



SAIL Assessment Report

Setting up Access for Independence and Learning



Curated learning pathways for independent living

Date of Birth

08/02/2022

John Victor

Date of Reporting

23 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	his 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. his 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.	



Gross Motor	Observation	Evidence	Recommendation
Sit	Needs major support	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.	
Stand	Needs major support	John Victor performed reasonably well doing the physical tasks and was able to shift his body off the ground completely and make a smooth landing. He showed good awareness of his body and was able to label the movements appropriately.	
Walk	Needs major support		



Gross Motor	Observation	Evidence	Recommendation
Run	Needs major support		
Jump	Needs major support		
Hop	Needs major support		
Throw/catch/ kick ball	Needs major support		
Obstacle course	Needs major support		
Ride a scooter board/tricycle	Needs major support		
Posture	Needs major support		



Gross Motor	Observation	Evidence	Recommendation
Motor Planning	Needs major support		
Gait	Needs major support		
Balance	Needs major support		
Coordination	Needs major support		
Agility	Needs major support		
Muscle tone	Needs major support		
Endurance	Needs major support		



Gross Motor	Observation	Evidence	Recommendation
Locomotor skills	Needs major support		
Object control	Needs major support		
Posture	Needs major support		
Climb	Needs major support		
test	Needs major support		
Values	Needs major support		
Testing	Needs major support		



Fine Motor

Fine Motor	Observation	Evidence	Recommendation
Speed of operation	Needs major support	Ovser,	
Dexterity	Needs major support	<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>	
Finger isolation	Needs major support	Ovser,	
In hand manipulation	Needs major support		



Fine Motor	Observation	Evidence	Recommendation
Object Manipulation	Needs major support		
Handling of writing tools	Needs major support		
Coordination	Needs major support		
Rotation	Needs major support		
Translation	Needs major support		
Shift	Needs major support		
Hand dominance	Needs major support		



Fine Motor	Observation	Evidence	Recommendation
test 1	Needs major support		
hand manipulation test	Needs major support		



Hand Writing			
Posture	Needs major support	Observation,	
Pencil grip / grasp	Needs major support		
Hand position	Needs major support		
Pencil pressure	Needs major support		
Legibility	Needs major support		
Letter formation	Needs major support		
Letter size and spacing	Needs major support		



Hand Writing			
Word spacing	Needs major support		
Speed of writing	Needs major support		
Reading Books	Needs major support		



Handling of writing tools			
Grasp	Needs major support		
Pressure	Needs major support		
control	Needs major support		
test 3	Needs major support		
test writing	Needs major support		



cognition

Cognition Skills	Observation	Evidence	Recommendation
Memory - ST	Needs major support		
Memory- LT	Needs major support		
Working Memory	Needs major support		
Critical Thinking	Needs major support		
Problem solving	Needs major support		
Reasoning	Needs major support		



Cognition Skills	Observation	Evidence	Recommendation
Time concept	Needs major support		
Attention	Needs major support		
Memorizing	Needs major support		
Memory Item	Needs major support		



Perception Skills	Observation	Evidence	Recommendation
A. Visual Perception			
Visual Memory	Needs major support		
Visual Form Constancy	Needs major support		
Visual Figure-ground	Needs major support		
Visual Spatial	Needs major support		
Visual Closure	Needs major support		
Visual Discrimination	Needs major support		
Visual sequential memory	Needs major support		



A. Visual Perception			
test 4	Needs major support		

B. Auditory Perception			
Auditory Discrimination	Needs major support		
Auditory Tracking	Needs major support		
Auditory attention	Needs major support		
Auditory Memory	Needs major support		
Auditory Sequential Memory	Needs major support		
Auditory closure	Needs major support		
Tactile Perception	Needs major support		



B. Auditory Perception			
Kinesthetic Perception	Needs major support		
Laterality / Directionality	Needs major support		



Academic Skills	Observation	Evidence	Recommendation
Reading			
Pre-reading skills	Needs major support		
Visual tracking	Needs major support		
Phonological awareness - Does not involve print	Needs major support		
Phonemic awareness	Needs major support		
Phonics (vowels, consonants, phonic rules)	Needs major support		
Sight words reading	Needs major support		
Picture comprehension	Needs major support		



Reading			
Listening comprehension	Needs major support		
Reading comprehension	Needs major support		
Subject comprehension	Needs major support		
Reversals	Needs major support		
Vocabulary	Needs major support		
Guess reading	Needs major support		



Maths			
Pre-math	Needs major support		
Numerical concepts	Needs major support		
Concept - Quantity	Needs major support		
Concept - Size	Needs major support		
Concept - Position	Needs major support		
Concept - Volume	Needs major support		
Operations - Addition	Needs major support		



Maths			
Operations - Subtraction	Needs major support		
Operations - Multiplication	Needs major support		
Operations - Division	Needs major support		
Using symbols	Needs major support		
Solving word problems	Needs major support		
Time concept	Needs major support		
Money concept	Needs major support		



Maths			
Mental arithmetic	Needs major support		
Application of Math concepts to real-life	Needs major support		



Work Behaviour			
Attention span	Needs major support		
Sitting tolerance	Needs major support		
Completion of a task	Needs major support		
Following rules	Needs major support		
Dealing with transition	Needs major support		
Waiting for turns	Needs major support		
Time control	Needs major support		



Work Behaviour			
Behaviour - Respects teachers and peers	Needs major support		



Conventions of Writing			
Word formation	Needs major support		
Sentence Structure & Style	Needs major support		
Syntax - the rule governing word order	Needs major support		
Grammar - the rule of a language	Needs major support		
COP - Capitalization, Organization, Punctuation	Needs major support		
Spelling	Needs major support		
Content	Needs major support		



Conventions of Writing			
Word choices / Vocabulary	Needs major support		



Executive Function Skills			
Planning & Prioritization	Needs major support		
Organization	Needs major support		
Self-control	Needs major support		
Task initiation	Needs major support		
Problem solving	Needs major support		
Metacognition	Needs major support		
Flexibility	Needs major support		



Executive Function Skills			
Generalisation	Needs major support		
Time Management	Needs major support		
Study skills	Needs major support		
Planning/Prioritization	Needs major support		



Speech and Communication

Communication skills	Observation	Evidence	Recommendation
A. Receptive			
Following simple instructions	Needs major support		
Comprehension of size	Needs major support		
Comprehension of time	Needs major support		
Comprehending instructions	Needs major support		
Name Call response	Needs major support		
WH-Questions	Needs major support		



A. Receptive			
Comprehension of position	Needs major support		
Comprehension of quantity	Needs major support		
Stops to an activity when No is said	Needs major support		
Picture comprehension	Needs major support		
TEsting comp	Needs major support		



B. Expressive			
Intent for communication	Needs major support		
Initiation of communication	Needs major support		
Communication mode	Needs major support		
Sustenance/Maintanance of communication	Needs major support		
Using full sentence	Needs major support		
Vocabulary	Needs major support		
Closure of communication	Needs major support		



B. Expressive			
Expressing likes and dislikes/discomfort	Needs major support		
Asking for help	Needs major support		
Expresses need	Needs major support		
Usage of grammar	Needs major support		
Saying No	Needs major support		
Testing expressive	Needs major support		



C. Production of speech			
Production of sound	Needs major support		
Tone and voice modulation	Needs major support		
Clarity	Needs major support		
Articulation of sound	Needs major support		
Any other issues	Needs major support		



Social and Emotional

Socio-Emotional Skills	Observation	Evidence	Recommendation
Social smile	Needs major support		
Eye-contact	Needs major support		
Intent to socialise	Needs major support		
Making a choice	Needs major support		
Identify and express emotions	Needs major support		
Adapting to new people (Able to identify the primary caregivers separation)	Needs major support		



Socio-Emotional Skills	Observation	Evidence	Recommendation
Self- awareness	Needs major support		
Compliance - Able to accept No for an answer	Needs major support		
Adapting to new environment	Needs major support		
Turn taking	Needs major support		
Asking for help	Needs major support		
Manage and regulate emotions	Needs major support		
Cope with stress	Needs major support		



Socio-Emotional Skills	Observation	Evidence	Recommendation
Understanding different viewpoints	Needs major support		
Self- acceptance	Needs major support		
Resilient	Needs major support		
Establish independence and individuality	Needs major support		
Establish and maintain relationship/friendship	Needs major support		
Values and respect rules / authority	Needs major support		
Behaves appropriately in a variety of social situations	Needs major support		



Socio-Emotional Skills	Observation	Evidence	Recommendation
Responsible for action	Needs major support		
Develop sense of morality	Needs major support		
Social etiquette	Needs major support		



Play

Play	Observation	Evidence	Recommendation
Joint Attention	Needs major support		
Imitation	Needs major support		
Group Participation	Needs major support		
Turn taking	Needs major support		
Solitary play	Needs major support		
Parallel play	Needs major support		



Play	Observation	Evidence	Recommendation
Structured play	Needs major support		
Social play	Needs major support		
Pretend play	Needs major support		
Eye contact	Needs major support		
Social smile	Needs major support		
Cooperative play	Needs major support		



ADL

ADL	Observation	Evidence	Recommendation
Toileting	Needs major support		
Bathing	Needs major support		
Brushing	Needs major support		
Dressing	Needs major support		
Feeding Habits	Needs major support		
Awareness of belongings	Needs major support		



ADL	Observation	Evidence	Recommendation
Functional mobility	Needs major support		
Handling computers/ gadgets	Needs major support		
Handling money	Needs major support		
Awareness of hygiene	Needs major support		



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. John Victor 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>John Victor's visual perception is his major way of assimilation of information. John Victor seeks tactile and movement activities and avoids socio-emotional stimuli.</p> <p>He is sensitive to auditory stimuli and has a low registration of attentional stimuli.</p> <p>He often is observed to perceive proprioceptive feedback appropriately. Intervention in tactile, oral, vestibular, and proprioceptive areas will help in self-regulation.</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>



Quadrants	Evidence	Recommendations
Seeks out and is attracted to a stimulating sensory environment	<p>Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book.</p> <p>It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing Lorem Ipsum passages, and more recently with desktop publishing software like Aldus PageMaker including versions of Lorem Ipsum.</p> <p>The Lorem ipsum filling text is used by graphic designers, programmers and printers with the aim of occupying the spaces of a website, an advertising product or an editorial production whose final text is not yet ready.</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>

Quadrants	Evidence	Recommendations
Seeks out and is attracted to a stimulating sensory environment	But I must explain to you how all this mistaken idea of denouncing of a pleasure and praising pain was born and I will give you a complete account of the system, and expound the actual teachings of the great explorer of the truth, the master-builder of human happiness. No one rejects, dislikes, or avoids pleasure itself	
Distressed by a stimulating sensory environment and attempts to leave the environment	<p>John Victor's visual perception is his major way of assimilation of information. John Victor seeks tactile and movement activities and avoids socio-emotional stimuli.</p> <p>He is sensitive to auditory stimuli and has a low registration of attentional stimuli.</p> <p>He often is observed to perceive proprioceptive feedback appropriately. Intervention in tactile, oral, vestibular, and proprioceptive areas will help in self-regulation.</p>	



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Sensitivity to stimuli, distractibility, discomfort with sensory stimuli		
Missing stimuli, responding slowly		

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