



## Recommendation Report

Krish

Sai Aravind is an observant and inquisitive learner who enjoys exploring his areas of interest. He has a strong ability to analyze cause and effect and quickly grasps new concepts through observation and exploration. While he comprehends cognitive processes well, he is still working on generalizing these insights to emotional situations.

He demonstrates sustained attention for preferred tasks and follows explicit, structured instructions effectively. However, he requires additional time and support to execute multi-step instructions in academic settings. He follows social etiquette and understands the beginning and closure of an activity.

Sai Aravind adapts well to transitions but requires timely prompts to manage time efficiently and complete tasks. Strengthening self-monitoring and task independence will further support his ability to navigate both academic and social environments effectively.

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





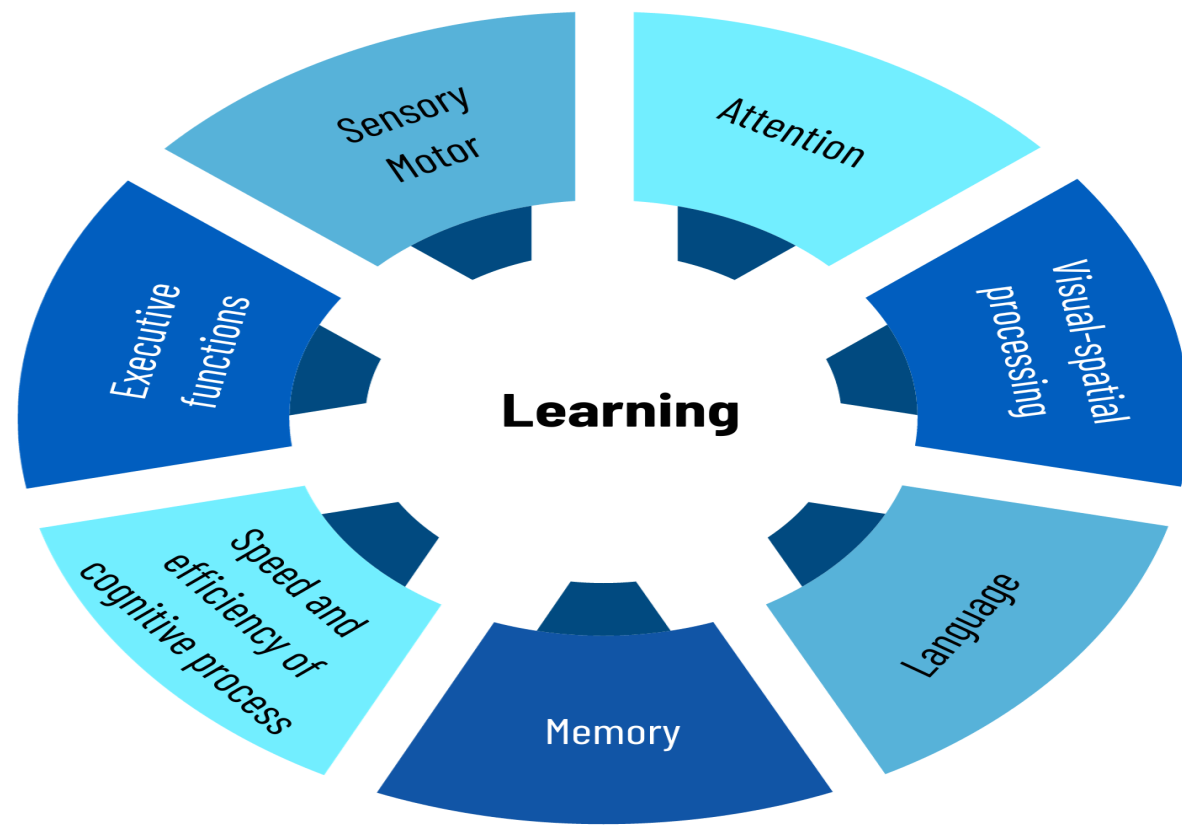
Components in the process of learning	Recommendations based on child's strength
Information from the environment	<ul style="list-style-type: none"><li>- Use structured, predictable routines with step-by-step visual and verbal instructions.</li><li>- Chunk instructions into smaller segments.</li><li>- Use multi-sensory teaching methods and repeat familiar tasks to build consistency.</li><li>- Relate new information to familiar contexts for better understanding.</li></ul>
Sensory	<ul style="list-style-type: none"><li>- Provide a sensory diet including proprioceptive, tactile, and oral inputs (e.g., chewable tools, crunchy snacks, tactile bins).</li><li>- Include movement-based tasks (yoga, obstacle walks) to maintain regulation.</li><li>- Use noise-canceling headphones or quiet zones to minimize auditory distractions.</li></ul>
Perception	<ul style="list-style-type: none"><li>- Reinforce visual-spatial skills through puzzles, matching games, and tracing tasks.</li><li>- Strengthen directionality with gross motor commands and sensory pathways.</li><li>- Use real-life materials for shape, form, and spatial reinforcement.</li><li>- Provide tactile-spatial activities for generalization.</li></ul>



Components in the process of learning	Recommendations based on child's strength
Memory	<ul style="list-style-type: none"><li>- Reinforce daily memory through visual calendars, consistent routines, and sequencing activities.</li><li>- Use memory games and repetition in functional tasks.</li><li>- Embed recall within ADLs using visual prompts, labels, and a picture-structured review.</li><li>- Practice object-label and action sequencing.</li></ul>
Thinking (Cognition)	<ul style="list-style-type: none"><li>- Use trial-and-error materials like flip cards and puzzles.</li><li>- Build logical thinking through patterning, categorization, and matching games.</li><li>- Scaffold abstract reasoning using real-life examples.</li><li>- Encourage problem-solving through structured tasks with visual and verbal prompts.</li></ul>
Language	



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





Areas	Strength	Recommendation strategies and Environment
Memory	Strength: Learns better with multisensory input. Stretch: Difficulty with abstract recall and multi-step memory.	1 . - School: Use mind maps, recall games, flashcards. - Home: Practice memory recall using daily tasks and visualization.
Language	Strength: Responds to structured verbal and visual cues. Stretch: Needs help with vocabulary development, comprehension, and expression.	1 . - School: Use sentence starters, reading aloud, vocabulary maps. - Home: Practice naming, guided storytelling, and vocabulary games.



Areas	Strength	Recommendation strategies and Environment
Visual spatial process	Strength: Good with basic patterns and spatial layout. Stretch: Difficulty with scanning, organization, and visual clarity.	1 . - School: Use bold-lined worksheets, visual schedules, high-contrast material. - Home: Engage in puzzles, sorting games, and mazes.
Attention	Strength: Can focus for short periods with interest. Stretch: Easily distracted, needs help to sustain and shift attention.	1 . - School: Quiet space with structured tasks, visual timers. - Home: Task strips, visual cues, co-regulation routines.





Areas	Strength	Recommendation strategies and Environment		
Sensory motor	Strength: Enjoys active, hands-on movement tasks. Stretch: Sensory sensitivities and inconsistent fine motor engagement.	1 . - School: Use obstacle walks, wall push-ups, sensory breaks. - Home: Tactile bins, fine motor crafts, and movement routines.		
Speed and efficiency of cognitive process	Strength: Shows effort when tasks are predictable. Stretch: Slower in unfamiliar or multi-step activities.	1 . School: Break tasks into steps, use time buffers. - Home: Use pacing tools like timers and visual guides.		
Tier		Focus Area	Key Strategies	Intended Outcomes
Tier 1 (Foundational Priority)		Emotional Regulation	EMotional	
		Working Memory		





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

### 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.



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.