



# **SAIL Assessment Report**

Setting up Access for Independence and Learning



**Curated learning pathways for independent living**

**Date of Birth**  
**11/02/2020**

**Angel**

**Date of Reporting**  
**22 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
<b>Sit</b>	<b>Developing</b>	nice coordination,obeys command,	Encourage sustained physical activity such as cycling and long-distance running.
<b>Stand</b>	<b>Meeting</b>	obeys command,	Encourage sustained physical activity such as cycling and long-distance running.
<b>Walk</b>	<b>Meeting</b>	obeys command,	Encourage sustained physical activity such as cycling and long-distance running.
<b>Run</b>	<b>Developing</b>	obeys command,	Encourage sustained physical activity such as cycling and long-distance running.
<b>Jump</b>	<b>Developing</b>		Encourage sustained physical activity such as cycling and long-distance running.

Gross Motor	Observation	Evidence	Recommendation
Hop	Developing	obeys command,	
Throw/catch/ kick ball	Meeting	nice coordination,	
Obstacle course	Developing	obeys command,	
Motor Planning	Meeting	effectively uses his full body as needed for various tasks, demonstrating overall coordination and body awareness. He is capable of crossing the midline, integrating movements across both sides of his body. He plans and sequences his movements with good postural control, ensuring smooth and organized execution. Additionally, he demonstrates spatial awareness, understanding his position relative to objects and surroundings	Introduce multi-step motor tasks like assembling puzzles and structured art activities.
Gait	Meeting	exhibited rhythmic pattern of alternating and coordinated movements of trunk and legs	Continue with regular walking and running exercises to maintain natural movement.

Gross Motor	Observation	Evidence	Recommendation
Balance	Meeting	He can stand and sit without support. He could hop well without support consecutively.	Engage in activities like balance beam walking, yoga, and weight-shifting drills.
Coordination	Meeting	He uses dominant and non-dominant hands together. He has coordination between upper and lower body. foot & eye and hand & eye.	Encourage rhythmic movement activities, jump rope, and dance-based exercises.
Agility	Meeting	He is able to reach objects around quickly in a sitting posture. He could transit from one position to another swiftly and accurately	Continue agility drills and speed-based exercises to maintain flexibility.
Muscle tone	Meeting	He maintains good posture and stays active.	Maintain current levels through stretching and strengthening exercises.
Endurance	Meeting	He could sustain actively for a significant duration. He could remain energetic throughout tasks	Encourage sustained physical activity such as cycling and long-distance running.



Gross Motor	Observation	Evidence	Recommendation
Locomotor skills	Meeting	<p>demonstrates a range of locomotor skills, including sitting, standing, walking, jumping, hopping, and leaping. His movements are rhythmic and coordinated, with his arms and legs moving in opposition with bent elbows. During jumping, he effectively bends his supporting leg before takeoff, allowing him to lift off completely and land smoothly. His non-supporting leg swings forward in a pendular motion, while his arms flex forward to generate force. He flexes both knees and extends his arms behind his body, thrusting them forward and upward during takeoff. He is capable of landing on both feet simultaneously, with his arms moving downward during landing, showcasing controlled and balanced movement.</p>	<p>Involving in sports, regular works outs would help him maintain the skills</p>

Gross Motor	Observation	Evidence	Recommendation
Object control	Meeting	demonstrates proficient object control skills, able to maintain dribbling control for four consecutive bounces and hold his dribbling position without shifting his feet. When executing a throw, he initiates the windup with a downward movement, rotating his hips and shoulders to generate force. He transfers his weight smoothly by stepping forward with the opposite foot and can stride forward with the foot opposite to his rolling hand. With prompt, he can bend his knees and release the ball close to the floor, showcasing good coordination and control in handling objects. He is learning Cricket and shows good control of the object.	Incorporate activities like dribbling, target-based throwing, and catching drills to refine coordination.
Posture	Meeting	He could stand without support and demonstrates shoulder stability. He maintains head, neck, shoulders, trunk, hips, and legs in alignment and could hold his head upright comfortably.	Reinforce good posture habits through ergonomic seating and regular posture checks.

Gross Motor	Observation	Evidence	Recommendation
Climb	Meeting	Encourage sustained physical activity such as cycling and long-distance running.	Encourage sustained physical activity such as cycling and long-distance running.

## Fine Motor

Fine Motor	Observation	Evidence	Recommendation
Speed of operation	Meeting	He is able to initiate, sustain and complete the task in the given duration. He is aware of the sequence of tasks and transistions smoothly.	Introduce precision tasks like bead threading and model-making to balance speed with accuracy.
Dexterity	Meeting	has smooth, controlled hand and finger movements. He is able to adjust hand, finger, and arm actions based on the task. He is able to stablise one hand while the other performs fine movements. He uses both hands together. He is able to hold objects firmly. Performs tasks at an appropriate pace. He uses pens, utensils, and tools effectively. He could adjust grip and pressure based on tactile feedback.	Encourage activities like paper cutting, clay modeling, and intricate hand tasks.
Finger isolation	Meeting	In the cutting activities it was observed he could move finger independently, and could separate thumb, index, and other fingers during tasks and could use finger pads with control	Introduce finger exercises such as playing piano, typing, or finger painting.

Fine Motor	Observation	Evidence	Recommendation
In hand manipulation	Meeting	Observed in hand maniputalation skills in lacing activity, turning pages in a book using finger tips, one page at a time, the manipulation of pen, Opening and closing bottle / container lids	Provide fine motor rotation tasks like twisting caps and using tongs to strengthen precision. Encourage more everyday object manipulation tasks such as using small tools and utensils.

Hand Writing			
<b>Posture</b>	<b>Developing</b>	is able to sit without support and can sit cross-legged. He rests his elbows on the table or chowki. However, his posture in the tabletop position is slightly uncomfortable, causing him to bend forward instead of maintaining an upright position during seat work.	Reinforce ergonomic writing positions through reminders and seating adjustments.
<b>Pencil grip / grasp</b>	<b>Meeting</b>	He has dynamic tripod grip when holding a writing tool. He holds the pen slightly closer to the tip. He holds the pen at appropriate pressure. The pencil rests comfortably in the gap between the thumb and index finger in a slanting position.	Continue reinforcing proper grip techniques with adaptive tools if needed.
<b>Hand position</b>	<b>Developing</b>	places his elbows on the table or flat surface, slightly bent and not locked straight. His wrists are relaxed during writing. He does not slant the paper; instead, he keeps his hands to the sides of his writing for visibility. He uses his dominant hand for writing and supports the paper with his other hand.	Ensure a stable and comfortable writing surface.

Handling of writing tools			
Grasp	Developing	Ensure a stable and comfortable writing surface.	
Pressure	Developing	Ensure a stable and comfortable writing surface.	Ensure a stable and comfortable writing surface.
control	Meeting	Ensure a stable and comfortable writing surface.	

## Cognition

Cognition Skills	Observation	Evidence	Recommendation
Memory - ST	Exceeds expectation	He exhibits abilities in verbal comprehension and memory, demonstrating the capacity to: repeat and follow instructions, and recall and answer questions about recent events.	Use structured retrieval techniques such as spaced repetition and active recall methods.
Memory- LT	Exceeds expectation	He could very well recall personal and familial information, narrating past experiences, and applying knowledge to everyday situations. He can also recall and apply learned concepts, as well as motor skills to perform tasks, showcasing his capacity for episodic, semantic, and procedural memory.	Encourage self-reflection, research-based learning, and academic discussions to retain knowledge.



Cognition Skills	Observation	Evidence	Recommendation
<b>Working Memory</b>	<b>Developing</b>	He has good working memory, processing efficiency, and task-switching skills. He can hold and manipulate information while performing a task, process and respond to inputs, attend to new stimuli even when engaged in another task, follow and execute multi-step instructions, perform mental calculations, and efficiently shift his attention between tasks. However there is a scope for improvement in this area	Use checklists, digital organizers, and calendar-based planning tools
<b>Critical Thinking</b>	<b>Meeting</b>	He is capable of identifying, analyzing, and interpreting information, and he actively asks questions to enhance his understanding. Additionally, he makes inferences and judgments based on available evidence. However, these skills still require further improvement to achieve greater accuracy and confidence.	Encourage debates, case study analysis, and Socratic questioning to develop broader perspectives.
<b>Problem solving</b>	<b>Needs major support</b>	Good,	

Perception Skills	Observation	Evidence	Recommendation
A. Visual Perception			
Visual Memory	Meeting	He has got a good visual memory he was able to recall more than 5 objects and words. He was allso able to respond to delayed recall well.	Use memory-enhancing strategies like mind mapping, spaced repetition, and association techniques to improve recall. Encourage the use of flashcards, recall games, and visualization exercises in academic learning.
Visual Form Constancy	Meeting	He was able to express in the same order he saw	Strengthen sequencing skills through flowchart creation, step-by-step problem-solving exercises, and coding logic activities. Encourage the use of structured notes and digital organization tools.
Visual Figure-ground	Developing	He is able to recognizes the objects, numbers or letters even when the position, shape or the environment changes	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.

## Speech and Communication

Communication skills	Observation	Evidence	Recommendation
<b>A. Receptive</b>			
<b>Following simple instructions</b>	<b>Developing</b>	He responds when his or him name is called by turning and looking, saying 'yes' or by making eye contact	Reinforce attentive listening skills in group conversations and public settings.
<b>Comprehension of size</b>	<b>Meeting</b>	He understands the established boundaries set by the adult. He follows the rules and stops the action immediately	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.

B. Expressive			
Intent for communication	Meeting	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.
Initiation of communication	Developing	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.
Communication mode	Meeting	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.

C. Production of speech			
<b>Production of sound</b>	<b>Meeting</b>	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.
<b>Tone and voice modulation</b>	<b>Meeting</b>	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.
<b>Clarity</b>	<b>Developing</b>	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.	
<b>Articulation of sound</b>	<b>Developing</b>	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.
<b>Any other issues</b>	<b>Developing</b>	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.	Encourage self-regulation strategies by using verbal cues and self-monitoring tools.

## Social and Emotional

Socio-Emotional Skills	Observation	Evidence	Recommendation
<b>Social smile</b>	<b>Developing</b>	He was able to greet everyone present during arrival and leaving the office.	Encourage mirror exercises, role-playing scenarios, and expressive emotion modeling to enhance non-verbal social cues.
<b>Eye-contact</b>	<b>Developing</b>	He gradually adapted to the environment. No hesitation or reluctance observed.	Reinforce through structured exposure to new social settings and transition planning.
<b>Intent to socialise</b>	<b>Meeting</b>	Initially, there was limited eye contact. However, over time, he began to make eye contact more often and demonstrated increasing confidence when needed.	Continue confidence-building exercises in face-to-face interactions through structured social engagements.

## Play

Play	Observation	Evidence	Recommendation
Joint Attention	Meeting	He is aware of the skills such as eye contact, gestures, waiting for turns, turn taking etc.	Extending his areas of interest and staying updated on current topics appropriate for his age, to mingle with his peers.
Imitation	Meeting	He is able imitate close to precision.	
Group Participation	Developing	He has willingness to be engaged with friends. He is practicing social and communication skills. He is part of group games. However he has low self esteem about being accepted	
Turn taking	Needs major support	He has willing to explore alone	

## ADL

ADL	Observation	Evidence	Recommendation
Toileting	Developing	Based on his parents' input. They have also mentioned that hygiene factors and setting up a routine for him is very challenging. He needs prompts and help in cleaning cooking kind of work	<p>Consistent practice and maintaining a routine is crucial.</p> <p>A visual checklist of the daily routine can be placed in his room.</p> <p>He can be asked to prepare her own schedule in a creative way.</p> <p>Practical experiences by exposing him to a new place regularly, beginning with places close to him home will enhance her self-confidence.</p> <p>Enhance his problem solving skills by asking various "what if" scenarios.</p>



ADL	Observation	Evidence	Recommendation
Bathing	Developing	Based on his parents' input. They have also mentioned that hygiene factors and setting up a routine for him is very challenging. He needs prompts and help in cleaning cooking kind of work	<p>Consistent practice and maintaining a routine is crucial.</p> <p>A visual checklist of the daily routine can be placed in his room.</p> <p>He can be asked to prepare her own schedule in a creative way.</p> <p>Practical experiences by exposing him to a new place regularly, beginning with places close to him home will enhance her self-confidence.</p> <p>Enhance his problem solving skills by asking various "what if" scenarios.</p>

ADL	Observation	Evidence	Recommendation
Brushing	Developing	Based on his parents' input. They have also mentioned that hygiene factors and setting up a routine for him is very challenging. He needs prompts and help in cleaning cooking kind of work	<p>Consistent practice and maintaining a routine is crucial.</p> <p>A visual checklist of the daily routine can be placed in his room.</p> <p>He can be asked to prepare her own schedule in a creative way.</p> <p>Practical experiences by exposing him to a new place regularly, beginning with places close to him home will enhance her self-confidence.</p> <p>Enhance his problem solving skills by asking various "what if" scenarios.</p>

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. Angel 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	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.	<b>Oral Input:</b> 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. <b>Tactile Input:</b> 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.

Quadrants	Evidence	Recommendations
		<p><b>Movement Breaks:</b> Incorporate short physical activities between tasks (e.g., jumping jacks, wall push-ups) to channel energy.</p> <p><b>Work Area Setup:</b> Maintain a clutter-free environment with a visual boundary for academic tasks to reduce distractions.</p>

Quadrants	Evidence	Recommendations
Distressed by a stimulating sensory environment and attempts to leave the environment	ai 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. 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). Increasing him self-confidence through motivation, self-affirmations and positive talk.</p>

Quadrants	Evidence	Recommendations
		<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> <p>Sensory Breaks: Use movement-based strategies like chair push-ups or wall presses to reset focus.</p>
		<p>Food Sensitivity: Gradually expose him to different textures, using a structured sensory diet. Offer a choice between two preferred foods to increase acceptance.</p>

Quadrants	Evidence	Recommendations
Missing stimuli, responding slowly	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>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> <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