



# **SAIL Assessment Report**

Setting up Access for Independence and Learning



**Curated learning pathways for independent living**

**Date of Birth**  
**14/07/2018**

**Krish**

**Date of Reporting**  
**07 Oct 2025**

Our functional assessment is based on the developmental domains and is designed to understand a child's profile and potential. While observing a child, many important facets of a child's development are revealed simultaneously and factors that may be impeding the child's overall performance are also identified. Developmental assessment observes how your child grows and changes over time and whether your child meets the typical developmental milestones in all the domains of development.

	Domains	Description
I	Physical	The physical domain covers the development of physical changes, which includes growing in size and strength, also includes body image, health and nutrition.
II	Motor	Refers to elements related to gross motor, fine motor and bilateral coordination.
III	Sensory	Assess children's sensory processing patterns with the Sensory Profile, adapted from the Pearsons Tools. This helps to understand a child's sensory processing patterns in everyday situations and profile the sensory system's effect on functional performance.
IV	Cognition	The cognitive domain includes intellectual development and creativity.
V	Social & Emotional	The social-emotional domain includes a child's growing understanding and control of their emotions and participation in varied social domains.

VI	Speech and Communication	Addresses the skills of listening and speaking. Understanding receptive and expressive communication.
VII	Play	The observation and assessment of play, physical play and social skills through play.
VIII	ADLs	The activities of daily living are those skills required to manage one's basic physical needs, including personal hygiene or grooming, dressing, toileting, transferring and eating.

Within each of these domains, there are a variety of skill set areas that can further define specific areas of child development and learning.

Needs major support	Emerging	Developing	Meeting	Exceeds expectation	Unable to observe clearly
Child refuses to recognise/attempt the skill	The child has been taught this skill	Able to revisit previous knowledge or skill	Showing a strong evidence of deep understanding	Demonstrates an exceptional level of performance	No / limited scope for observation
The child does not meet even the minimum expectations in results	Been given opportunities to develop	Been given opportunities to practise the skills	Able to apply the skill without prompting	Consistent	Activity video is too short to get an understanding
Significant improvement is needed in the skills area	Being supported by an adult	Shows an increasing understanding	Consistently be able to apply independently	Exceptional mastery	The video is edited or support being given outside the area of video

	Is at the early stages of acquisition of this skill	Frequently is able to apply independently		Able to extend to higher level concepts using the skill being assessed for	
	Occasionally is able to apply the skill independently	Comprehends the skill but is unable to fully complete the skill			

## Gross Motor

Gross Motor	Observation	Evidence	Recommendation
Sit	Needs major support	Walking on steps or a plank with a slightly heavy bag or a small bucket of water, Testing,	
Stand	Needs major support		
Walk	Needs major support		
Run	Needs major support		
Jump	Needs major support		
Hop	Needs major support		
Throw/catch/ kick ball	Needs major support		

Gross Motor	Observation	Evidence	Recommendation
Obstacle course	Needs major support		
Ride a scooter board/tricycle	Needs major support		
Posture	Needs major support		
Motor Planning	Needs major support		
Gait	Needs major support		
Balance	Needs major support		
Coordination	Needs major support		
Agility	Needs major support		

Gross Motor	Observation	Evidence	Recommendation
Muscle tone	Needs major support		
Endurance	Needs major support		
Locomotor skills	Needs major support		
Object control	Needs major support		
Posture	Needs major support		
Climb	Needs major support		



## Fine Motor

Fine Motor	Observation	Evidence	Recommendation
<b>Speed of operation</b>	<b>Developing</b>	Folding a paper as per instructions given verbally or visually,Folding a paper as per instructions given verbally or visually,	Folding a paper as per instructions given verbally or visually,Folding a paper as per instructions given verbally or visually,
<b>Dexterity</b>	<b>Developing</b>	Folding a paper as per instructions given verbally or visually,	Folding a paper as per instructions given verbally or visually,Folding a paper as per instructions given verbally or visually,
<b>Finger isolation</b>	<b>Exceeds expectation</b>	Folding a paper as per instructions given verbally or visually,	Folding a paper as per instructions given verbally or visually,
<b>In hand manipulation</b>	<b>Exceeds expectation</b>	Folding a paper as per instructions given verbally or visually,Folding a paper as per instructions given verbally or visually,Folding a paper as per instructions given verbally or visually,	Folding a paper as per instructions given verbally or visually,

Fine Motor	Observation	Evidence	Recommendation
Object Manipulation	Developing	Folding a paper as per instructions given verbally or visually,	
Handling of writing tools	Meeting	Folding a paper as per instructions given verbally or visually,	Folding a paper as per instructions given verbally or visually,
Coordination	Meeting	Folding a paper as per instructions given verbally or visually,	

Hand Writing			
<b>Posture</b>	<b>Meeting</b>	Walking on steps or a plank with a slightly heavy bag or a small bucket of water, Testing,	Folding a paper as per instructions given verbally or visually,
<b>Pencil grip / grasp</b>	<b>Developing</b>	Folding a paper as per instructions given verbally or visually,	Folding a paper as per instructions given verbally or visually,
<b>Hand position</b>	<b>Meeting</b>	Folding a paper as per instructions given verbally or visually,	Folding a paper as per instructions given verbally or visually,
<b>Pencil pressure</b>	<b>Meeting</b>	Folding a paper as per instructions given verbally or visually,	Folding a paper as per instructions given verbally or visually,
<b>Legibility</b>	<b>Needs major support</b>	Folding a paper as per instructions given verbally or visually,	Folding a paper as per instructions given verbally or visually,
<b>Reading Books</b>	<b>Needs major support</b>		

## Cognition

Cognition Skills	Observation	Evidence	Recommendation
<b>Critical Thinking</b>	<b>Unable to observe clearly</b>	academic skills are very inconsistent between Tamil and English.	academic skills are very inconsistent between Tamil and English.
<b>Problem solving</b>	<b>Developing</b>	academic skills are very inconsistent between Tamil and English.	academic skills are very inconsistent between Tamil and English.
<b>Reasoning</b>	<b>Exceeds expectation</b>	academic skills are very inconsistent between Tamil and English.	academic skills are very inconsistent between Tamil and English.
<b>Time concept</b>	<b>Developing</b>	academic skills are very inconsistent between Tamil and English.	academic skills are very inconsistent between Tamil and English.
<b>Attention</b>	<b>Exceeds expectation</b>	academic skills are very inconsistent between Tamil and English.	academic skills are very inconsistent between Tamil and English.

Cognition Skills	Observation	Evidence	Recommendation
Memorizing	Needs major support		

## Speech and Communication

Communication skills	Observation	Evidence	Recommendation
A. Receptive			
Following simple instructions	Developing		
Comprehension of size	Developing		
Comprehension of time	Needs major support		
Comprehending instructions	Needs major support		
Name Call response	Needs major support		
WH-Questions	Needs major support		

A. Receptive			
Comprehension of position	Needs major support		
Comprehension of quantity	Needs major support		
Stops to an activity when No is said	Needs major support		
Picture comprehension	Needs major support		

B. Expressive			
Intent for communication	Needs major support		
Initiation of communication	Needs major support		
Communication mode	Needs major support		
Sustenance/Maintanance of communication	Needs major support		
Using full sentence	Needs major support		
Vocabulary	Needs major support		
Closure of communication	Needs major support		
Expressing likes and dislikes/discomfort	Needs major support		



B. Expressive			
Asking for help	Needs major support		
Expresses need	Needs major support		
Usage of grammar	Needs major support		
Saying No	Needs major support		

C. Production of speech			
Production of sound	Needs major support		
Tone and voice modulation	Needs major support		
Clarity	Needs major support		
Articulation of sound	Needs major support		
Any other issues	Needs major support		

## Social and Emotional

Socio-Emotional Skills	Observation	Evidence	Recommendation
<b>Social smile</b>	<b>Developing</b>	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.	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.
<b>Eye-contact</b>	<b>Developing</b>	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.	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.

Socio-Emotional Skills	Observation	Evidence	Recommendation
<b>Intent to socialise</b>	<b>Meeting</b>	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.	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.
<b>Making a choice</b>	<b>Meeting</b>	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.	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.

Socio-Emotional Skills	Observation	Evidence	Recommendation
Identify and express emotions	Meeting	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.	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.

## Play

Play	Observation	Evidence	Recommendation
<b>Joint Attention</b>	<b>Developing</b>	Srikrishna plays along with children of his age at school. He also enjoys playing with older children/adults.	Srikrishna plays along with children of his age at school. He also enjoys playing with older children/adults.
<b>Imitation</b>	<b>Meeting</b>	Srikrishna plays along with children of his age at school. He also enjoys playing with older children/adults.	Srikrishna plays along with children of his age at school. He also enjoys playing with older children/adults.
<b>Group Participation</b>	<b>Meeting</b>	Srikrishna plays along with children of his age at school. He also enjoys playing with older children/adults.	Srikrishna plays along with children of his age at school. He also enjoys playing with older children/adults.

## ADL

ADL	Observation	Evidence	Recommendation
Toileting	Meeting	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.	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.

ADL	Observation	Evidence	Recommendation
<b>Bathing</b>	<b>Needs major support</b>	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.	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.
<b>Brushing</b>	<b>Needs major support</b>	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.	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.



## Sensory

### Sensory Profiling Quadrant:

Sensory processing refers to the brain's ability to organize, interpret and respond to information received from each of the senses. When interruption or disruption occurs in the processing of information from one or more of these areas, the ability to self-regulate and organize oneself may become compromised. Krish demonstrates a few signs and symptoms of sensory processing difficulty at this time. The sensory information is separated into 4 quadrants to determine how a child is reacting to various sensory inputs.

Quadrants	Evidence	Recommendations
Seeks out and is attracted to a stimulating sensory environment	Sai Aravind has a high threshold and seeks certain inputs more than others. He exhibits seeking behaviors through various sensory activities. Visually, he tends to watch people as they move around the room. Movement-wise, he tends to rock in a chair, on the floor, or while standing. Additionally, he shows oral seeking behaviors by craving specific foods, tastes, or smells.	Oral Input: Provide a chewable necklace, crunchy snacks etc. to meet oral sensory needs. Exposing him gradually to varied tastes, smells, and textures in food in a graded way would be helpful. Sensory diet recommended by a professional, various taste and smell bottles can also be used. Tactile Input: Offer fidget toys, textured objects, or a sensory bin with sand, rice, or fabric for controlled touch exploration.- Utilizing the strength of tactile perception to experience and learn concepts. Movement Breaks: Incorporate short physical activities between tasks (e.g., jumping jacks, wall push-ups) to channel energy

Quadrants	Evidence	Recommendations
Distressed by a stimulating sensory environment and attempts to leave the environment	Sai Aravind scores highest in this quadrant. He has a low threshold and responds actively to certain stimuli such as socio-emotional and conduct domain. Hence he may sometimes be resistant and unhelpful, and he occasionally displays temper tantrums. Due to high avoidance behaviour in socio emotional domain, Sai Aravind needs positive support to return to challenging situations. He is sensitive to criticisms and has definite, predictable fears. At times, he expresses feeling like a failure and can be too serious. Sai Aravind experiences strong emotional outbursts when he is unable to complete a task and gets frustrated easily. He also has fears that interfere with his daily routines and is distressed by changes in plans, routines, or expectations. Additionally, he has difficulty with friendships, including making or keeping friends.	<p>Sensitivity: Provide noise-canceling headphones during structured work. Minimize background noise with quiet workspaces or soft instrumental music.</p> <p>Social Environment Support: Use social stories and role-playing before group interactions to build confidence. Identifying the triggers for inappropriate social behaviour with him peers.</p> <p>Outcome based exposure to social environments with preparation in advance through pictures and videos. Role play of various social environments and people at home.</p> <p>Emotional Regulation: Implement visual emotion charts and self-regulation strategies (deep breathing, sensory breaks).</p>

Quadrants	Evidence	Recommendations
		<p>Increasing him self-confidence through motivation, self-affirmations and positive talk.</p> <p>Task Transitions: Use a visual schedule with clear beginning-to-end steps to reduce frustration when shifting activities.</p> <p>Clear Expectations: Set firm yet flexible rules with visual prompts and non-materialistic reinforcement for appropriate behavior.</p>
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli	<p>Sai Aravind is sensitive to various sensory stimuli. Auditory-wise, he becomes distracted when there is a lot of noise in his environment. Tactile sensitivity is evident as he shows distress during grooming activities such as haircuts, face washing, or fingernail cutting. Socially and emotionally, he requires more protection from life's challenges compared to other children his age. In terms of attention, he often looks away from tasks to observe and notice everything happening around him.</p>	<p>Focus Support: Provide a visual boundary at the desk and use a weighted lap pad to help sustain attention.</p>

Quadrants	Evidence	Recommendations
		<p>Sensory Breaks: Use movement-based strategies like chair push-ups or wall presses to reset focus. Food Sensitivity: Gradually expose him to different textures, using a structured sensory diet. Offer a choice between two preferred foods to increase acceptance.</p>
Missing stimuli, responding slowly	<p>Sai Aravind has a high threshold and misses to notice certain information that are obvious to others. He demonstrates stiffness in body positioning, moving with a rigid posture. Socially and emotionally, he appears to have low self-esteem. Attentively, he seems oblivious to his surroundings in active environments and struggles to locate objects when presented against competing backgrounds.</p>	<p>Proprioceptive Input: Use weighted vests or heavy work activities (e.g., carrying books, pushing carts) to improve body awareness.</p> <p>Task Pacing: Use visual timers and “first-then” prompts to encourage a slower, more mindful approach to work.</p> <p>Motor Awareness Activities: Engage in resistance exercises (e.g., theraband pulls, yoga poses) to strengthen muscles and improve spatial control.</p>

Quadrants	Evidence	Recommendations
		<p>Tactile Awareness: Make the objects and the environment visually noticeable and relatable to the tactile changes such as hot, warm, cool and cold. Choose appropriate clothing for him based on the environmental needs.</p> <p>Tactile Awareness: Make the objects and the environment visually noticeable and relatable to the tactile changes such as hot, warm, cool and cold. Choose appropriate clothing for him based on the environmental needs.</p> <p>Tactile Awareness: Make the objects and the environment visually noticeable and relatable to the tactile changes such as hot, warm, cool and cold. Choose appropriate clothing for him based on the environmental needs.</p>



Mrs.Narmatha  
Special educator  
IS-Coordinator  
Elina Advisory and referral center  
Chennai-97

Mrs.Malini  
Special educator  
IS-Coordinator  
Elina Advisory and referral center  
Chennai-97