



Recommendation Report

Arjun

Rehaan is a sweet child who is curious and likes to explore the environment. He learns through exploration, modelling and observation, when his attention is sustained. Self-awareness and awareness of the environment are emerging.

Though Rehaan is aware of theoretical concepts of cause and effect, he needs more practical exposure. He sustained attention for limited preferred tasks and could engage in a few other tasks with reinforcement, prompts and modelling, in the presence of the objects of his interest. Rehaan is aware of the beginning and closure of known tasks.

The following recommendations are being made for Rehaan 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
Information from the environment	<ul style="list-style-type: none">- Use clear, structured routines with visual prompts to support understanding.- Introduce new activities in familiar settings to improve participation.- Use real-life, meaningful materials to increase attention and learning.
Sensory	<ul style="list-style-type: none">- Provide proprioceptive activities like deep pressure, crawling, and wall push-ups.- Introduce calming sensory tools such as noise-canceling headphones or chewy tubes to manage overstimulation.- Offer crunchy snacks or textured toys to meet oral sensory needs.
Perception	<ul style="list-style-type: none">- Use matching, sorting, and shape games to build form constancy and spatial awareness.- Reinforce tactile-visual association using real objects and textures.- Incorporate visual discrimination tasks using puzzles, mazes, and guided tracing.
Memory	<ul style="list-style-type: none">- Repeat familiar routines with minor variations to support sequencing and retention.- Use visual calendars, schedules, and first-then cards for routine memory.- Practice daily sequencing through story cards, songs, and object-label associations.
Thinking (Cognition)	<ul style="list-style-type: none">- Use reasoning-based games that include matching, sorting, and categorization.- Practice "what happens next" tasks to build cause-effect reasoning.- Encourage real-world problem solving using hands-on materials and familiar situations.



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Components in the process of learning	Recommendations based on child's strength
Language	<ul style="list-style-type: none">- Reinforce expressive communication using gesture + verbal pairing.- Model short phrases in context (e.g., during meals, play) with repetition.- Use naming games, simple WH-questions, and social stories for building receptive and expressive vocabulary.



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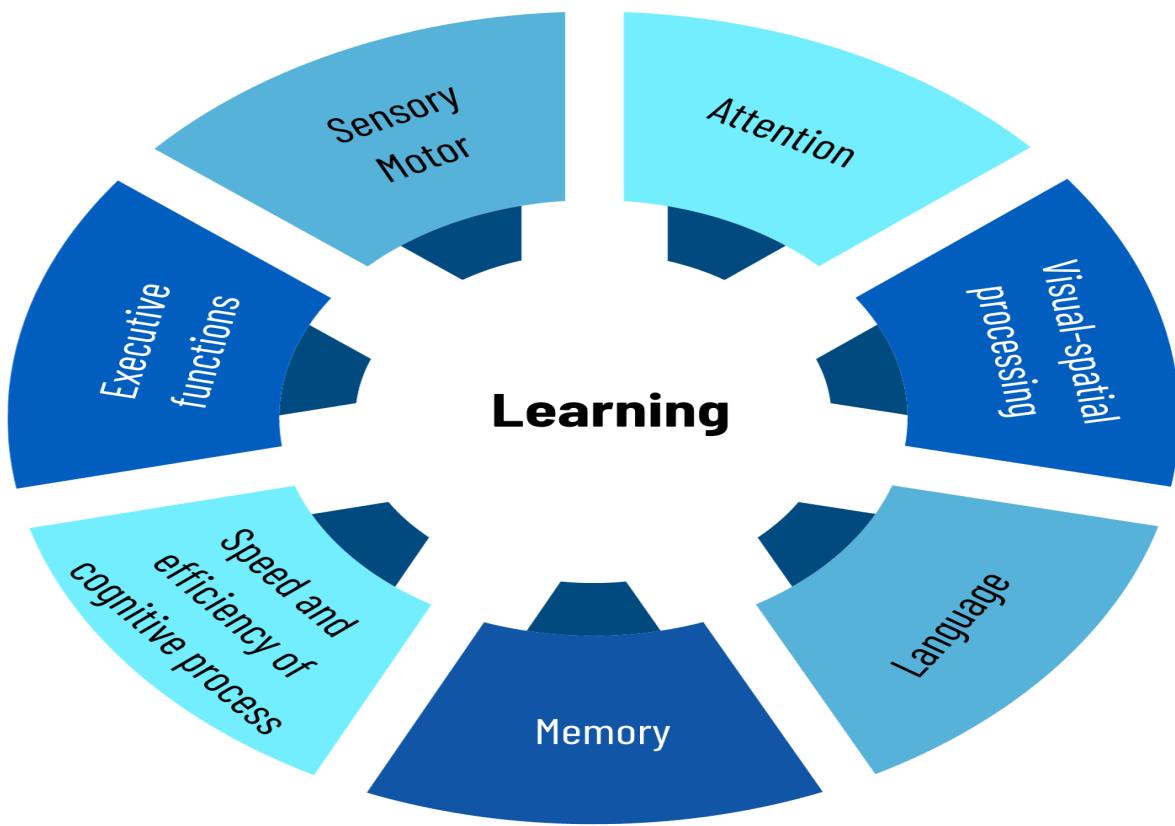
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The factors in Learning and it's connection to the environment:



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Areas	Strength	Recommendation strategies and Environment
Memory	<p>Strength: Remembers familiar routines with repetition.</p> <p>Stretch: Difficulty recalling sequences and generalizing across settings.</p>	<ul style="list-style-type: none">- School: Use visual timetables, repetitive task formats, and visual reminders (e.g., charts).- Home: Reinforce daily sequencing (brushing, dressing) using picture schedules and cue cards.
Language	<p>Strength: Attempts to express through gestures and single words.</p> <p>Stretch: Needs support in expressive clarity, sentence formation, and vocabulary building.</p>	<ul style="list-style-type: none">- School: Use visuals with spoken language, model short sentences, and introduce vocabulary through play-based interaction.- Home: Encourage name-and-point routines, talk through daily activities, and use books with repeated phrases.



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Areas	Strength	Recommendation strategies and Environment
Visual spatial process	<p>Strength: Recognizes basic shapes and patterns.</p> <p>Stretch: Needs support with tracking, orientation, and form constancy.</p>	<ul style="list-style-type: none">- School: Use bold, structured visual layouts and guided tracing; incorporate matching and visual puzzles.- Home: Engage in spatial games (e.g., stacking, block play, mazes) and sorting tasks.
Attention	<p>Strength: Focuses on preferred, hands-on tasks briefly.</p> <p>Stretch: Difficulty with sustained attention, especially in transitions.</p>	<ul style="list-style-type: none">- School: Create structured seating with minimal distractions; use short, clear tasks with movement breaks.- Home: Use visual timers and countdowns; break activities into manageable steps and offer physical breaks.



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Areas	Strength	Recommendation strategies and Environment
Sensory motor	<p>Strength: Responds well to movement and tactile input.</p> <p>Stretch: Oral seeking and occasional over-responsiveness to auditory input.</p>	<ul style="list-style-type: none">- School: Offer sensory tools (fidget toys, chewy tubes), include proprioceptive breaks (e.g., wall push-ups), and use soft background music or noise reduction tools.- Home: Use oral motor activities (crunchy snacks, straws), deep-pressure games (pillow squish), and provide quiet space when overstimulated.
Speed and efficiency of cognitive process	<p>Strength: Engages well with familiar structured tasks.</p> <p>Stretch: Slower response time with unfamiliar or complex tasks.</p>	<ul style="list-style-type: none">- School: Provide additional wait time, limit steps per task, and use guided modeling.- Home: Use calm pacing with first-then visuals; model slowly and repeat steps for new activities.

Executive Function Recommendations:

Tier	Focus Area	Key Strategies	Intended Outcomes
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Tier 1(Foundational Priority)	Emotional Regulation		
Tier 1(Foundational Priority)	Working Memory		
Tier 1(Foundational Priority)	Structured Environment		
Tier 2(Skill-Building)	Self-Monitoring & Metacognition		
Tier 2(Skill-Building)	Task Initiation & Planning		
Tier 2(Skill-Building)	Attention & Focus		
Tier 3(Higher-Order Generalization)	Cognitive Flexibility		
Tier 3(Higher-Order Generalization)	Organization		
Tier 3(Higher-Order Generalization)	Time Management		
Tier 3(Higher-Order Generalization)	Academic Integration		



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The learning environment:

Area : Environmental	
Factors	Observation
Sound	Tends to get distracted or overwhelmed in noisy environments; benefits from quieter spaces with soft background noise or use of noise-canceling headphones.
Light	Engages better with soft, natural lighting
Temperature	No preferences observed
Seating	Benefits from structured seating (e.g., chair with boundary, firm surfaces)
Area : Emotional	
Factors	Observation
Level of motivation	Shows interest in preferred tasks and familiar activities; motivation improves with encouragement and tangible feedback.
Task persistence	Persists with guided support; may leave tasks midway if demands are unclear or prolonged.
Conformity/ Responsibility	Needs consistent adult support for task-follow-through; performs best with specific boundaries and routines
Need for a structured environment	Strong preference for structured environments; transitions and unstructured time may lead to disengagement.



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Area : Sociological Domain

Factors	Observation
Alone	Works best with one-on-one adult guidance; tends to disengage when left alone.
In pairs	Could not observe
With peers	Requires facilitation to sustain peer-based group activities.
In a team	Shows limited participation; benefits from structured roles.
with an adult as a teacher	Responds well to adult scaffolding and prompts - disruptive thoughts with some adults observed
variety of social settings	Could not observe

Area : Physiological Domain

Factors	Observation
Auditory	Sensitive to loud or layered sounds; prefers single voice instructions.
Visual	Engages well with bold visuals, high-contrast materials, and clear spatial organization.
Tactile	Seeks tactile input through exploration benefits from guided tactile activities.
Kinaesthetic	Learns effectively through movement-based tasks; needs frequent physical engagement.
Time of the Day	The best time of the day could be observed and followed for learning.



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Area : Psychological Domain	
Factors	Observation
Analytic/ Global thinking style	Tends to process information globally; benefits from big-picture understanding before details
Impulsive/ reflective style.	Shows impulsive tendencies; requires scaffolding to slow down and follow sequences with adult prompts.

Summary:

Given below are a few recommendations given to parents.

- **School**
 - Use *structured routines* and *visual task sequencing* to support attention and transitions.
 - Integrate *movement-based learning* and *hands-on tasks* to support focus and motor planning.
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Encourage *peer-supported activities* for communication and emotional engagement.

Home

- Establish *predictable daily routines* with visual schedules and soft transitions.
- Provide *tactile and kinesthetic alternatives to screen time* (e.g., craft kits, model building, home-based obstacle play).
- Support *expressive communication* and *emotional sharing* through shared storytelling, routine conversations, and guided emotion-labelling.
- Assign *age-appropriate responsibilities* (e.g., organizing books, helping with snacks) to promote independence and self-worth.



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Special Education / Learning Support

- Prioritize *writing, spelling, and sequencing* using *multisensory strategies*.
- Reinforce *auditory memory and phonological processing* using repetition-based tools like rhymes, clapping patterns, and audio books.
- Build *conceptual clarity* using structured logic games and visual analogies.

Occupational Therapy

- Support *sensory integration* through regular use of *tactile bins, chewy tools, and proprioceptive activities* (e.g., wall push-ups, weighted activities).



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- Introduce *fine motor strengthening* tasks like beading, tweezer play, lacing, and tracing using varied textures and tools.
- Embed sensory-motor strategies within classroom and home routines for regulation and readiness to learn.

Arts-Based Therapy

- Use *guided drawing, storytelling, and role play* to promote *emotional expression, confidence building, and social flexibility*.

Physical Therapy Consultation

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Assess for *stiffness* or *coordination delays*; include *stretching routines*, *muscle activation games*, and *play-based movement plans* to enhance body awareness and flexibility.

- **Family counselling** to understand the uniform approaches that can help in reversing some pre-established triggers.
- Include **Physical Education** with a focus on *coordination*, *motor planning*, and *cognitive flexibility* through obstacle courses, structured games, and guided movement tasks.
- **Elina's CoMPASS Program** - Enrolling in structured learning support for continued guidance and intervention.

We wish him the very best in all his endeavours.



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