



Recommendation Report

Test Data

Test Data is a sweet child who is self-directed, observant and likes to learn at his own pace. He is able to think about cause and effect but is yet to express it. He is yet to comprehend the rationale behind things. He has the potential to observe visual inputs and learn by modelling, when provided with time and space. Test Data is able to sustain attention for a short span for preferred tasks; his attention has to be regained using visual/physical prompts and help. Though he follows basic instructions, he takes time and needs reiteration/repetition to execute multi-step instructions both physically and academically. He is able to follow social etiquettes with prompts. He is yet to understand the beginning and closure of an activity. He needs help with transitions

The following recommendations are being made for Test Data on the basis of evidence-based concepts of learning as explained below





Test Data is a child who learns a lot through explorations and modelling. His receptive skills are his strength and he observes a lot from his environment. A [non-outcome oriented](#) exposure to the environment will help him assimilate information.

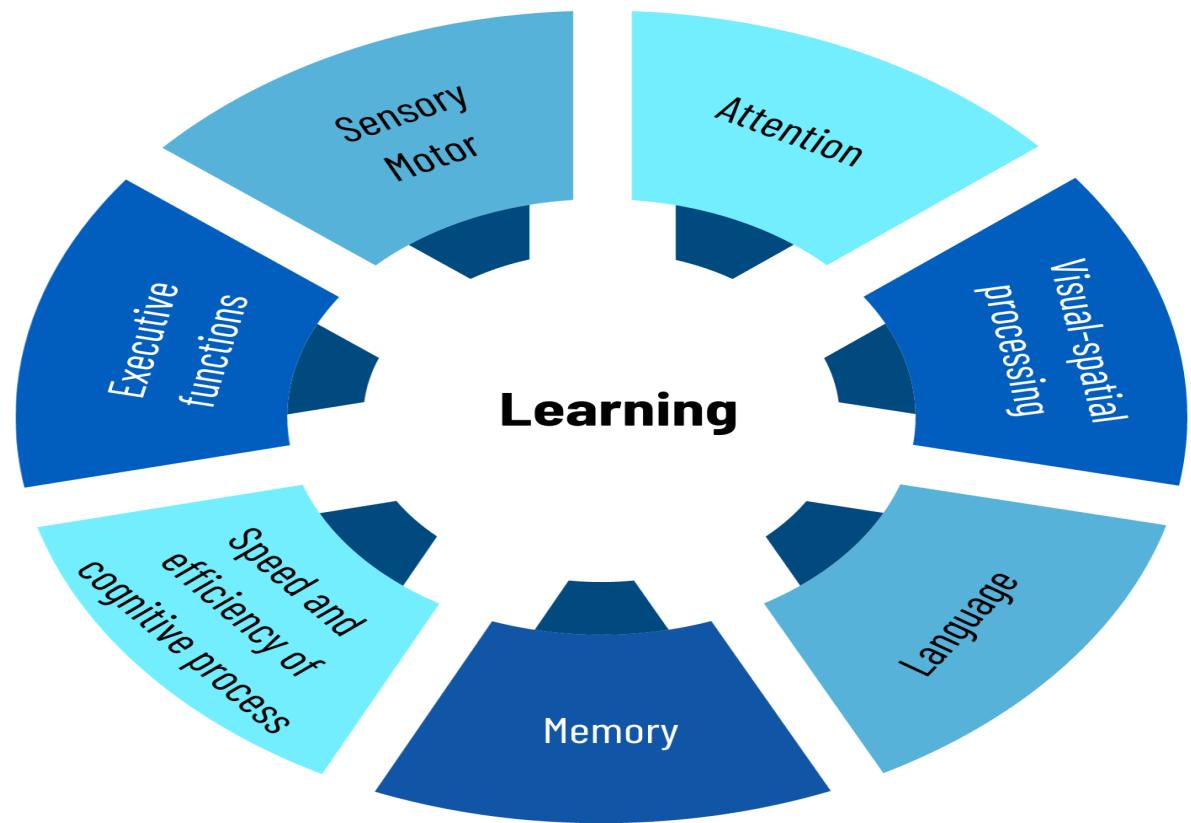
Sensory processing for Test Data is an area to be worked on. He is developing his own coping mechanisms and is able to manage or ignore information causing discomfort. A [focused effort](#) to create environments that allows him to process sensory information at his pace will increase his learning potential. Areas that need focus are oral, proprioception, vestibular and tactile sensations. Test Data could benefit from movement based tasks such as dancing, yoga, individual goal based physical activities, providing opportunities to explore and experience various tactile inputs etc. Engaging him in age appropriate household chores like washing dishes, preparing juice, folding his clothes, drying wet laundry, cleaning/washing his bicycle, mopping the floor, carrying groceries from the shop etc. can help in providing tactile and vestibular inputs in a functional way. Simple [Vestibular Activities](#) & [Proprioception activities](#) can be integrated into his home based routine. [Brain Gym](#) activities can be incorporated in his daily routine to enable good coordination. Exposing Test Data to structured, predictable and organised input such as preparing him in advance for a variety of social environments and exposing him to the same slowly, will help in regulating avoidance and sensitivity. Sensory interventions for [inattention](#) can be implemented at home. Intervention in his speech and communication skills could also help him gain confidence and mingle with his peers.



| Components in the process of learning | Recommendations based on child's strength |
|---------------------------------------|---|
| Information from the environment | |
| Sensory | |
| Perception | |
| Memory | |
| Thinking (Cognition) | |
| Language | |



The factors in Learning and it's connection to the environment:





| Areas | Strength | Recommendation strategies and Environment |
|-------------------------------|-------------------------|---|
| Memory | Strength: Stretches: | |
| Language | Strength: Stretches: | |
| Visual spatial process | Strength: | |
| Attention | Strength: Stretches: | |



| Areas | Strength | Recommendation strategies and Environment | |
|---|---------------------------------|---|-------------------|
| Sensory motor | Strength: | | |
| Executive functions | Strength: | | |
| Speed and efficiency of cognitive process | Strength: | | |
| Tier | Focus Area | Key Strategies | Intended Outcomes |
| Tier 1 (Foundational Priority) | Emotional Regulation | EMotional | Regulation |
| | Working Memory | | |
| | Structured Environment | | |
| Tier 2 (Skill-Building) | Self-Monitoring & Metacognition | | |
| | Task Initiation & Planning | | |
| | Attention & Focus | | |



Summary:

- Given below are a few recommendations given to parents.
- Creating a safe and warm environment, avoiding coercion and punishment, giving scope to expressing genuine concern and empathy, and being positive and optimistic
- Periodic Review with the mental health professional to keep a check on his challenges and behaviors
- Cognitive Behavioral Therapy - to bring a focussed approach to facilitate a positive attitude towards life situations
- Counseling support to help him cope with his energy and encourage self-reflection, improve pragmatics and focus on developing his executive functioning skills.
- Academic skill building with a focus on the remedial approach to improve his reading, writing and arithmetic skills. To incorporate a study skill approach to his learning routine.
- Art Therapy can help Yajur to express things that he is unable to put into words and for emotional regulation.
- A computer/ coding opportunity at his level to help him visualize an outcome
- Occupation therapy sessions - with a focus on bilateral coordination, proprioception, and oral sensory skills.
- A social environment in school where he can explore and learn concepts and behavior with appropriate support
- A one-on-one learning support to connect his cognitive abilities with language and communication.
- Promote independence in his daily living. Making him responsible for his age-appropriate tasks will help him improve his critical thinking and problem-solving skills.
- Providing him with opportunities to make mistakes and self-correct will give him the confidence to tackle challenging situations. It will also help him to explore more areas of interest.
- Regular instruction-based physical activities like yoga will encourage his ability to listen and follow his body.



- Elina will come up with a personalized IEP to incorporate the above recommendations. A program plan will be made incorporating the child's earning environment and the intervention support.

We wish him the very best in all his endeavors.

| Area : Environmental | |
|----------------------|---|
| Factors | Observation |
| Sound | Low background noise |
| Light | No preferences observed |
| Temperature | No preferences observed |
| Seating | Soft seating needs a bit of movement helps |
| Area : Emotional | |
| Factors | Observation |
| Level of motivation | Will need a high level of motivation for a new task |
| Task persistence | When given clear instructions and purpose |



| Area : Emotional | |
|-----------------------------------|--|
| Factors | Observation |
| Conformity/ Responsibility | Conforms to instructions mostly Understands his responsibility when given clear instructions. |
| Need for a structured environment | Our observation is limited to a structured environment and he does well in a structured environment. |
| Area : Sociological Domain | |
| Factors | Observation |
| Alone | Not observed |
| In pairs | Not observed |
| With peers | Not observed |
| In a team | Not observed |
| with an adult as a teacher | He learns and expresses well in this setting |
| variety of social settings | With necessary preparation, he adapts well. |
| Area : Physiological Domain | |
| Factors | Observation |
| Auditory | Helps in prompts and instruction |



| Area : Physiological Domain | |
|---------------------------------|--|
| Factors | Observation |
| Visual | Helps in prompts and instruction |
| Tactile | Needs more focus |
| Kinaesthetic | Helps in expression and thinking |
| Time of the Day | The best time of day for learning can be observed and routinely followed |
| Area : Psychological Domain | |
| Factors | Observation |
| Analytic/ Global thinking style | He/She likes to see the big picture but may get overwhelmed with it sometimes. |
| Impulsive/ reflective style. | He/She benefits from smaller chunks of information given in a logical manner. He usually is comfortable with activities that he feels are beneficial to him. |