



Recommendation Report

Neo

Neo 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. Neo 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 Neo on the basis of evidence-based concepts of learning as explained below



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Neo 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 Neo 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. Neo 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 Neo 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.



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Components in the process of learning	Recommendations based on child's strength
Information from the environment	<p>Use structured, step-by-step visual routines with predictable closures.</p> <ul style="list-style-type: none">- Introduce new concepts using real-life scenarios for better assimilation.- Build familiarity and comprehension through repetition of known routines.- Use task checklists and simple visuals to reinforce beginnings and endings of activities
Sensory	<p>Use structured, step-by-step visual routines with predictable closures.</p> <ul style="list-style-type: none">- Introduce new concepts using real-life scenarios for better assimilation.- Build familiarity and comprehension through repetition of known routines.- Use task checklists and simple visuals to reinforce beginnings and endings of activities
Perception	<p>Use structured, step-by-step visual routines with predictable closures.</p> <ul style="list-style-type: none">- Introduce new concepts using real-life scenarios for better assimilation.- Build familiarity and comprehension through repetition of known routines.- Use task checklists and simple visuals to reinforce beginnings and endings of activities
Memory	<p>Use structured, step-by-step visual routines with predictable closures.</p> <ul style="list-style-type: none">- Introduce new concepts using real-life scenarios for better assimilation.- Build familiarity and comprehension through repetition of known routines.- Use task checklists and simple visuals to reinforce beginnings and endings of activities



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Components in the process of learning	Recommendations based on child's strength
Thinking (Cognition)	<p>Use structured, step-by-step visual routines with predictable closures.</p> <ul style="list-style-type: none">- Introduce new concepts using real-life scenarios for better assimilation.- Build familiarity and comprehension through repetition of known routines.- Use task checklists and simple visuals to reinforce beginnings and endings of activities
Language	<p>Use structured, step-by-step visual routines with predictable closures.</p> <ul style="list-style-type: none">- Introduce new concepts using real-life scenarios for better assimilation.- Build familiarity and comprehension through repetition of known routines.- Use task checklists and simple visuals to reinforce beginnings and endings of activities



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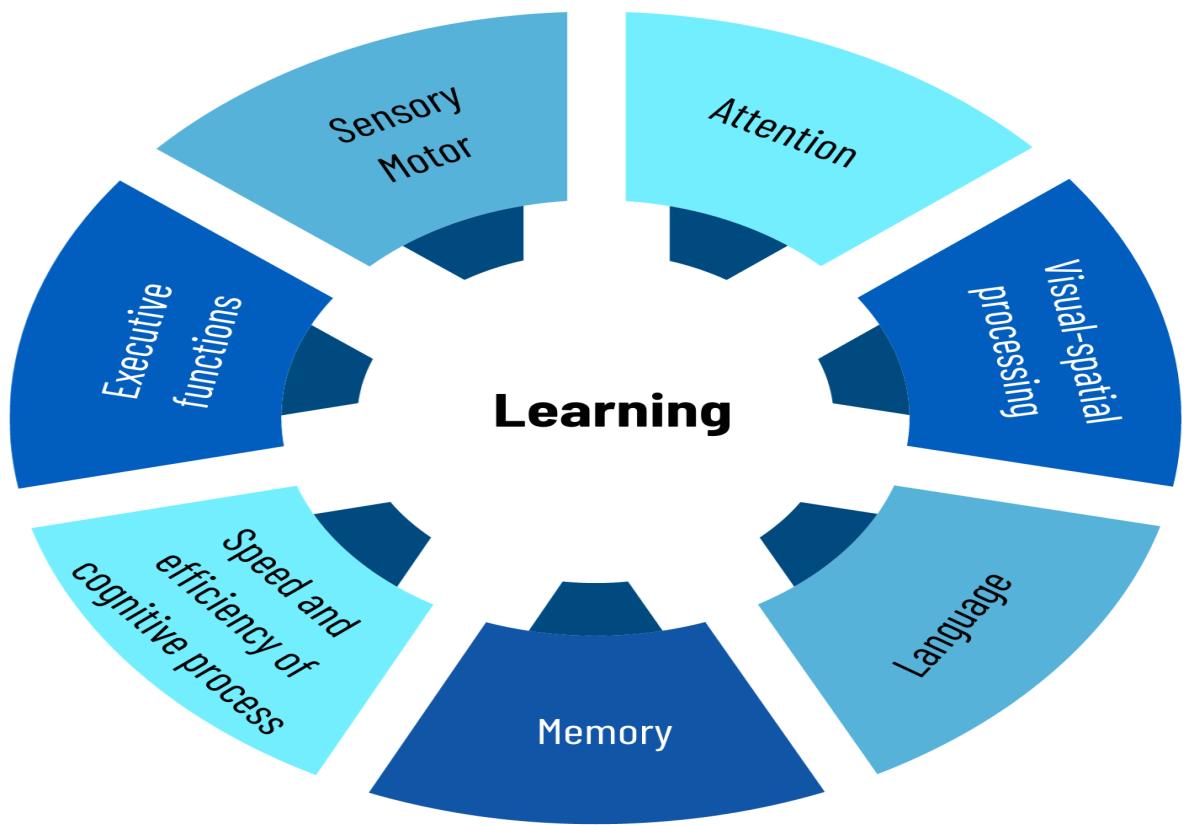
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The factors in Learning and it's connection to the environment:



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Areas	Strength	Recommendation strategies and Environment
Memory	<p>Strength: Responds to visual instructions Stretch: Needs support with sequencing and recalling details</p>	<p>Home: Use visual timelines, calendars, and checklists School: Provide step-by-step visual class routines</p>
Language	<p>Strength: Responds to visual instructions Stretch: Needs support with sequencing and recalling details</p>	<p>Home: Use visual timelines, calendars, and checklists School: Provide step-by-step visual class routines</p>
Visual spatial process	<p>Strength: Responds to visual instructions Stretch: Needs support with sequencing and recalling details</p>	<p>Home: Use visual timelines, calendars, and checklists School: Provide step-by-step visual class routines</p>



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Areas	Strength	Recommendation strategies and Environment
Attention	<p>Strength: Responds to visual instructions Stretch: Needs support with sequencing and recalling details</p>	<p>Home: Use visual timelines, calendars, and checklists School: Provide step-by-step visual class routines</p>
Sensory motor	<p>Strength: Responds to visual instructions Stretch: Needs support with sequencing and recalling details</p>	<p>Home: Use visual timelines, calendars, and checklists School: Provide step-by-step visual class routines</p>
Speed and efficiency of cognitive process	<p>Strength: Responds to visual instructions Stretch: Needs support with sequencing and recalling details</p>	<p>Home: Use visual timelines, calendars, and checklists School: Provide step-by-step visual class routines</p>



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Executive Function Recommendations:

Tier	Focus Area	Key Strategies	Intended Outcomes
Tier 1(Foundational Priority)	Emotional Regulation	No specific discomfort observed related to room temperature	No specific discomfort observed related to room temperature
Tier 1(Foundational Priority)	Working Memory	No specific discomfort observed related to room temperature	No specific discomfort observed related to room temperature
Tier 1(Foundational Priority)	Structured Environment	No specific discomfort observed related to room temperature	No specific discomfort observed related to room temperature
Tier 2 (Skill-Building)	Self-Monitoring & Metacognition	No specific discomfort observed related to room temperature	No specific discomfort observed related to room temperature
Tier 2 (Skill-Building)	Task Initiation & Planning	No specific discomfort observed related to room temperature	No specific discomfort observed related to room temperature
Tier 2 (Skill-Building)	Attention & Focus	No specific discomfort observed related to room temperature	No specific discomfort observed related to room temperature



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Tier	Focus Area	Key Strategies	Intended Outcomes
Tier 3(Higher-Order Generalization)	Cognitive Flexibility	No specific discomfort observed related to room temperature	No specific discomfort observed related to room temperature
Tier 3(Higher-Order Generalization)	Organization	No specific discomfort observed related to room temperature	No specific discomfort observed related to room temperature
Tier 3(Higher-Order Generalization)	Time Management	No specific discomfort observed related to room temperature	No specific discomfort observed related to room temperature
Tier 3(Higher-Order Generalization)	Academic Integration	No specific discomfort observed related to room temperature	No specific discomfort observed related to room temperature

The learning environment:

Area : Environmental	
Factors	Observation
Sound	Demonstrates auditory sensitivity, particularly to loud or sudden noises. Requires quiet or minimally stimulating environments to maintain focus
Light	Demonstrates auditory sensitivity, particularly to loud or sudden noises. Requires quiet or minimally stimulating environments to maintain focus



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Area : Environmental	
Factors	Observation
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
In pairs	Not observed
With peers	Not observed



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Area : Sociological Domain	
Factors	Observation
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.



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Area : Psychological Domain	
Factors	Observation
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



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- 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 earning environment and the intervention support.
- Test

We wish him the very best in all his endeavors.



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