

SAIL Assessment Report

Setting up Access for Independence and Learning



Curated learning pathways for independent living

Brindha V

Date of Birth

05/07/2015

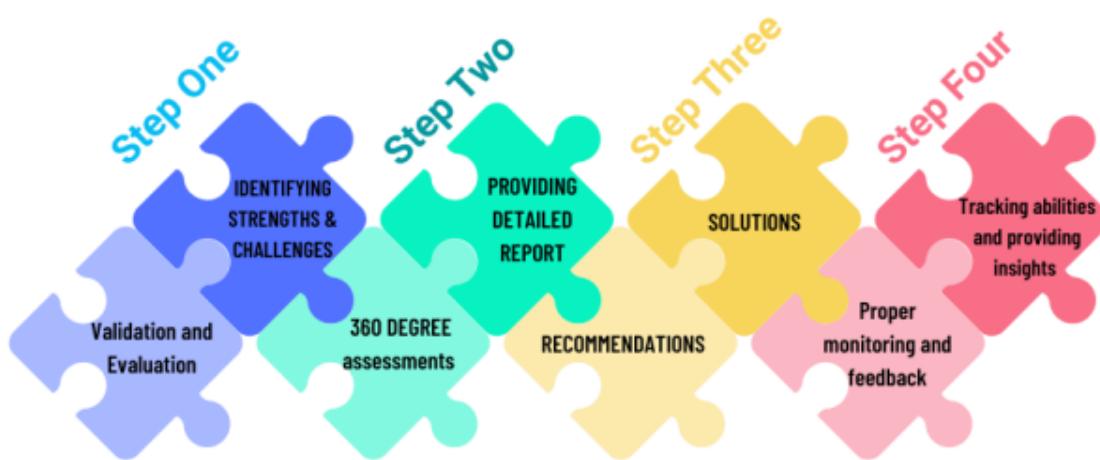
Date of Reporting

26 Oct 2025

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:

Brindha V is an enthusiastic child who likes when people listen to her. Brindha V 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.

Brindha V has been living with her parents in Chennai in a nuclear family of 4 members. She has an older brother. Her mother tongue is Telugu. She speaks English and Telugu at home and understands Tamil.

Brindha V achieved his milestones on time. She was assessed by MDA earlier. She underwent Occupational Therapy and remedial education for language and communication for 4 years. Brindha V is currently receiving counseling support from a couple of psychology interns for an hour per week. She is currently in Grade 5 in ABC School

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

Given below is a summary of observations made with Brindha V. 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	<p>Brindha V's physical growth in terms of his height and weight is age appropriate. She was neatly dressed and had good hygiene. Her parents mentioned that she is in good health. She is a picky eater and likes sweets and sour items. She has a good body awareness and had to be reminded to maintain a good posture. There were no tics or any other awkward movements exhibited. Her sleep routine is yet to get settled. She wears power glasses.</p>
Gross Motor	<p>Brindha V's proficiency in six loco-motor skills and object control skills were evaluated, to understand both his muscle tone and strength. She had appropriate hand and leg movement. When asked to hop and jump, he could do coordinated movements. She took off and landed on both feet simultaneously during the horizontal jump. She was able to gallop. She was able to maintain a rhythmic pattern.</p> <p>In object control skills, he was able to throw and catch a ball with reasonable precision. She demonstrated good visual tracking and motor planning abilities. She was able to follow patterns, able to catch and manipulate the ball at shoulder level.</p> <p>Brindha V performed reasonably well doing the physical tasks and was able to shift his body off the ground completely and make a smooth landing. She showed good awareness of his body and was able to label the movements appropriately.</p>

Fine Motor	<p>Brindha V is right-handed and is showing clear right-hand dominance. She was observed to be using one hand predominantly while doing the activity. She 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. She 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. She 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. She 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. She exhibited good focus in shoe lacing activity, good finger isolation, and completed the task.</p> <p>Overall, Brindha V has good finger isolation, in-hand manipulation, and bilateral hand coordination, and midline crossing is established well.</p>



Sensory	Brindha V's visual perception is his major way of assimilation of information. Brindha V seeks tactile and movement activities and avoids socio-emotional stimuli. She is sensitive to auditory stimuli and has a low registration of attentional stimuli. She often is observed to perceive proprioceptive feedback appropriately. Intervention in tactile, oral, vestibular, and proprioceptive areas will help in self-regulation.
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Cognitive	<p>Brindha V visual perceptual skills and patterns are good; auditory perceptual skills need to be worked on. She could point to pictures, action words, and his body parts. She could sort basic shapes, colors, pictures, and words. Brindha V was able to read but was not audible. Brindha V could write the dictated words and needed prompts to answer in sentences. She 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.</p> <p>Executive functioning skills</p> <p>Diya presents a mixed executive functioning profile with observable strengths in structured task engagement and challenges in emotional regulation, cognitive flexibility, and sustained effort. During assessments, she completed tasks without leaving them undone, preferred fewer questions, and sought permission appropriately. Her attention was sustained initially, but accuracy declined with distractions, and she showed quick response times with some use of fillers and occasional clarification. She understood sequences and displayed structured thinking in logical tasks, though real-world problem-solving tended to be unnecessarily complex.</p>
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Cognitive	<p>However, Diya struggled with cognitive flexibility, getting stuck during category-switching tasks, and displayed reduced inhibitory control—performing well initially but losing confidence after errors. Emotional regulation was notably impacted; she gave up easily, showed minimal perseverance, and had limited awareness of time or urgency. Across parent reports and assessor observations, consistent patterns emerged around difficulty with transitions, disorganization in expressive communication, low frustration tolerance, and challenges with self-monitoring and metacognitive reflection.</p>
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Speech and Communication	<p>Brindha demonstrates well-developed receptive language skills. She follows instructions effectively, understands concepts of size, quantity, position, and is able to comprehend a variety of WH-questions. She displays an understanding of conversational language, including the ability to clarify when she is unsure, which reflects good processing and comprehension. Her picture comprehension is appropriate for her age, and she is able to relate visual information to verbal responses. While she can read time from a clock, she is still developing the ability to relate it to real-life events and daily activities. Her response to the word "No" and seeking help were not directly observed but are inferred through her ability to clarify doubts.</p> <p>In terms of expressive communication, Brindha is confident, fluent, and initiates conversations appropriately. She uses verbal communication effectively and expresses herself using complete sentences, including informal storytelling or casual exchanges. She maintains communication well, talks about personal experiences, and understands when to end a conversation, using both verbal and non-verbal cues. She expresses likes, dislikes, needs, and discomfort appropriately and demonstrates awareness of social norms in communication.</p> <p>While her overall language usage is strong, her grammar and vocabulary are still developing. She primarily uses simple grammatical structures and would benefit from increased exposure to varied sentence forms and more complex vocabulary suitable for her age. Brindha was not directly observed asking for help, though she showed the ability to seek clarification when needed, indicating an underlying</p>
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Speech and Communication	Brindha's speech production is clear and effective. Her tone, voice modulation, and articulation are age-appropriate, and she speaks with fluency during both structured and spontaneous conversations. A slight accent was observed, but it does not interfere with clarity or comprehension. Her overall communication profile reflects confidence, fluency, and age-appropriate use of language, with room for growth in grammar and vocabulary through continued exposure and structured language activities.
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Social and Emotional	<p>Brindha presents as a warm and expressive child with a positive approach to social interactions. She greeted the new people with a subtle smile and quickly adapted, showing comfort and openness. She demonstrates strong social intent, willingly engaging with new people and easily mingling with familiar ones. Brindha makes choices independently, understands and expresses emotions clearly, and shows an ability to discuss both her own feelings and those of others based on stories or situations. She adapts well to new environments, responds appropriately to turn-taking, and follows social rules and etiquette with ease. Her parents report that she maintains several friendships across school and community, indicating the ability to form and sustain relationships.</p> <p>Brindha shows emerging awareness of herself, including her likes, dislikes, and personal thoughts, although her self-awareness and emotional regulation are still developing. She is very expressive—freely showing joy and affection—but can become overly animated when excited and may need support in moderating her emotions. While she does not display intense anger, her parents have noticed an increase in argumentative behavior, which may reflect developing assertiveness and a need for guidance in managing boundaries.</p>
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Social and Emotional	<p>She demonstrates developing resilience and independence, especially in non-preferred tasks, where she benefits from prompts and motivation. Brindha also shows a growing understanding of different viewpoints, especially in concrete contexts, though she requires support when interpreting more abstract or nuanced social cues. Her sense of morality is emerging—she can link ideas of right and wrong to stories and situations, but would benefit from more structured exposure to help form personal values. While not all behaviours (like asking for help or taking responsibility for actions) were directly observed, her clarifications and engagement in tasks suggest an underlying awareness and willingness to participate.</p>
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Play	<p>Brindha demonstrates a well-rounded and age-appropriate play profile. She exhibits strong joint attention across academic and non-academic activities, and she easily imitates actions, including physical exercises and yoga postures. Her ability to engage in group play is well-established; she participates actively in ball games with adults and enjoys being part of peer interactions. She follows rules in structured play and responds well when the expectations and outcomes are clear. Brindha also displays an ability to take turns while playing, particularly in interactions with adults, showing social maturity and an understanding of cooperative play elements.</p> <p>Her pretend play skills are developed, as seen when she role-played as a veterinarian, using age-appropriate vocabulary and imaginative scenarios. While two-way interactions were not observed during pretend play, her engagement and creativity indicate emerging narrative and symbolic play skills. Brindha is socially inclined, frequently playing with peers in her apartment complex, as reported by her parents, suggesting strong social play abilities.</p>
Play	<p>While solitary and parallel play were not directly observed, her comfort in group and structured settings, as well as her social interactions, suggest that foundational play behaviors are well established. Her eye contact remains context-dependent—she maintains it well when confident but tends to look down in uncertain situations. A social smile was frequently observed, both during direct play and in shared videos, reflecting comfort and enjoyment in social and playful exchanges.</p>

ADLs	<p>Brindha demonstrates age-appropriate independence in her daily living activities. According to parental input and direct observations, she is independent in toileting, bathing, dressing, and feeding routines. She follows a consistent routine, including evening baths, and is able to manage personal hygiene tasks such as brushing her teeth independently, displaying appropriate manual dexterity during the activity.</p> <p>She is also independent in feeding, manages her meals without support, and shows awareness of her personal belongings, as observed when she responsibly carried her water bottle during the interaction. Brindha's functional mobility is age-appropriate, with no concerns noted in her ability to move around and perform tasks within familiar settings.</p>
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II. DAILY ROUTINE

According to her parents, Brindha gets ready for school in the morning. She eats breakfast at the school and watches TV after lunch during the weekends. Brindha attends badminton classes thrice a week and plays with her friends on the other days. She has a bath routine at night followed by dinner, brushing and sleeping. Brindha reads novels whenever she is free before bedtime.

III. SWOT Analysis:

1) Strengths:

- **Gross and fine motor skills:** coordination, balance, posture, and endurance
- **Independence in ADLs**

- **Strong short and long-term memory**
- Visual and auditory discrimination, spatial awareness, and tactile perception
- **Foundational Academics**
- **Receptive and expressive communication**
- **Social Skills** -Comfortable with new environments and people, maintains friendships, and understands social expectations.
- **Play** - engages in pretend, structured, and group play with interest

2) Work on

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Executive Functioning Skills (priority):

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Response inhibition (impulsivity, emotional overreaction, low frustration tolerance)

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Working memory limitations affecting reading comprehension, math, and communication

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Emotional regulation challenges and inconsistent coping strategies

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Difficulty initiating non-preferred tasks; low motivation and persistence

- **Poor planning, organizing, and sequencing of tasks**
- **Rigid thinking and low cognitive flexibility, especially during transitions or problem-solving**
- **Weak time management and metacognitive skills (limited reflection and learning from mistakes)**
- **Academic Skills:**
Writing, Vocabulary, grammar, comprehension and abstract concepts
- **Independence in task completion:**
Seeks adult reassurance, avoids challenging tasks, and needs support for sustained focus.

3) Opportunities

- Strong family and school support systems invested in her development.

- Familiar peer group at home and school, providing comfort for social growth.
- Access to structured routines, visual tools, and multi-sensory learning approaches.
- Engagement in storytelling, pretend play, and real-life math and language contexts to build EF connections.
- Positive response to adult scaffolding, routines, and clear expectations.
- Existing skills in calendar use and storytelling can be leveraged to build executive function (e.g., planning, sequen

4) Threats

- Dependence on adult reassurance can limit autonomy.
- Task avoidance and low frustration tolerance may impact academic consistency.

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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.