



Recommendation Report

Yashwanth

Yashwanth is a sweet child who is self-directed, [observant](#) and likes to learn at his own pace. He is able to think about [cause and effect](#) but is yet to express it. He is yet to comprehend the rationale behind things. He has the potential to observe visual inputs and learn by modelling, when provided with time and space. Yashwanth is able to sustain attention for a short span for preferred tasks; his attention has to be regained using visual/physical prompts and help. Though he follows basic instructions, he takes time and needs reiteration/repetition to execute multi-step instructions both physically and academically. He is able to follow social etiquettes with prompts. He is yet to understand the beginning and closure of an activity. He needs help with transitions

The following recommendations are being made for Yashwanth on the basis of evidence-based concepts of learning as explained below





Yashwanth is a child who learns a lot through explorations and modelling. His receptive skills are his strength and he observes a lot from his environment. A [non-outcome oriented](#) exposure to the environment will help him assimilate information.

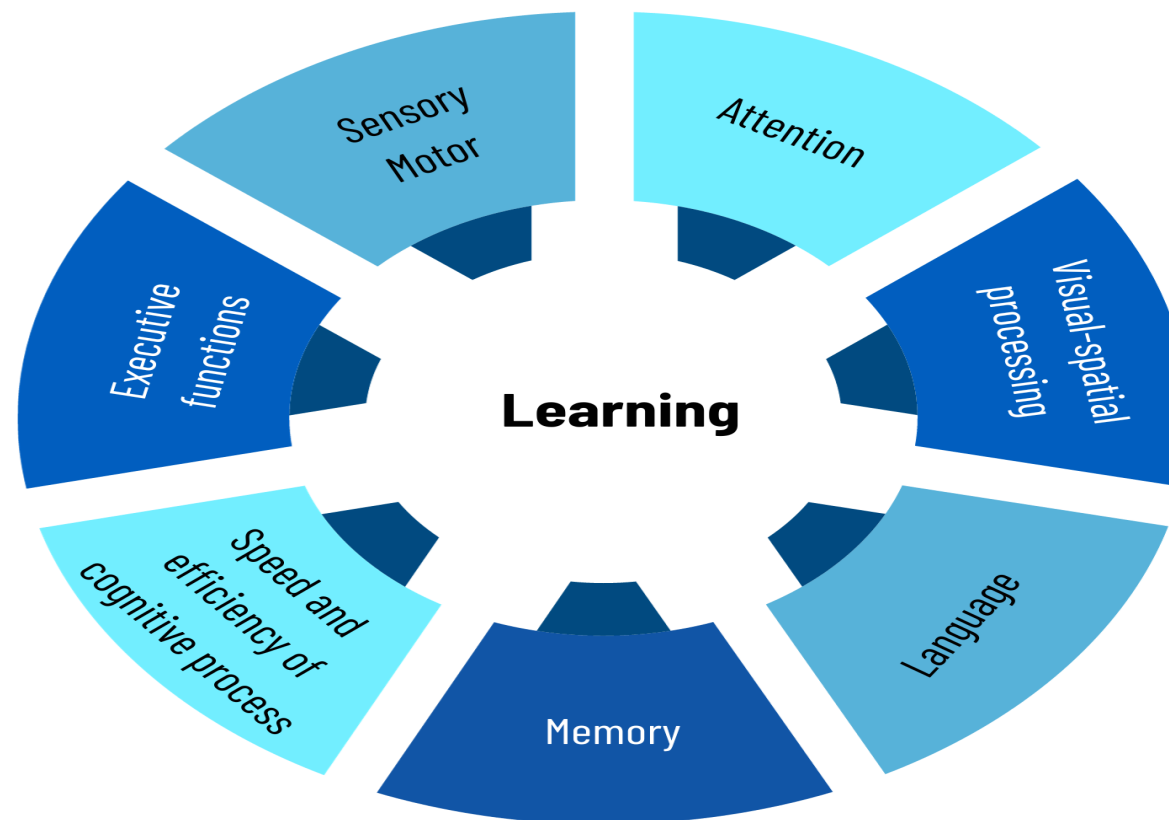
Sensory processing for Yashwanth is an area to be worked on. He is developing his own coping mechanisms and is able to manage or ignore information causing discomfort. A [focused effort](#) to create environments that allows him to process sensory information at his pace will increase his learning potential. Areas that need focus are oral, proprioception, vestibular and tactile sensations. Yashwanth could benefit from movement based tasks such as dancing, yoga, individual goal based physical activities, providing opportunities to explore and experience various tactile inputs etc. Engaging him in age appropriate household chores like washing dishes, preparing juice, folding his clothes, drying wet laundry, cleaning/washing his bicycle, mopping the floor, carrying groceries from the shop etc. can help in providing tactile and vestibular inputs in a functional way. Simple [Vestibular Activities](#) & [Proprioception activities](#) can be integrated into his home based routine. [Brain Gym](#) activities can be incorporated in his daily routine to enable good coordination. Exposing Yashwanth to structured, predictable and organised input such as preparing him in advance for a variety of social environments and exposing him to the same slowly, will help in regulating avoidance and sensitivity. Sensory interventions for [inattention](#) can be implemented at home. Intervention in his speech and communication skills could also help him gain confidence and mingle with his peers.



Components in the process of learning	Recommendations based on child's strength
Information from the environment	
Sensory	
Perception	
Memory	
Thinking (Cognition)	
Language	



The factors in Learning and it's connection to the environment:





Areas	Strength	Recommendation strategies and Environment
Memory	Strength: Stretches:	
Language	Strength: Stretches:	
Visual spatial process	Strength: Stretches:	
Attention	Strength: Stretches:	





Areas	Strength	Recommendation strategies and Environment
Sensory motor	Strength: Stretches:	
Speed and efficiency of cognitive process	Strength: Stretches:	

Executive Function Recommendations:

Tier	Focus Area	Key Strategies	Intended Outcomes
Tier 1(Foundational Priority)	Emotional Regulation	KS - Emotional Regulation	IO - Emotional Regulation
Tier 1(Foundational Priority)	Working Memory	KS - Working Memory	IO - Working Memory
Tier 1(Foundational Priority)	Structured Environment	KS - Structured Environment	IO - Structured Environment



Tier	Focus Area	Key Strategies	Intended Outcomes
Tier 2 (Skill-Building)	Self-Monitoring & Metacognition	KS - Self-Monitoring & Metacognition	IO - Self-Monitoring & Metacognition
Tier 2 (Skill-Building)	Task Initiation & Planning	KS - Task Initiation & Planning	IO - Task Initiation & Planning
Tier 2 (Skill-Building)	Attention & Focus	KS - Attention & Focus	IO - Attention & Focus
Tier 3 (Higher-Order Generalization)	Cognitive Flexibility	KS - Cognitive Flexibility	IO - Cognitive Flexibility
Tier 3 (Higher-Order Generalization)	Organization	KS - Organization	IO - Organization
Tier 3 (Higher-Order Generalization)	Time Management	KS - Time Management	IO - Time Management
Tier 3 (Higher-Order Generalization)	Academic Integration	KS - Academic Integration	IO - Academic Integration

The learning environment:



Area : Environmental	
Factors	Observation
Sound	Low background noise
Light	No preferences observed
Temperature	No preferences observed
Seating	Soft seating needs a bit of movement helps
Area : Emotional	
Factors	Observation
Level of motivation	Will need a high level of motivation for a new task
Task persistence	When given clear instructions and purpose
Conformity/ Responsibility	Conforms to instructions mostly Understands his responsibility when given clear instructions.
Need for a structured environment	Our observation is limited to a structured environment and he does well in a structured environment.
Area : Sociological Domain	
Factors	Observation
Alone	Not observed



Area : Sociological Domain	
Factors	Observation
In pairs	Not observed
With peers	Not observed
In a team	Not observed
with an adult as a teacher	He learns and expresses well in this setting
variety of social settings	With necessary preparation, he adapts well.
Area : Physiological Domain	
Factors	Observation
Auditory	Helps in prompts and instruction
Visual	Helps in prompts and instruction
Tactile	Needs more focus
Kinaesthetic	Helps in expression and thinking
Time of the Day	The best time of day for learning can be observed and routinely followed



Area : Psychological Domain	
Factors	Observation
Analytic/ Global thinking style	He/She likes to see the big picture but may get overwhelmed with it sometimes.
Impulsive/ reflective style.	He/She benefits from smaller chunks of information given in a logical manner. He usually is comfortable with activities that he feels are beneficial to him.

Summary:

- Given below are a few recommendations given to parents.
- Creating a safe and warm environment, avoiding coercion and punishment, giving scope to expressing genuine concern and empathy, and being positive and optimistic
- Periodic Review with the mental health professional to keep a check on his challenges and behaviors
- Cognitive Behavioral Therapy - to bring a focussed approach to facilitate a positive attitude towards life situations
- Counseling support to help him cope with his energy and encourage self-reflection, improve pragmatics and focus on developing his executive functioning skills.
- Academic skill building with a focus on the remedial approach to improve his reading, writing and arithmetic skills. To incorporate a study skill approach to his learning routine.
- Art Therapy can help Yajur to express things that he is unable to put into words and for emotional regulation.
- A computer/ coding opportunity at his level to help him visualize an outcome
- Occupation therapy sessions - with a focus on bilateral coordination, proprioception, and oral sensory skills.



- A social environment in school where he can explore and learn concepts and behavior with appropriate support
- A one-on-one learning support to connect his cognitive abilities with language and communication.
- Promote independence in his daily living. Making him responsible for his age-appropriate tasks will help him improve his critical thinking and problem-solving skills.
- Providing him with opportunities to make mistakes and self-correct will give him the confidence to tackle challenging situations. It will also help him to explore more areas of interest.
- Regular instruction-based physical activities like yoga will encourage his ability to listen and follow his body.
- Elina will come up with a personalized IEP to incorporate the above recommendations. A program plan will be made incorporating the child's learning environment and the intervention support.

We wish him the very best in all his endeavors.

Date of Reporting : 05 Nov 2025