



# SAIL Assessment Report

Setting up Access for Independence and Learning



**Curated learning pathways for independent living**

**Date of Birth**

**06/10/2004**

**testyashwanth**

**Date of Reporting**

**08 Oct 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
testing22	Needs major support	test	



## Fine Motor

Fine Motor	Observation	Evidence	Recommendation
Speed of operation	Needs major support	<p>Sound manipulation activities involving blends, diphthongs, digraphs, segmenting, syllabification, asking her to form her own family words and rhyming words, use of compound words, prefix and suffix, exposure to varied vocabulary and sentence patterns, grammar rules etc. will benefit.</p> <p>- Highlighting important visual information through varied colours, fonts and lines will help in reinforcing the important portions of the instructions.</p> <p>- Providing her access to only the essential information needed at the moment and closing the others will enhance sustained attention on a given task.</p>	<p>Update - Sound manipulation activities involving blends, diphthongs, digraphs, segmenting, syllabification, asking her to form her own family words and rhyming words, use of compound words, prefix and suffix, exposure to varied vocabulary and sentence patterns, grammar rules etc. will benefit. - Highlighting important visual information through varied colours, fonts and lines will help in reinforcing the important portions of the instructions. - Providing her access to only the essential information needed at the moment and closing the others will enhance sustained attention on a given task. - Repetition and practice.</p>





Fine Motor	Observation	Evidence	Recommendation
Speed of operation	Needs major support	<ul style="list-style-type: none"> <li>- Repetition and practice.</li> <li>- Using high interest materials.</li> <li>- Asking open ended questions, predicting the end of a story, perspective taking etc. can help in complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- Using high interest materials. - Asking open ended questions, predicting the end of a story, perspective taking etc. can help in complex tasks.</li> <li>- Update</li> </ul>
Dexterity	Needs major support	Dexterity	Meet <a href="#">Link</a>
Finger isolation	Needs major support		
In hand manipulation	Needs major support		
Object Manipulation	Needs major support		
Handling of writing tools	Needs major support		





Fine Motor	Observation	Evidence	Recommendation
Coordination	Needs major support		
Rotation	Needs major support		
Translation	Needs major support		
Shift	Needs major support		
Hand dominance	Needs major support		



Hand Writing			
Posture	Needs major support	observation,test,	
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		



Handling of writing tools			
Grasp	Needs major support		
Pressure	Needs major support		
control	Needs major support		
test	Needs major support		
testing 3	Needs major support		
testing 4	Needs major support		



## Cognition

Cognition Skills	Observation	Evidence	Recommendation
Attention	Needs major support	test	



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## Speech and Communication

Communication skills	Observation	Evidence	Recommendation
<b>A. Receptive</b>			
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		





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		



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		
testing 44	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		
testing 55	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		



## 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. testyashwanth 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	Ronithvel displays low scores in the Seeking pattern, this means that he slightly enjoys sensory experiences and seeks sensory input which may sometime lead to difficulties with task completion because he may get distracted with new sensory experiences and lose track of daily life tasks. He has slightly overly active neural system in Tactile, movement and oral domains and hence he displays need to touch toys, surfaces, or textures. Due to his movement seeking he becomes excited during movement tasks. His oral seeking makes him put objects in his mouth.	



Quadrants	Evidence	Recommendations
Seeks out and is attracted to a stimulating sensory environment	Aasdasfdsfadsgnkljasdfjkbajksdfbjkabsdfkjba;kdjfb;k asdfka;kb asdfwekrqiwejr qweirhao qweriohqwe qweoihlknfq qeoirhqwer qweriohq	
Seeks out and is attracted to a stimulating sensory environment	Aasdasfdsfadsgnkljasdfjkbajksdfbjkabsdfkjba;kdjfb;k asdfka;kb asdfwekrqiwejr qweirhao qweriohqwe qweoihlknfq qeoirhqwer qweriohq	
Seeks out and is attracted to a stimulating sensory environment	Ronithvel displays low scores in the Seeking pattern, this means that he slightly enjoys sensory experiences and seeks sensory input which may sometime lead to difficulties with task completion because he may get distracted with new sensory experiences and lose track of daily life tasks.	



Quadrants	Evidence	Recommendations
Seeks out and is attracted to a stimulating sensory environment	He has slightly overly active neural system in Tactile, movement and oral domains and hence he displays need to touch toys, surfaces, or textures. Due to his movement seeking he becomes excited during movement tasks. His oral seeking makes him put objects in his mouth.	
Seeks out and is attracted to a stimulating sensory environment	Aasdasfdsfadsgnkljasdfjkbajksdfbjkabsdfkjba;kdjfb;k asdfka;kb asdfwekrqiwejr qweirhao qweriohqwe qweoihlknfq qeoirhqwer qweriohq Aasdasfdsfadsgnkljasdfjkbajksdfbjkabsdfkjba;kdjfb;k asdfka;kb asdfwekrqiwejr qweirhao qweriohqwe qweoihlknfq qeoirhqwer qweriohq	
Seeks out and is attracted to a stimulating sensory environment	He has slightly overly active neural system in Tactile, movement and oral domains and hence he displays need to touch toys, surfaces, or textures. Due to his movement seeking he becomes excited during movement tasks. His oral seeking makes him put objects in his mouth.	





Quadrants	Evidence	Recommendations
Distressed by a stimulating sensory environment and attempts to leave the environment	"Ronithvel displays moderate score in this quadrant. He has a low neurological threshold and responds actively in the conduct and socio emotional areas, which makes Ronithvel stubborn, uncooperative and shows temper tantrums. He resists eye contact from parents and others. Due to his avoidance behaviour in socio emotional area Ronithvel gets frustrated easily, and he participates in groups less than same aged children. He has difficulty in making friendship"	



Quadrants	Evidence	Recommendations
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli	<p>Ronithvel has a low neurological threshold and passive behavioural response in the auditory area, which makes him sensitive to those stimuli and hence Prithvik tunes out or seems to ignore and not respond for name call though his hearing is ok and struggles to complete tasks when music or TV is on. He is very frequently close his ears and make loud noise .</p> <p>Due to oral sensitivity, rejects certain taste or food smell.</p> <p>Ronithivel struggles to interpret body language or facial expression due to sensitivity in social emotional domain.</p> <p>Ronithvel struggles to pay attention and gets lost easily. He looks away from tasks to notice all actions in the room because of his sensitivity in attention domain</p>	



Quadrants	Evidence	Recommendations
Missing stimuli, responding slowly	"Ronithvel has a high neurological threshold and displays passive response for certain stimuli. As a result, he registers less information from them. Due to which he enjoys strange noises or make noise(s) for fun and clings to objects, walls or banisters more than same-aged children. Due to low registration in Attention domain, Ronithvel misses eye contact with me during everyday interactions. He seems oblivious within an active environment. He is unaware when people come into the room"	

