside stimuli like movement, sound, or peer activity.

3. Social interaction and group behavior:

shows little involvement in the group.

frequently prefers acting on their own initiative than conforming to group directives.

inclined toward impulsive behavior or interruptions when working in groups.

needs organized direction in order to collaborate and share space with peers.

4. Self-control and adherence to the rules:

Level of discipline: Needs to be improved.

has an inclination to push limits and repeatedly disobey directions.

reacts more well to praise than to severe punishment.

shows progress when given individual attention.

5. Psychological and Emotional Aspects:

exhibits traits that are typical of hyperactive kids, such as impulsivity and a strong demand for excitement.

Although emotional expression is impulsive, it occasionally lacks self-control.

Although there are no indications of hostility, there are moments when being constrained or disciplined causes dissatisfaction.

Post-observation: A shown overall progress in the social, cognitive, and physical areas. Her verbal communication growth is still sluggish, yet, indicating that more attention should be paid to speech therapy and language development. Positive changes were encouraged by the broad curriculum, but specific speech intervention is advised.

T

Pre-Observation: T struggled with a range of functional abilities, including speech and movement tasks.

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1. Overview of General Behavior:

T is a lively, talkative youngster who exhibits a great degree of interest and physical activity.

He has a tendency to roam about a lot and finds it difficult to sit still or concentrate on one thing for a long period of time.

His excitement is apparent, yet it often shows up as restlessness and hyperactivity.

2. Focus & Attention:

It is noted that people have short attention spans.

He moves swiftly from one duty to another without finishing the one before.

need constant reminders or direction to return attention to the current task.

easily distracted by outside cues including movement, sound, or peer activity.

3. Social Interaction and Group Behaviour:

demonstrates little involvement in the group.

frequently favors acting on their own initiative than adhering to group directives.

prone to impulsive behavior or interruptions when working in groups.

needs organized direction in order to collaborate and share space with colleagues.

4. Self-control and adherence to the rules:

Level of discipline: Needs to be improved.

has a propensity to push limits and repeatedly disobey directions.

reacts more well to praise than to severe punishment.

shows progress when given personalized attention.

5. Psychological and Emotional Aspects:

exhibits traits that are typical of hyperactive kids, such as impulsivity and a strong demand for excitement.

Although emotional expression is impulsive, it occasionally lacks self-control.

Although there are no indications of hostility, there are moments when being constrained or disciplined causes dissatisfaction.

Post-Observation: T showed considerable enhancement across functional areas. There is some improvement in speech, but it has not been significant, suggesting that more intense or specialised language-focused therapy may be needed. In other areas, T is demonstrating good improvement, notably with motor coordination and everyday life abilities.

In summary, following observation, all four kids displayed considerable gains in social, physical, and daily living abilities as a result of the planned program. The case studies reveal that specific tasks like yoga, group interaction, and hands-on tasks helped each kid progress in areas such as communication, flexibility, and independence. However, some children continue to need specific help in speech and social integration, reminding us that development can be gradual and specific for autistic learners. The overall outcome shows the positive impact of ongoing, multi-dimensional educational practices on their development, while also revealing that more continuous focus is needed to address individual challenges for each child.

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