

SAIL Assessment Report

Setting up Access for Independence and Learning



Curated learning pathways for independent living

Arjun

Date of Birth
25/04/2019

Date of Reporting
21 Nov 2025



+91 9841050686



info@elinaservices.in

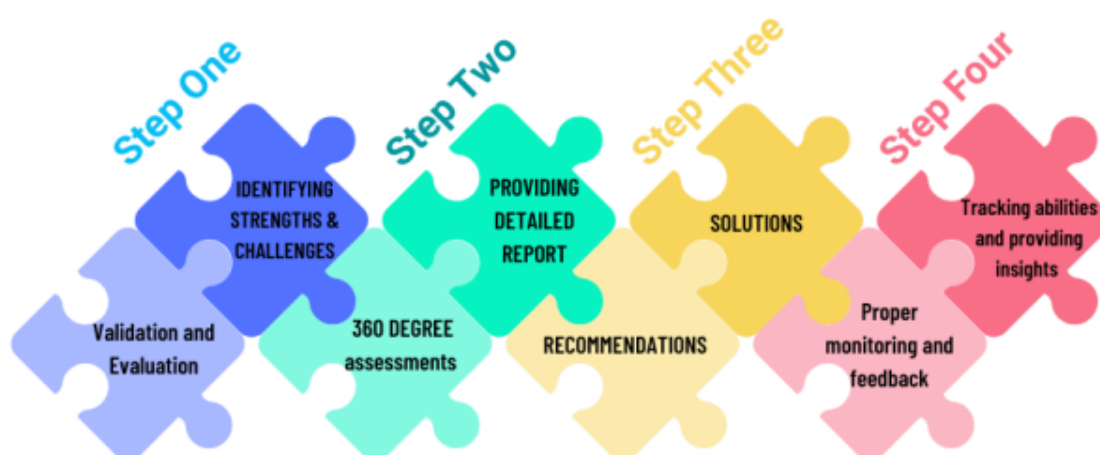


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FOREWORD

The overarching goal of this assessment is to determine the learner's current performance level in all areas of development. This is purely a functional assessment and has an eclectic approach that is non-diagnostic and non-measure based. At Elina, our assessment process is carried out on a strength-based approach, which enables us to see the best in a child – the value they bring by just being themselves and capitalizing on their strengths rather than focusing on their flaws. In a strength-based approach, the primary focus is not on problems or deficits, and the child is supported in recognizing the inherent resources they have at their disposal that can be used to effectively manage any condition and its associated challenges. At Elina, we place a lot of emphasis on observing the factors that help the child to realize his/her best potential, and hence details on Environmental, Emotional, Physiological, Psychological, and Social factors are recorded in detail to enable a clear picture of the intervention.

This assessment process assists in guiding the parents to the right set of resources and evolves with an intervention plan. This process also makes way for collaboration between the child, their family, the school community, and the professionals supporting them, allowing them to work together to determine an outcome that draws on the child's strengths and assets, as supported by our CoMPASS program.



INTRODUCTION:

Arjun is an enthusiastic 13 years old boy who likes when people listen to him. Arjun was assessed using Elina's assessment tool which had video observations, self-reports, parent questionnaires, parent interviews, teachers' interviews, and online and direct interactions as components of observation and assessments.

Arjun has been living with his parents in Chennai in a nuclear family of 4 members. He has an older brother. His mother tongue is Telugu. He speaks English and Telugu at home and understands Tamil.

Arjun achieved his milestones on time. He was assessed by MDA earlier. He underwent Occupational Therapy and remedial education for language and communication for 4 years. Arjun is currently receiving counseling support from a couple of psychology interns for an hour per week. He is in the 9th Grade at Beyond 8 and is currently pursuing Secondary Curriculum through NIOS.

This document is our observation and assessment of Arjun's functional skills, motor abilities, and sensory processing, and cognitive skills. This report is based on our observation of Arjun's response to activities prescribed by us. It is also based on our interactions with him and his parents through online and direct meetings and their answers to a questionnaire sent by us.

Given below is a summary of observations made with Arjun. It is a brief report of her responses during the various modes of interaction as described above.

1. CURRENT PERFORMANCE LEVEL IN 8 AREAS:

Physical	Rehaan has age-appropriate height and a lean frame. He often eats independently and does not have specific food preferences. Rehaan falls asleep easily and has a good sleep routine. He could actively engage in physical activities at the gym and during direct observation. Body awareness is developing and practice of hygiene needs work. Rehaan could sustain attention in fixed preferred tasks and could be motivated to engage in a few non-preferred tasks.
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<p>Gross Motor</p>	<p>Rehaan demonstrates independence in basic locomotor skills such as sitting, standing, running, jumping, and climbing. He is able to navigate stairs with alternating feet and carry a bag while doing so. During obstacle negotiation, Rehaan displayed crawling and creeping movements, though crawling required modelling and his knees did not touch the ground. While running, he maintained a steady pace but tended to look down, indicating limited head and neck alignment. Hopping was observed with his dominant right leg, although he needed breaks between hops, suggesting that continuous motor sequences are still developing.</p> <p>His object control skills are developing. He was able to throw, catch, and kick a soft ball with prompts, but showed a preference to sit on the sofa during the activity. Rolling was not observed in the session. Rehaan maintains an appropriate posture while sitting and standing; however, he was unable to hold an upright posture during climbing tasks and often looked down while moving.</p> <p>Motor planning is still emerging. He can carry out known tasks independently, but unfamiliar tasks require support through modelling or prompts. His gait is appropriate during walking, with occasional toe walking noted. In terms of balance, he could stand on one leg briefly and showed appropriate balance while cycling. Continuous hopping and standing balance are still emerging. Agility was observed during transitions between different positions, indicating emerging dynamic control.</p>
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Gross Motor	<p>Coordination across upper and lower limbs is developing. While eye-hand and eye-foot coordination were appropriate, stiffness in the lower body and difficulty in postures such as squatting were noted. Visual prompts were needed for imitation-based tasks. Midline crossing and lateral movement remain emerging, and Rehaan could not walk in a straight line with feet aligned. Though his muscle tone is generally good, tightness in some groups was observed, possibly restricting flexibility. Despite these challenges, Rehaan displayed appropriate endurance while climbing.</p>
Fine Motor	<p>Arjun is right-handed and is showing clear right-hand dominance. He was observed to be using one hand predominantly while doing the activity. He uses the same pencil grasp and pressure as he uses for shading colors. While writing or drawing, he was able to rest his elbows comfortably on the table. He tends to slouch a bit for longer sit-down activities.</p> <p>While doing a near-point copying activity he copied exactly as it is in the printed form like copying a shape and he is yet to achieve the grade level pace in writing. While copying a manuscript he wrote it all in capital letters.</p> <p>On the test of visual motor integration, he was asked to copy geometric forms in order of complexity. He was able to copy simple and complex geometric patterns with ease and demonstrated attention to detail. His sense of spatial orientation and directionality were adequate.</p>

Fine Motor	<p>While cutting, he gave the required amount of pressure. He was able to plan and move the other hand as he cuts. Able to cut in bunches also with appropriate pressure. Able to grate both up and downward movements for a while. His eye-hand coordination seemed reasonable. We could not observe his planning and coordination in cutting liquid pockets like a milk sachet. He exhibited good focus in shoe lacing activity, good finger isolation, and completed the task.</p> <p>Overall, Arjun has good finger isolation, in-hand manipulation, and bilateral hand coordination, and midline crossing is established well.</p>
Sensory	<p>Arjun's visual perception is his major way of assimilation of information. Arjun seeks tactile and movement activities and avoids socio-emotional stimuli. He is sensitive to auditory stimuli and has a low registration of attentional stimuli. He often is observed to perceive proprioceptive feedback appropriately. Intervention in tactile, oral, vestibular, and proprioceptive areas will help in self-regulation.</p>

Cognitive	Arjun visual perceptual skills and patterns are good; auditory perceptual skills need to be worked on. He could point to pictures, action words, and his body parts. He could sort basic shapes, colors, pictures, and words. Arjun was able to read but was not audible. Arjun could write the dictated words and needed prompts to answer in sentences. He is aware of basic mathematical operations and processes. Basic numeracy skills are observed. However, understanding mathematical concepts and its application needs a lot of exposure. Left/right awareness, vocabulary, and comprehension need to be worked on. Working memory, sustained attention, cause/effect, problem-solving, and critical thinking need to be worked on. Self-awareness as well as awareness of task initiation, sustenance, and completion need more exposure.
Speech and Communication	Receptive communication is present when he attends to the information/instruction. He speaks in a low tone; likes to hum/sing during tasks. Arjun needs a lot of motivation to express himself. The intent for communication, initiation, sustenance, and closure of communication could not be observed. Comprehension of a few question words was observed. Clarity and articulation were observed when mike was used.
Social and Emotional	Arjun could adapt to the new environment during face-to-face interaction. He had to be prompted for social etiquette. He was cooperative for most of the activities done by the assessors and was able to communicate his disinterest through his behaviors. He had limited eye contact, yet could respond appropriately to gestures like hi five, bye, etc. with prompts and modeling. He was aware of basic emotions and expressed them through facial expressions.

Play	Arjun preferred to explore the environment when the opportunity is provided and engaged in solitary play. Pretend play could not be observed. Joint attention could be invoked in tasks of his interest. Social play is yet to develop
ADLs	According to his parents, Arjun is independent in brushing, toileting, pulling up pants/socks and wearing sandals. He needs minimum help for buttoning/unbuttoning and often eats food independently.

II. DAILY ROUTINE

According to his parents, Arjun has a structured daily routine. He engages himself in karate and swimming classes in the evenings. Arjun also has the habit of doing yoga before bedtime.

III. SWOT Analysis:

1) Strengths:

- Following one on one instructions
- Visual skills and patterns
- Cognitive skills
- Independence in activities of daily living
- Receptive communication
- Visual memory
- Ability to fall into a routine

2) Work on

- Sensory integration - Proprioceptive, tactile, vestibular, oral
- Social and emotional skills
- Muscle strength/posture

- Expressive communication - Tone, clarity
- Gross and fine motor skills
- Writing skills
- Self-awareness
- Managing stress and anxiety
- Sustained attention
- Comprehension

3) Opportunities

- Promoting independence in everyday life through exploration, observation, and modeling
- Exposure to a lot of situations will also encourage him to communicate and observe appropriate social skills
- Providing opportunities for making mistakes and self-correction
- Channelizing energy with goal-driven physical activities
- Right teaching strategy will help him connect his observations to his knowledge- OT, special education
- Co-regulation strategies to manage emotion

4) Threats

- Too many verbal prompts
- Outcome-oriented approach
- Managing academic stress

Disclaimer

- This is not a clinical evaluation.

- The assessment provided is not intended to replace or diagnose any medical advice given to the child by a qualified registered medical doctor.
- The findings are based on the child's performance during online and offline interactions. This report is solely based on the responses and results submitted during the assessment process and parental inputs.
- This report does not serve as the basis for exam concessions or exemptions.

