

SAIL Assessment Report

Setting up Access for Independence and Learning



Curated learning pathways for independent living

Vedhika

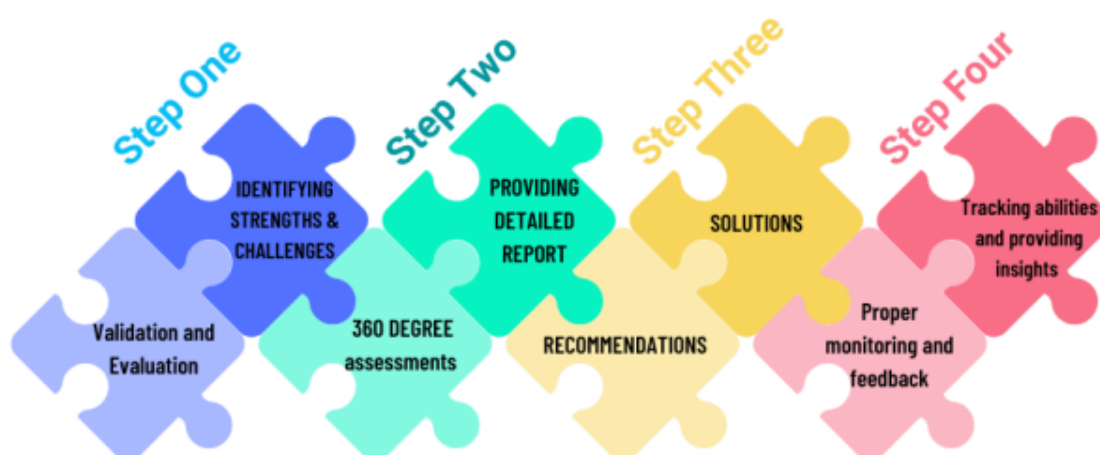
Date of Birth
11/10/2019

Date of Reporting
14 Nov 2025

FOREWORD

The overarching goal of this assessment is to determine the learner's current performance level in all areas of development. This is purely a functional assessment and has an eclectic approach that is non-diagnostic and non-measure based. At Elina, our assessment process is carried out on a strength-based approach, which enables us to see the best in a child – the value they bring by just being themselves and capitalizing on their strengths rather than focusing on their flaws. In a strength-based approach, the primary focus is not on problems or deficits, and the child is supported in recognizing the inherent resources they have at their disposal that can be used to effectively manage any condition and its associated challenges. At Elina, we place a lot of emphasis on observing the factors that help the child to realize his/her best potential, and hence details on Environmental, Emotional, Physiological, Psychological, and Social factors are recorded in detail to enable a clear picture of the intervention.

This assessment process assists in guiding the parents to the right set of resources and evolves with an intervention plan. This process also makes way for collaboration between the child, their family, the school community, and the professionals supporting them, allowing them to work together to determine an outcome that draws on the child's strengths and assets, as supported by our CoMPASS program.



INTRODUCTION:

Vedhika is an enthusiastic 13 years old boy who likes when people listen to him. Vedhika was assessed using Elina's assessment tool which had video observations, self-reports, parent questionnaires, parent interviews, teachers' interviews, and online and direct interactions as components of observation and assessments.

Vedhika has been living with his parents in Chennai in a nuclear family of 4 members. She has an older brother. His mother tongue is Telugu. She speaks English and Telugu at home and understands Tamil.

Vedhika achieved his milestones on time. She was assessed by MDA earlier. She underwent Occupational Therapy and remedial education for language and communication for 4 years. Vedhika is currently receiving counseling support from a couple of psychology interns for an hour per week. She is in the 9th Grade at Beyond 8 and is currently pursuing Secondary Curriculum through NIOS.

This document is our observation and assessment of Vedhika's functional skills, motor abilities, and sensory processing, and cognitive skills. This report is based on our observation of Vedhika's response to activities prescribed by us. It is also based on our interactions with him and his parents through online and direct meetings and their answers to a questionnaire sent by us.

Given below is a summary of observations made with Vedhika. It is a brief report of her responses during the various modes of interaction as described above.

1. CURRENT PERFORMANCE LEVEL IN 8 AREAS:

Physical	<p>He has a lean frame and appropriate height. He is a picky eater and has specific food preferences. Srikrishna has a good sleep routine and is a healthy child. He is curious and prefers doing things in his way. Though he showed rigidity in performing many activities, Srikrishna could engage in a few activities when modeled by the adult. Awareness of hygiene could not be observed directly. He has dental cavities and has been treated for the same. He could follow instructions only when there were no visual distractions.</p>
Gross Motor	<p>Though he sat in a cross-legged posture on the floor, it was inconsistent. Midline crossing could be observed at the gross motor level. Standing on one leg and continuous hopping is developing. Initially, he held the other leg with his hand. Motor planning is appropriate for known tasks; he needs more exposure and practice for non-preferred or new tasks. Balance, coordination and agility are developing. He needs more exposure to ball play and object control skills. According to the parents, Srikrishna does not engage in ball play when the ball is thrown towards him; but can self-engage in throwing the ball up and catching it.</p> <p>Cycling and navigating through the obstacle course could not be observed. The parents expressed that he cycled with balancing wheels earlier. Srikrishna could not imitate actions and postures from pictures; but when modelled, he could perform a few actions. Srikrishna tends to tilt his head and body slightly to his left; he also bends his back and knees while crossing his midline. Gross motor proprioception needs to be worked on. Core strength and shoulder strength are also areas of work.</p>

Fine Motor	<p>Though he is predominantly right-handed, he sometimes uses his left hand to pick objects and manipulate them, sometimes due to rigidities. According to his parents, Srikrishna uses both his hands for certain tasks. His speed of operation is appropriate for known and preferred tasks. Srikrishna possesses good eye-hand coordination, though he gets distracted by visual stimuli. Rotation and finger isolation skills are meeting. Hand transfer was observed.</p> <p>Working in the midline is developing; he works slightly to his left. Speed of operation, dexterity, object manipulation, coordination, shift and translation skills are developing for new tasks predominantly due to his resistance and challenges in transition. Pincer grasp was observed but inconsistent. In-hand manipulation skills and handling of writing tools are emerging</p>
Sensory	<p>He is sensitive to oral, tactile, visual and socio-emotional inputs. He predominantly avoids social-emotional stimuli and unpreferred/unknown tasks. Srikrishna seeks tactile, movement and oral stimuli. He missed noticing information related to tactile and body positioning</p>

<p>cognition</p>	<p>Srikrishna's visual perceptual skills are his potential strengths; auditory and tactile perceptual skills need to be worked on. He has good long-term memory; short-term and working memory is emerging. Srikrishna has a brief attention span for preferred tasks and needs major support for new or non-preferred tasks. Awareness of laterality is developing. Problem solving, reasoning, time concept and directionality could not be observed.</p> <p>Srikrishna's academic skills are very inconsistent between Tamil and English.</p> <p>In English, pre-reading skills are emerging. He read a few 2 letter sight words from the KG list. Concepts related to phonics and phonemic awareness could not be observed. He has very limited exposure to English vocabulary and hence could not perform many of the academic tasks. He wrote a few English alphabets in upper case letters and could produce lower case alphabets more as a symbol than a letter with sound. Visual recall of lower case alphabets could not be observed. He needs major support in writing a word. He could copy a few words.</p>
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<p>Speech and Communication</p>	<p>His receptive and expressive communication skills are his potential strengths in Tamil. He needs major support in English.</p> <p>He follows simple instructions in Tamil and responds to name calls. Comprehension of multiple instructions needs work. Srikrishna could understand and answer only 'what' questions in Tamil. He could not stop the activity when a 'No' was said by the adult.</p> <p>Srikrishna has the intent to communicate and initiate conversations in Tamil. He predominantly expressed his likes, dislikes and asked for help by making noises, gestures, facial expressions and body language. He needs major support for speaking in sentences in Tamil and English; closure of communication is developing. His parents tend to complete the sentences or phrases when he begins to say a word.</p> <p>Though he can speak a few words in Tamil, clarity and articulation are emerging. He could sing a Tamil rhyme but had a flat tone.</p> <p>.</p>
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<p>Social and Emotional</p>	<p>He had a good intent to socialize and adapted well to the new environment and the adult. He was self-aware, could make choices and was rigid about his preferences.</p> <p>Identification of emotions could not be observed directly; he could express the basic emotions through facial expressions and gestures. Social smile, eye contact, asking for help and responsibility for action are developing. Srikrishna needs major support in accepting a 'No' from the adults. Turn taking and resilience is emerging. He can take responsibilities for actions with help and modelling.</p> <p>He demonstrates a unique approach to understanding authority and gauging boundaries. He often runs away and looks back to observe the amount of attention given by adults, using their reactions to assess expectations. His cooperation is contingent on his interpretation of how much he can assert his preferences. When demands are imposed on him, he becomes agitated and tends to whine. Srikrishna also exhibits sensitivity to visual clutter, preferring not to have any new materials introduced until he completes the current task. He only engages with new tasks once the previous one is fully completed, indicating a need for clear, sequential task presentation.</p>
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Play	<p>He has good pretend play skills. Eye contact, social smile and imitation skills are developing. Turn-taking and joint attention are emerging especially in preferred tasks. Solitary play, parallel play, group participation, social and cooperative play could not be observed directly.</p> <p>According to his parents, Srikrishna plays along with children of his age at school. He also enjoys playing with older children/adults.</p>
ADLs	<p>According to his parents, Srikrishna's toileting, bathing and dressing skills are developing. Though he is aware of the sequence, his brushing skills are developing. He used both his hands for eating; cleanliness and hygiene need to be worked on. Drinking could not be observed. Srikrishna is mostly aware of his belongings and has good functional mobility.</p>

II. DAILY ROUTINE

According to his parents, he gets ready for school in the mornings during the weekdays and reads books on weekends. He learns through TV or books and plays indoors in the afternoon. Srikrishna engages in playing on the terrace or on the beach in the evening. He has no specific bedtime ritual and follows his routine independently.

III. SWOT Analysis:

1) Strengths:

- Gross motor skills

- Fine motor skills - non academic tasks
- Long term memory
- Receptive communication - Tamil
- Intent to socialize
- Physically active
- Self-awareness
- Visual learner
- Writing in Tamil
- Independence in activities of daily living
- Organized
- Speed of operation in preferred tasks
- Intent to communicate

2) Work on

- Sensory integration - Oral, visual, tactile, proprioception, vestibular
- Social skills
- Play
- Speech - production of sound, clarity and articulation
- Receptive communication - English
- Expressive communication - English and Tamil
- Cognitive skills- focussed concept understanding and application
- Pre-academic skills - English and Maths
- Handwriting skills
- Sustained attention
- Self-regulation

- Rigidity
- Following instructions

3) Opportunities

- Avoiding hyperfocus and varied exposure to language and connecting it to functional tasks
- Channelizing energy with goal-driven physical activities
- Promoting independence in everyday life through exploration, observation and modelling
- Strength-based teaching strategies will help him connect his observations to his knowledge
- Co-regulation strategies to manage emotions
- Engaging in age-appropriate household chores and providing responsibilities
- A consistent and assertive approach to social skill building will help him to communicate and observe appropriate social skills
- Providing opportunities for making mistakes and self-correction
- A healthy and balanced diet with minimum or no sugar-based food
- Enabling him to adapt himself to others' routines and preferences at home and other environments

• 4) Threats

- Hyperfocus
- English as a medium of learning
- Rigidity
- Choosing a right environment suitable for his needs

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Disclaimer

- This is not a clinical evaluation.
- The assessment provided is not intended to replace or diagnose any medical advice given to the child by a qualified registered medical doctor.
- The findings are based on the child's performance during online and offline interactions. This report is solely based on the responses and results submitted during the assessment process and parental inputs.
- This report does not serve as the basis for exam concessions or exemptions.