



# SAIL Assessment Report

Setting up Access for Independence and Learning



**Curated learning pathways for independent living**

**Date of Birth**

01/01/2005

**Neo**

**Date of Reporting**

20 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 Pearson 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.



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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.



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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



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	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			



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## Gross Motor

<b>Gross Motor</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
<b>Sit</b>	<b>Emerging</b>	Independent	Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <a href="#">courses</a> .
<b>Sit</b>	<b>Emerging</b>		
<b>Stand</b>	<b>Emerging</b>	He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.	Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <a href="#">courses</a> .



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Gross Motor	Observation	Evidence	Recommendation
Stand	Emerging		
Hop	Emerging	<p>He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.</p>	<p>Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <u>courses</u>.</p>
Hop	Emerging		



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Gross Motor	Observation	Evidence	Recommendation
Throw/catch/ kick ball	Emerging	He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.	Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <a href="#">courses</a> .
Throw/catch/ kick ball	Emerging		
Obstacle course	Emerging	He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.	Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <a href="#">courses</a> .



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Gross Motor	Observation	Evidence	Recommendation
Obstacle course	Emerging		
Ride a scooter board/tricycle	Emerging	<p>He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.</p>	<p>Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <u>courses</u>.</p>
Ride a scooter board/tricycle	Emerging		



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Gross Motor	Observation	Evidence	Recommendation
<b>Posture</b>	<b>Emerging</b>	He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.	Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <a href="#">courses</a> .
<b>Posture</b>	<b>Emerging</b>		
<b>Motor Planning</b>	<b>Emerging</b>	He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.	Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <a href="#">courses</a> .



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Gross Motor	Observation	Evidence	Recommendation
<b>Motor Planning</b>	<b>Emerging</b>		
<b>Gait</b>	<b>Emerging</b>	<p>He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.</p>	<p>Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <u>courses</u>.</p>
<b>Gait</b>	<b>Emerging</b>		



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Gross Motor	Observation	Evidence	Recommendation
Balance	Emerging	He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.	Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <a href="#">courses</a> .
Balance	Emerging		
Coordination	Emerging	He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.	Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <a href="#">courses</a> .



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Gross Motor	Observation	Evidence	Recommendation
<b>Coordination</b>	<b>Emerging</b>		
<b>Agility</b>	<b>Emerging</b>	<p>He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.</p>	<p>Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <u>courses</u>.</p>
<b>Agility</b>	<b>Emerging</b>		



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Gross Motor	Observation	Evidence	Recommendation
Muscle tone	Emerging	He was able to navigate the obstacle successfully. He has good co-ordination, balance and control to walk, crouch, jump up and down, ride a bike, hop and complete the activity without prompt or instructions. Looked for the presence of parent figure midway, however, it did not affect the activity. Good motor planning on approaching each obstacle and persisted till the end.	Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception. Involving him in various household activities that involve multiple gross motor skills. Encourage structured physical activities like relay races and obstacle <a href="#">courses</a> .
Muscle tone	Emerging		



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## Fine Motor

<b>Fine Motor</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
<b>Speed of operation</b>	<b>Meeting</b>	He is able to imitate first 3 actions modeled by other person. He got distracted by a baby and continued to activity when prompted by adult using actions alone (finger snapping). Last two actions were not precise.	Activities done on the floor, using a chowki and table-top activities, riding a cycle. Reinforce good posture habits through ergonomic seating and regular posture checks. Lower body strength workouts
<b>Dexterity</b>	<b>Meeting</b>	He is able to imitate first 3 actions modeled by other person. He got distracted by a baby and continued to activity when prompted by adult using actions alone (finger snapping). Last two actions were not precise.	Activities done on the floor, using a chowki and table-top activities, riding a cycle. Reinforce good posture habits through ergonomic seating and regular posture checks. Lower body strength <u>workouts</u>



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Fine Motor	Observation	Evidence	Recommendation
<b>Finger isolation</b>	<b>Meeting</b>	He is able to imitate first 3 actions modeled by other person. He got distracted by a baby and continued to activity when prompted by adult using actions alone (finger snapping). Last two actions were not precise.	Activities done on the floor, using a chowki and table-top activities, riding a cycle. Reinforce good posture habits through ergonomic seating and regular posture checks. Lower body strength workouts
<b>In hand manipulation</b>	<b>Meeting</b>	He is able to imitate first 3 actions modeled by other person. He got distracted by a baby and continued to activity when prompted by adult using actions alone (finger snapping). Last two actions were not precise.	Activities done on the floor, using a chowki and table-top activities, riding a cycle. Reinforce good posture habits through ergonomic seating and regular posture checks. Lower body strength workouts



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Fine Motor	Observation	Evidence	Recommendation
<b>Object Manipulation</b>	<b>Meeting</b>	He is able to imitate first 3 actions modeled by other person. He got distracted by a baby and continued to activity when prompted by adult using actions alone (finger snapping). Last two actions were not precise.	Activities done on the floor, using a chowki and table-top activities, riding a cycle. Reinforce good posture habits through ergonomic seating and regular posture checks. Lower body strength workouts
<b>Handling of writing tools</b>	<b>Meeting</b>	He is able to imitate first 3 actions modeled by other person. He got distracted by a baby and continued to activity when prompted by adult using actions alone (finger snapping). Last two actions were not precise.	Activities done on the floor, using a chowki and table-top activities, riding a cycle. Reinforce good posture habits through ergonomic seating and regular posture checks. Lower body strength workouts



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## Cognition

<b>Cognition Skills</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
<b>Memory - ST</b>	<b>Exceeds expectation</b>	He was able to identify the matching objects but couldn't reason why for one ( he saw the plate and said lunch, when prompted he matched it with tumblr but couln't reason why they go together). He has good conceptual association but reasoning and expressive language needs support.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Memory- LT</b>	<b>Exceeds expectation</b>	He was able to identify the matching objects but couldn't reason why for one ( he saw the plate and said lunch, when prompted he matched it with tumblr but couln't reason why they go together). He has good conceptual association but reasoning and expressive language needs support.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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Cognition Skills	Observation	Evidence	Recommendation
<b>Working Memory</b>	<b>Exceeds expectation</b>	He was able to identify the matching objects but couldn't reason why for one ( he saw the plate and said lunch, when prompted he matched it with tumblr but couln't reason why they go together). He has good conceptual association but reasoning and expressive language needs support.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Critical Thinking</b>	<b>Exceeds expectation</b>	He was able to identify the matching objects but couldn't reason why for one ( he saw the plate and said lunch, when prompted he matched it with tumblr but couln't reason why they go together). He has good conceptual association but reasoning and expressive language needs support.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Problem solving</b>	<b>Exceeds expectation</b>	He was able to identify the matching objects but couldn't reason why for one ( he saw the plate and said lunch, when prompted he matched it with tumblr but couln't reason why they go together). He has good conceptual association but reasoning and expressive language needs support.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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Perception Skills	Observation	Evidence	Recommendation
<b>A. Visual Perception</b>			
<b>Visual Memory</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Visual Form Constancy</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Visual Figure-ground</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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B. Auditory Perception			
<b>Auditory Discrimination</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Auditory Tracking</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Auditory attention</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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Academic Skills	Observation	Evidence	Recommendation
Work Behaviour			
<b>Attention span</b>	<b>Unable to observe clearly</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Sitting tolerance</b>	<b>Unable to observe clearly</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Completion of a task</b>	<b>Unable to observe clearly</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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Work Behaviour			
Following rules	Unable to observe clearly	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
Dealing with transition	Unable to observe clearly	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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Executive Function Skills			
Planning & Prioritization	Exceeds expectation	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
Organization	Exceeds expectation	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
Self-control	Exceeds expectation	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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## Speech and Communication

Communication skills	Observation	Evidence	Recommendation
<b>A. Receptive</b>			
<b>Following simple instructions</b>	<b>Emerging</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Comprehension of size</b>	<b>Emerging</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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A. Receptive			
<b>Comprehension of time</b>	<b>Emerging</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Comprehending instructions</b>	<b>Emerging</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Name Call response</b>	<b>Emerging</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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A. Receptive			
<b>WH-Questions</b>	<b>Emerging</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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B. Expressive			
<b>Intent for communication</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Initiation of communication</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Communication mode</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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B. Expressive			
<b>Sustenance/Maintanance of communication</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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## Social and Emotional

<b>Socio-Emotional Skills</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
<b>Social smile</b>	<b>Exceeds expectation</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Eye-contact</b>	<b>Exceeds expectation</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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Socio-Emotional Skills	Observation	Evidence	Recommendation
<b>Social etiquette</b>	<b>Exceeds expectation</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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## Play

<b>Play</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
<b>Joint Attention</b>	<b>Developing</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Initiation</b>	<b>Developing</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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Play	Observation	Evidence	Recommendation
<b>Cooperative play</b>	<b>Developing</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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## ADL

<b>ADL</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
<b>Toileting</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.
<b>Bathing</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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<b>ADL</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
<b>Brushing</b>	<b>Needs major support</b>	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.	Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.



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## 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. Neo 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	Neo has a high threshold and seeks certain inputs more than others. He scores predominantly observed in tactile and oral stimuli.	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.
Seeks out and is attracted to a stimulating sensory environment		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.



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<b>Quadrants</b>	<b>Evidence</b>	<b>Recommendations</b>
Seeks out and is attracted to a stimulating sensory environment		Movement Breaks: Incorporate short physical activities between tasks (e.g., jumping jacks, wall push-ups) to channel energy.
Seeks out and is attracted to a stimulating sensory environment		Work Area Setup: Maintain a clutter-free environment with a visual boundary for academic tasks to reduce distractions.
Seeks out and is attracted to a stimulating sensory environment		
Seeks out and is attracted to a stimulating sensory environment		
Seeks out and is attracted to a stimulating sensory environment	As a result, he tends to touch people or objects to the point of irritating others. He also tends to smell non-food items and has a strong craving for specific foods, tastes, or smells.	



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Quadrants	Evidence	Recommendations
Distressed by a stimulating sensory environment and attempts to leave the environment	<p>Neo has a low threshold and responds actively to certain stimuli such as auditory and socio-emotional. He scores high in this quadrant especially in auditory, conduct and socio emotional domain and hence he reacts strongly to unexpected or loud noises, such as sirens or whistle sounds. He finds it difficult to complete tasks when music or the TV is playing and becomes easily distracted in noisy environments. Background noise often hampers his productivity, and he can be stubborn and uncooperative at times. He may have temper tantrums and requires positive support to help him navigate challenging situations. Additionally, he is sensitive to criticism, has specific and predictable fears, and tends to be very serious. He interacts or participates less in group activities compared to children of the same age.</p>	<p>Sensitivity: Provide noise-canceling headphones during structured work. Minimize background noise with quiet workspaces or soft instrumental music.</p>



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<b>Quadrants</b>	<b>Evidence</b>	<b>Recommendations</b>
Distressed by a stimulating sensory environment and attempts to leave the environment		Social Environment Support: Use social stories and role-playing before group interactions to build confidence. Identifying the triggers for inappropriate social behaviour with him peers. Outcome based exposure to social environments with preparation in advance through pictures and videos. Role play of various social environments and people at home.
Distressed by a stimulating sensory environment and attempts to leave the environment		Emotional Regulation: Implement visual emotion charts and self-regulation strategies (deep breathing, sensory breaks). Increasing him self-confidence through motivation, self-affirmations and positive talk.
Distressed by a stimulating sensory environment and attempts to leave the environment		Task Transitions: Use a visual schedule with clear beginning-to-end steps to reduce frustration when shifting activities.
Distressed by a stimulating sensory environment and attempts to leave the environment		Clear Expectations: Set firm yet flexible rules with visual prompts and non-materialistic reinforcement for appropriate behavior.



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<b>Quadrants</b>	<b>Evidence</b>	<b>Recommendations</b>
Distressed by a stimulating sensory environment and attempts to leave the environment		
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli	Though Neo avoids certain sensory stimuli, he also responds to a few of them by being present in the environment. He notices certain inputs more than the others especially in tactile and oral domains.	Focus Support: Provide a visual boundary at the desk and use a weighted lap pad to help sustain attention.
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli		Sensory Breaks: Use movement-based strategies like chair push-ups or wall presses to reset focus.
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli		Food Sensitivity: Gradually expose him to different textures, using a structured sensory diet. Offer a choice between two preferred foods to increase acceptance.
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli	As a result he shows distress during grooming activities such as hair cutting, face washing, and fingernail cutting. Additionally, he tends to limit himself to certain food textures and is a picky eater, particularly when it comes to the textures of foods.	



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<b>Quadrants</b>	<b>Evidence</b>	<b>Recommendations</b>
Missing stimuli, responding slowly	Neo has a high threshold and responds passively to stimuli such as conduct, socio emotional, attention and body positioning.	Focus Support: Provide a visual boundary at the desk and use a weighted lap pad to help sustain attention.
Missing stimuli, responding slowly		Proprioceptive Input: Use weighted vests or heavy work activities (e.g., carrying books, pushing carts) to improve body awareness.
Missing stimuli, responding slowly		Task Pacing: Use visual timers and “first-then” prompts to encourage a slower, more mindful approach to work.
Missing stimuli, responding slowly		Motor Awareness Activities: Engage in resistance exercises (e.g., theraband pulls, yoga poses) to strengthen muscles and improve spatial control.
Missing stimuli, responding slowly		Tactile Awareness: Make the objects and the environment visually noticeable and relatable to the tactile changes such as hot, warm, cool and cold. Choose appropriate clothing for him based on the environmental needs.
Missing stimuli, responding slowly		



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Quadrants	Evidence	Recommendations
Missing stimuli, responding slowly	<p>He seems to have weak muscles, which may affect his physical coordination. He often does things in a more effortful way than necessary, such as wasting time or moving slowly. He appears to have low self-esteem, finding it difficult to like or feel good about himself. Additionally, he has difficulty locating objects when they are amidst competing backgrounds or clutter.</p>	

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