



SAIL Assessment Report

Setting up Access for Independence and Learning



Curated learning pathways for independent living

Date of Birth

12/07/2020

Rishi

Date of Reporting

18 Nov 2025



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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	good coordination,	
Motor Planning	Meeting	Sai Aravind 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	Sai Aravind 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.	
Muscle tone	Meeting	e maintains good posture and stays active.	Maintain current levels through stretching and strengthening exercises.



Gross Motor	Observation	Evidence	Recommendation
Locomotor skills	Meeting	Sai Aravind 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.	Involving in sports, regular works outs would help him maintain the skills.



Gross Motor	Observation	Evidence	Recommendation
Object control	Meeting	Sai Aravind 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.



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	<p>Sai Aravind has smooth, controlled hand and finger movements. He is able to adjust hand, finger, and arm actions based on the task.</p> <p>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.</p>	Encourage activities like paper cutting, clay modeling, and intricate hand tasks.



Fine Motor	Observation	Evidence	Recommendation
Finger isolation	Developing	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.
Hand dominance	Meeting	His hand dominance is established and he predominantly uses right hand and uses the non dominant hand for appropriate support.	Continue encouraging right-hand tasks and strengthening hand coordination.



Handling of writing tools			
Grasp	Exceeds expectation	Introduce finger exercises such as playing piano, typing, or finger painting.	Introduce finger exercises such as playing piano, typing, or finger painting.
Pressure	Meeting	Introduce finger exercises such as playing piano, typing, or finger painting.	Introduce finger exercises such as playing piano, typing, or finger painting.
control	Exceeds expectation	Introduce finger exercises such as playing piano, typing, or finger painting.	Introduce finger exercises such as playing piano, typing, or finger painting.



Handling of writing tools			
test 3	Developing	Introduce finger exercises such as playing piano, typing, or finger painting.	Introduce finger exercises such as playing piano, typing, or finger painting.
test writing	Developing	Introduce finger exercises such as playing piano, typing, or finger painting.	Introduce finger exercises such as playing piano, typing, or finger painting.



Cognition

Cognition Skills	Observation	Evidence	Recommendation
Memory - ST	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.
Memory- LT	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.



Cognition Skills	Observation	Evidence	Recommendation
Working Memory	Exceeds expectation	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.
Critical Thinking	Meeting	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.
Problem solving	Developing	nice speaking skills,	



Cognition Skills	Observation	Evidence	Recommendation
Reasoning	Meeting	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.



Perception Skills	Observation	Evidence	Recommendation
B. Auditory Perception			
Auditory Discrimination	Meeting	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.
Auditory Tracking	Exceeds expectation	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.
Auditory attention	Exceeds expectation	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.



B. Auditory Perception			
Auditory Memory	Developing	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.



Academic Skills	Observation	Evidence	Recommendation
Reading			
Pre-reading skills	Exceeds expectation	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.
Visual tracking	Meeting	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.
Phonological awareness - Does not involve print	Developing	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.



Executive Function Skills			
Planning & Prioritization	Exceeds expectation	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.
Organization	Developing	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.
Self-control	Developing	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.



Executive Function Skills			
Task initiation	Developing	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.
Problem solving	Meeting	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.
Metacognition	Developing	Reinforce with spatial problem-solving tasks, blueprint reading, and technical drawing assignments in subjects like math and science.	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
A. Receptive			
Following simple instructions	Developing	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.
Comprehension of size	Meeting	Reinforce attentive listening skills in group conversations and public settings.	Reinforce attentive listening skills in group conversations and public settings.
Comprehension of time	Meeting	Reinforce attentive listening skills in group conversations and public settings.	Reinforce attentive listening skills in group conversations and public settings.



C. Production of speech			
Production of sound	Meeting	Reinforce attentive listening skills in group conversations and public settings.	Reinforce attentive listening skills in group conversations and public settings.
Tone and voice modulation	Developing	Reinforce attentive listening skills in group conversations and public settings.	Reinforce attentive listening skills in group conversations and public settings.
Clarity	Meeting	Reinforce attentive listening skills in group conversations and public settings.	Reinforce attentive listening skills in group conversations and public settings.



C. Production of speech			
Articulation of sound	Developing	Reinforce attentive listening skills in group conversations and public settings.	Reinforce attentive listening skills in group conversations and public settings.
Any other issues	Needs major support	Reinforce attentive listening skills in group conversations and public settings.	Reinforce attentive listening skills in group conversations and public settings.



Social and Emotional

Socio-Emotional Skills	Observation	Evidence	Recommendation
Social smile	Meeting	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.
Eye-contact	Meeting	He gradually adapted to the environment. No hesitation or reluctance observed.	Reinforce through structured exposure to new social settings and transition planning.
Intent to socialise	Developing	He takes a little time to settle in. But he showed a noticeable intent to engage in activities. When conversations were initiated, he responded appropriately.	Expand social circles by introducing group-based collaborative activities and guided social interactions.



Socio-Emotional Skills	Observation	Evidence	Recommendation
Making a choice	Meeting	When given choices for activities to choose from (writing down or saying it out aloud), what kind of recess he need (he chose to walk a little), he was able to choose a response on his own	Reinforce decision-making frameworks and structured problem-solving techniques.
Identify and express emotions	Emerging	He is able to express his feelings well with his family members. He was able to demonstrate the bullying picture with emtional details. Appropriate response were seen. (Smiling when appreciated, anxious when talking about bullying). He is able to communicate his feelongs verbally (sad when teased). Though he can identify emotions well, under stress, he is still learning to process and express appropriately.	Use emotion identification games, video modeling, and role-play exercises to refine emotional perception.
Adapting to new people (Able to identify the primary caregivers separation)	Needs major support	He expressed his personal opinions confidently, made choices independently and showed initiative in completing tasks.	Encourage independent problem-solving tasks and leadership opportunities.



Play

Play	Observation	Evidence	Recommendation
Joint Attention	Developing	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.
Joint Attention	Developing		
Imitation	Developing	He is able imitate close to precision.	Having a time for structured play at home with the family members on weekends by introducing new games. Introducing the skills required for engaging in a new play gradually.
Group Participation	Meeting	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	Building self-confidence, exposure to positive experiences in varied social settings or environments, to enhance her social skills etc.



Play	Observation	Evidence	Recommendation
Group Participation	Meeting		Creating new role play scenarios with known people based on his needs in social play.



ADL

ADL	Observation	Evidence	Recommendation
Toileting	Meeting	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	Consistent practice and maintaining a routine is crucial.
Bathing	Meeting	He knows handling gadgets like editing. He needed help to send mails.	A visual checklist of the daily routine can be placed in his room.
Brushing	Exceeds expectation	He knows handling gadgets like editing. He needed help to send mails.	He can be asked to prepare her own schedule in a creative way.
Dressing	Meeting	He knows handling gadgets like editing. He needed help to send mails.	Enhance his problem solving skills by asking various "what if" scenarios.



ADL	Observation	Evidence	Recommendation
Dressing	Meeting		
Feeding Habits	Meeting	He knows handling gadgets like editing. He needed help to send mails.	Exposure to the quantity, price, manufacturing and expiry dates of various food items at home. Use of small weighing scales at home for awareness of quantity; calculator use for basic arithmetic operations for calculations.
Feeding Habits	Meeting		



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. Rishi 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
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<p>Seeks out and is attracted to a stimulating sensory environment</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>Movement Breaks: Incorporate short physical activities between tasks (e.g., jumping jacks, wall push-ups) to channel energy.</p> <p>Work Area Setup: Maintain a clutter-free environment with a visual boundary for academic tasks to reduce distractions.</p>
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<p>Distressed by a stimulating sensory environment and attempts to leave the environment</p>	<p>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>	<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> <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>
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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>
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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> <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>
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