



SAIL Assessment Report

Setting up Access for Independence and Learning



Curated learning pathways for independent living

Date of Birth

11/10/2019

Vedhika

Date of Reporting

14 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 Pearson 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.



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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.



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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



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	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			



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Gross Motor

Gross Motor	Observation	Evidence	Recommendation
Sit	Developing	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.
Stand	Exceeds expectation	He maintains good posture and stays active.	Maintain current levels through stretching and strengthening exercises.
Walk	Unable to observe clearly	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.
Run	Emerging	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.



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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>	Involving in sports, regular workouts would help him maintain the skills.



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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.



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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 transitions smoothly.	Introduce precision tasks like bead threading and model-making to balance speed with accuracy.
Dexterity	Developing	Sai Aravind 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 stabilise 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.



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Fine Motor	Observation	Evidence	Recommendation
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.
In hand manipulation	Meeting	Observed in hand manipulation 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.
Shift	Needs major support		



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Fine Motor	Observation	Evidence	Recommendation
Hand dominance	Developing	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



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Hand Writing			
Posture	Needs major support	Coordination was good,vfddtdfvgtffgyfyf gggggg,	
Pencil grip / grasp	Meeting	He has dynamic 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.
Hand position	Meeting	He 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.



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Hand Writing

Pencil pressure	Developing	Sai Aravind 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.
Legibility	Developing	His writing is slightly difficult to read and needs to be clear. He is able to distinguish and recognize the essential components of the text	Provide structured handwriting drills focusing on clarity and spacing.



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cognition

Cognition Skills	Observation	Evidence	Recommendation
Memory - ST	Meeting	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.



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Cognition Skills	Observation	Evidence	Recommendation
Working Memory	Developing	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.
Critical Thinking	Needs major support	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.



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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 also 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.



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A. Visual Perception			
Visual Figure-ground	Emerging	He is able to recognize 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.
Visual Spatial	Meeting	He could distinguish the focus object from the surrounding background. He could easily identify objects/pictures/people in a clutter or group	Enhance through visual search tasks, graphic design exercises, and high-contrast learning materials.
Visual Closure	Meeting	He could understand the spatial relationships. He was able to recognize patterns and recreates them and could navigate through space properly	Apply skills to STEM fields, architecture modeling, 3D design software, and engineering-based learning projects.



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A. Visual Perception			
Visual Discrimination	Developing	He was ablt to identify an incomplete picture or object and completes them	Introduce pattern recognition tasks, puzzle-solving activities, and logical reasoning exercises that involve predictive thinking.
Visual sequential memory	Developing	He was ablt to identify an incomplete picture or object and completes them	
test 4	Developing	Introduce pattern recognition tasks, puzzle-solving activities, and logical reasoning exercises that involve predictive thinking.	Introduce pattern recognition tasks, puzzle-solving activities, and logical reasoning exercises that involve predictive thinking.



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B. Auditory Perception			
Auditory Discrimination	Meeting	<p>He is able to process and understand auditory information.</p> <p>He can distinguish between sounds. He is able to differentiate sounds in letters and words.</p>	<p>Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.</p>
Auditory Tracking	Developing	<p>Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.</p>	<p>Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.</p>



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B. Auditory Perception			
Auditory attention	Developing	<p>Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.</p> <p>Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.</p>	<p>Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.</p>
Auditory Memory	Unable to observe clearly	<p>Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.</p> <p>Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.</p>	<p>Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.</p>



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B. Auditory Perception			
Auditory Sequential Memory	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Auditory closure	Developing	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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B. Auditory Perception			
Tactile Perception	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Kinesthetic Perception	Developing	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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B. Auditory Perception			
Laterality / Directionality	Developing	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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Speech and Communication

Communication skills	Observation	Evidence	Recommendation
A. Receptive			
Following simple instructions	Exceeds expectation	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Comprehension of size	Developing	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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A. Receptive			
Comprehension of time	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Comprehending instructions	Needs major support	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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A. Receptive				
Name	Call response	Needs major support	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
WH-Questions		Needs major support	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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Social and Emotional

Socio-Emotional Skills	Observation	Evidence	Recommendation
Social smile	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Eye-contact	Developing	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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Socio-Emotional Skills	Observation	Evidence	Recommendation
Intent to socialise	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Making a choice	Developing	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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Socio-Emotional Skills	Observation	Evidence	Recommendation
Identify and express emotions	Developing	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Adapting to new people (Able to identify the primary caregivers separation)	Developing	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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Socio-Emotional Skills	Observation	Evidence	Recommendation
Self-awareness	Developing	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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Play

Play	Observation	Evidence	Recommendation
Joint Attention	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Initiation	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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Play	Observation	Evidence	Recommendation
Group Participation	Exceeds expectation	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Turn taking	Unable to observe clearly	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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Play	Observation	Evidence	Recommendation
Solitary play	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Parallel play	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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Play	Observation	Evidence	Recommendation
Structured play	Developing	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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ADL

ADL	Observation	Evidence	Recommendation
Toileting	Needs major support	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Bathing	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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ADL	Observation	Evidence	Recommendation
Brushing	Unable to observe clearly	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Dressing	Meeting	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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ADL	Observation	Evidence	Recommendation
Feeding Habits	Needs major support	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Awareness of belongings	Needs major support	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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ADL	Observation	Evidence	Recommendation
Functional mobility	Needs major support	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Handling computers/ gadgets	Needs major support	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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ADL	Observation	Evidence	Recommendation
Handling money	Needs major support	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.
Awareness of hygiene	Needs major support	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.	Use active listening exercises, engage in podcast-based discussions, and phonetic differentiation tasks. Encourage participation in oral debates to refine auditory perception.



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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. Vedhika 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	<p>Sai Aravind has a high threshold and seeks certain inputs more than others.</p> <p>He exhibits seeking behaviors through various sensory activities. Visually, he tends to watch people as they move around the room.</p> <p>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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Quadrants	Evidence	Recommendations
Distressed by a stimulating sensory environment and attempts to leave the environment	<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.</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>



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Quadrants	Evidence	Recommendations
Distressed by a stimulating sensory environment and attempts to leave the environment	<p>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>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>



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Quadrants	Evidence	Recommendations
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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