



## Recommendation Report

Rishi

Xys an observant and inquisitive learner who enjoys exploring his areas of interest. He has a strong ability to analyze cause and effect and quickly grasps new concepts through observation and exploration. While he comprehends cognitive processes well, he is still working on generalizing these insights to emotional situations.

He demonstrates sustained attention for preferred tasks and follows explicit, structured instructions effectively. However, he requires additional time and support to execute multi-step instructions in academic settings. He follows social etiquette and understands the beginning and closure of an activity.

XY adapts well to transitions but requires timely prompts to manage time efficiently and complete tasks. Strengthening self-monitoring and task independence will further support his ability to navigate both academic and social environments effectively.



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



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Components in the process of learning	Recommendations based on child's strength
<b>Information from the environment</b>	<ul style="list-style-type: none"><li>- Use structured, predictable routines with step-by-step visual and verbal instructions.</li><li>- Chunk instructions into smaller segments.</li><li>- Use multi-sensory teaching methods and repeat familiar tasks to build consistency.</li><li>- Relate new information to familiar contexts for better understanding.</li></ul>
<b>Sensory</b>	<ul style="list-style-type: none"><li>- Provide a sensory diet including proprioceptive, tactile, and oral inputs (e.g., chewable tools, crunchy snacks, tactile bins).</li><li>- Include movement-based tasks (yoga, obstacle walks) to maintain regulation.</li><li>- Use noise-canceling headphones or quiet zones to minimize auditory distractions.</li></ul>
<b>Perception</b>	<ul style="list-style-type: none"><li>- Reinforce visual-spatial skills through puzzles, matching games, and tracing tasks.</li><li>- Strengthen directionality with gross motor commands and sensory pathways.</li><li>- Use real-life materials for shape, form, and spatial reinforcement.</li><li>- Provide tactile-spatial activities for generalization.</li></ul>
<b>Memory</b>	<ul style="list-style-type: none"><li>- Use memory games and repetition in functional tasks.</li><li>- Embed recall within ADLs using visual prompts, labels, and structured review.</li><li>- Practice object-label and action sequencing.</li></ul>



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Components in the process of learning	Recommendations based on child's strength
<b>Thinking (Cognition)</b>	<ul style="list-style-type: none"><li>- Use trial-and-error materials like flip cards and puzzles.</li><li>- Build logical thinking through patterning, categorization, and matching games.</li><li>- Scaffold abstract reasoning using real-life examples.</li><li>- Encourage problem-solving through structured tasks with visual and verbal prompts.</li></ul>
<b>Language</b>	



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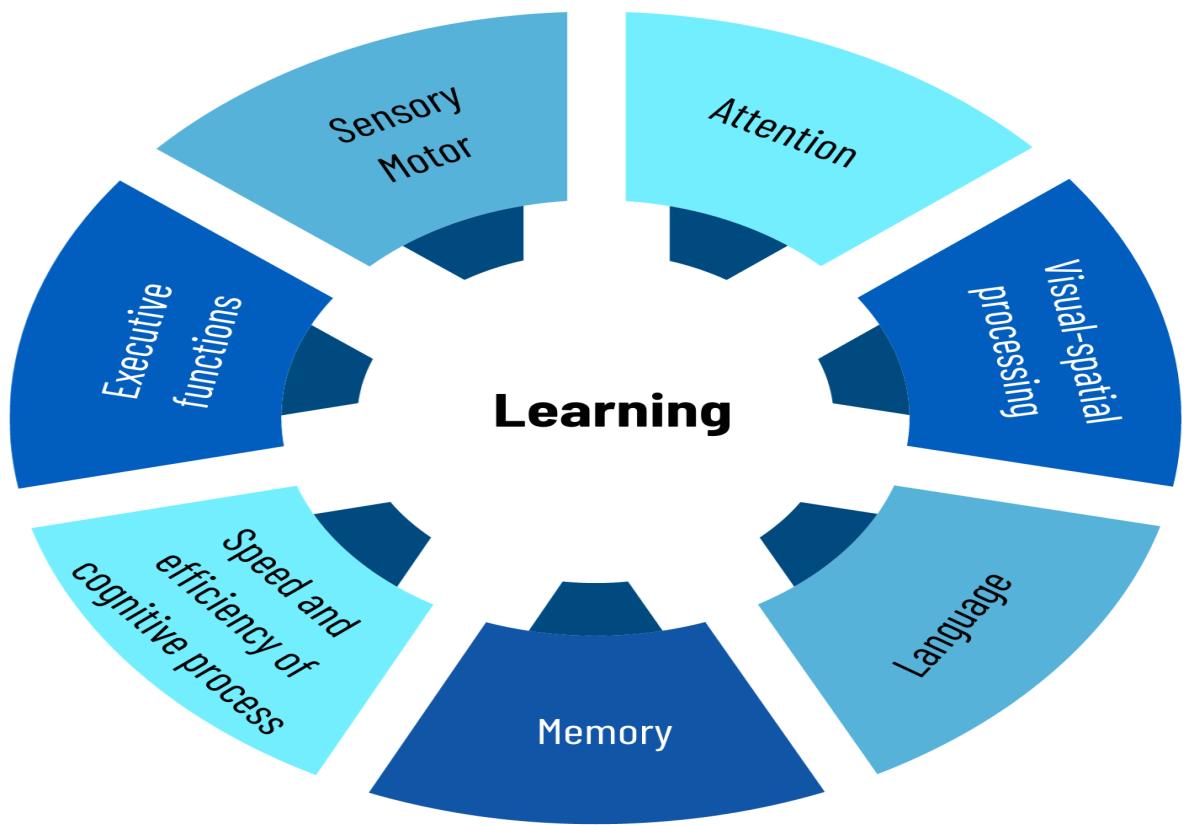
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## The factors in Learning and it's connection to the environment:



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Areas	Strength	Recommendation strategies and Environment
<b>Memory</b>	<p>Strength: Learns better with multisensory input.</p> <p>Stretch: Difficulty with abstract recall and multi-step memory.</p>	<ul style="list-style-type: none"><li>- School: Use mind maps, recall games, flashcards.</li><li>- Home: Practice memory recall using daily tasks and visualization.</li></ul>
<b>Language</b>	<p>Strength: Responds to structured verbal and visual cues.</p> <p>Stretch: Needs help with vocabulary development, comprehension, and expression.</p>	<ul style="list-style-type: none"><li>- School: Use sentence starters, reading aloud, vocabulary maps.</li><li>- Home: Practice naming, guided storytelling, and vocabulary games</li></ul>



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Areas	Strength	Recommendation strategies and Environment
<b>Visual spatial process</b>	<p>Strength: Good with basic patterns and spatial layout.</p> <p>Stretch: Difficulty with scanning, organization, and visual clarity.</p>	<ul style="list-style-type: none"><li>- School: Use bold-lined worksheets, visual schedules, high-contrast material.</li><li>- Home: Engage in puzzles, sorting games, and mazes.</li></ul>
<b>Attention</b>	<p>Strength: Can focus for short periods with interest.</p> <p>Stretch: Easily distracted, needs help to sustain and shift attention.</p>	<ul style="list-style-type: none"><li>- School: Quiet space with structured tasks, visual timers.</li><li>- Home: Task strips, visual cues, co-regulation routines.</li></ul>



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Areas	Strength	Recommendation strategies and Environment
<b>Sensory motor</b>	Strength: Enjoys active, hands-on movement tasks. Stretch: Sensory sensitivities and inconsistent fine motor engagement.	- School: Use obstacle walks, wall push-ups, sensory breaks. - Home: Tactile bins, fine motor crafts, and movement routines.
<b>Speed and efficiency of cognitive process</b>	Strength: Shows effort when tasks are predictable. Stretch: Slower in unfamiliar or multi-step activities.	- School: Break tasks into steps, use time buffers. - Home: Use pacing tools like timers and visual guides.

#### Executive Function Recommendations:

Tier	Focus Area	Key Strategies	Intended Outcomes
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Tier 1(Foundational Priority)	Emotional Regulation	<ul style="list-style-type: none"><li>- Play impulse control games like "Simon Says"</li><li>- Use stop-think-act routines with visual cues</li></ul>	Reduced impulsivity and more thoughtful task engagement
Tier 1(Foundational Priority)	Working Memory	<ul style="list-style-type: none"><li>- Introduce mood meters and emotion journaling</li><li>- Use social stories and coping role-plays</li></ul>	Improved frustration tolerance and emotional expression
Tier 1(Foundational Priority)	Structured Environment	<ul style="list-style-type: none"><li>Use timers and structured task breakdowns</li><li>- Provide regular cues and positive reinforcement</li></ul>	Increased task completion and fewer careless errors
Tier 2(Skill-Building)	Self-Monitoring & Metacognition	<ul style="list-style-type: none"><li>- Use chunking, repeat-back routines, and graphic organizers</li><li>- Practice with memory games and sequencing activities</li></ul>	Better retention of instructions and information during tasks
Tier 2(Skill-Building)	Task Initiation & Planning	<ul style="list-style-type: none"><li>Use visual checklists and sentence openers</li><li>- Build consistent routines for starting tasks</li></ul>	Increased independence in initiating assignments



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Tier 2 (Skill-Building)	Attention & Focus	- Introduce planners and to-do lists with deadlines	Improved organization and execution of academic work
Tier 3 (Higher-Order Generalization)	Cognitive Flexibility	- Teach prediction through real-life planning - Use compare-and-contrast tasks and flexible thinking games	Enhanced adaptability and perspective-taking
Tier 3 (Higher-Order Generalization)	Organization	- Use color-coded folders and digital tools - Practice clean-up routines and structured templates	Improved workspace and material organization
Tier 3 (Higher-Order Generalization)	Time Management	- Use visual timers and countdown tools - Practice estimating time and mapping tasks to schedules	Improved pacing and completion of tasks within time limits
Tier 3 (Higher-Order Generalization)	Academic Integration	- Introduce reflection journals and self-assessment checklists - Model think-aloud strategies during tasks	Greater self-awareness and ability to learn from experiences

### The learning environment:



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### Area : Environmental

Factors	Observation
<b>Sound</b>	Low background noise Prefers minimal background noise; using quiet zones and noise-canceling headphones for focused tasks can be helpful.
<b>Light</b>	No preferences observed
<b>Temperature</b>	No preferences observed No particular preference noted
<b>Seating</b>	Soft seating needs a bit of movement helps Works better with ergonomic seating. Use chairs with support; allow standing desks or wiggle cushions to regulate energy.

### Area : Emotional

Factors	Observation
<b>Level of motivation</b>	Will need a high level of motivation for a new task Offer structured check-ins, timers, and chunked task breakdowns to maintain effort.
<b>Task persistence</b>	When given clear instructions and purpose Responds well to consistent expectations; visuals and prompts reinforce compliance.



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### Area : Emotional

Factors	Observation
<b>Conformity/ Responsibility</b>	Conforms to instructions mostly Understands his responsibility when given clear instructions. Responds well to consistent expectations; visuals and prompts reinforce compliance.
<b>Need for a structured environment</b>	Our observation is limited to a structured environment and he does well in a structured environment.
Area : Sociological Domain	
Factors	Observation
<b>Alone</b>	Not observed Responds well to consistent expectations; visuals and prompts reinforce compliance.
<b>In pairs</b>	Not observed
<b>With peers</b>	Not observed Responds well to consistent expectations; visuals and prompts reinforce compliance.
<b>In a team</b>	Not observed
<b>with an adult as a teacher</b>	He learns and expresses well in this setting
<b>variety of social settings</b>	With necessary preparation, he adapts well.



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Area : Physiological Domain	
Factors	Observation
Auditory	Helps in prompts and instruction
Visual	Helps in prompts and instruction Responds well to consistent expectations; visuals and prompts reinforce compliance.
Tactile	Needs more focus
Kinaesthetic	Helps in expression and thinking Responds well to consistent expectations; visuals and prompts reinforce compliance.
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.

### Summary:



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XY benefits from structured, multisensory, and emotionally attuned environments that support his executive functioning and build academic and social competence. Given below are a few recommendations given to parents.

#### **At School:**

- Implement structured routines using visual schedules, planners, and step-wise instructions to support organization and task initiation.
- Facilitate small group interactions to enhance peer collaboration and social communication.
- Scaffold academic content to build confidence and reduce anxiety during task engagement. **At Home:**
- Reinforce daily routines with clear visual cues and support independence in decision-making.
- Include sensory-rich play, movement activities, and co-regulation practices to support attention and emotional control.
- Use emotion labeling and reflective conversations to support emotional awareness and regulation.

#### **Learning Support & Remediation:**

- Use structured scaffolding (chunking, visual mapping, sentence starters) to strengthen task planning, memory, and vocabulary.
- Build confidence in handling exams through mock tests, guided reading of questions, and encouraging self-testing habits.



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### Counseling:

- Address exam anxiety and social dilemmas through role-play, journaling, and structured emotional expression.
- Foster emotional resilience and self-regulation strategies using personalized mood tools and guided reflections.

We wish him the very best in all his endeavors.

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