



# SAIL Assessment Report

Setting up Access for Independence and Learning



**Curated learning pathways for independent living**

**Date of Birth**

**25/04/2019**

**Arjun**

**Date of Reporting**

**21 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/attempts 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>Posture</b>	<b>Developing</b>	Rehaan has an appropriate standing and sitting posture - cross legged on the floor and on chair/sofa. He could not maintain an upright posture while climbing. He generally looks down during movement tasks.	Engaging in postures and activities involving midline crossing.
<b>Motor Planning</b>	<b>Developing</b>	He could perform the known tasks independently. Prompts and modelling help for unknown tasks.	Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception.
<b>Gait</b>	<b>Meeting</b>	Rehaan has an appropriate gait while walking - Occasional Toe walking was observed.	



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Gross Motor	Observation	Evidence	Recommendation
<b>Balance</b>	<b>Developing</b>	Rehaan could balance well while jumping. He could stand on one leg for a brief span and then looked for support; continuous hopping is still developing. Appropriate balance was observed in cycling.	Slow paced movements and tasks to regulate his speed.
<b>Coordination</b>	<b>Developing</b>	Rehaan has appropriate eye-feet and eye-hand coordination.  Upper and lower coordination is developing. Stiffness was observed in sides and legs - especially in the lower body.  He had difficulty sitting in squat position. Rehaan needed visual prompts and modelling for imitating postures.	
<b>Coordination</b>	<b>Developing</b>	Left and right coordination while moving is emerging - Rehaan could not cross his midline. He moved to the sides with prompts but could not walk sideways. He could not walk on a straight line with both his feet.	



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Gross Motor	Observation	Evidence	Recommendation
<b>Agility</b>	<b>Needs major support</b>	He could transition quickly from one position to another.	
<b>Muscle tone</b>	<b>Needs major support</b>	Though Rehaan has a good muscle tone, his different muscle groups have not been used effectively. Tightness in some muscle groups restricting his flexibility is observed.	Yoga, tai chi, playing hopscotch, <a href="#">twister</a> etc. can be included in his daily routine.
<b>Endurance</b>	<b>Needs major support</b>	Rehaan displayed appropriate endurance while climbing.	Strength training exercises for lower body - such as squats.



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Gross Motor	Observation	Evidence	Recommendation
<b>Locomotor skills</b>	<b>Developing</b>	<p>Rehaan is independent in basic locomotor skills - sit, stand, run, jump, climb. He climbed up and down the stairs on alternate feet carrying a bag; he also climbed on a ladder carrying weight. Rehaan could crawl with modelling, but could not touch the ground with his knees. He ran at a steady pace looking down at the ground. Creeping and jumping were observed while negotiating the obstacles. Rehaan used short hops with his right leg to reach the respective colours; he took breaks between hops during the direct interaction.</p>	<p>Locomotor skills such as skipping, galloping, leaping and sliding can be included.</p>



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Gross Motor	Observation	Evidence	Recommendation
<b>Object control</b>	<b>Developing</b>	He could catch, throw and kick the soft ball with prompting. He prefered to sit on the sofa during the activity. Rolling could not be observed.	Engaging in games that include visual tracking such as bowling, balloon volleyball, tossing the ball in the air and catching in different postures, stationary batting practice (using a tee stand or soft toss), flying kite, frisbee etc.



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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>Developing</b>	Ok,	
<b>Dexterity</b>	<b>Developing</b>	Use of index finger while picking or holding is inconsistent. Coordination needs work as he uses both his hands for the task.	Improving strength and pressure by using tools such as stapler, punching machine, pegging etc., considering the safety aspect.
<b>Finger isolation</b>	<b>Meeting</b>	Finger isolation was observed in imitating exercises and tear/stick activity.	Activities such as popping bubble wrappers, peeling and sticking papers/stickers, making clay models, art and crafts, playing musical instruments, using tweezers to pick objects etc.



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### Handling of writing tools

Grasp	Emerging	Test	test
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## 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		



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



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Perception Skills	Observation	Evidence	Recommendation
<b>A. Visual Perception</b>			
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		



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A. Visual Perception			
test 4	Needs major support		



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B. Auditory Perception			
Auditory Discrimination	<b>Needs major support</b>		
Auditory Tracking	<b>Needs major support</b>		
Auditory attention	<b>Needs major support</b>		
Auditory Memory	<b>Needs major support</b>		
Auditory Sequential Memory	<b>Needs major support</b>		
Auditory closure	<b>Needs major support</b>		
Tactile Perception	<b>Needs major support</b>		



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



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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		



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Reading			
<b>Listening comprehension</b>	<b>Needs major support</b>		
<b>Reading comprehension</b>	<b>Needs major support</b>		
<b>Subject comprehension</b>	<b>Needs major support</b>		
<b>Reversals</b>	<b>Needs major support</b>		
<b>Vocabulary</b>	<b>Needs major support</b>		
<b>Guess reading</b>	<b>Needs major support</b>		



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



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



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



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



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### Work Behaviour

		Work Behaviour	
Behaviour - Respects teachers and peers	Needs major support		



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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		



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Conventions of Writing		
Word choices / Vocabulary	Needs major support	



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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		



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



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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		



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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		



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



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



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



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## 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		



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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		



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



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



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## Play

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



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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		



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## 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		



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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		



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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. Arjun 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	Rehaan has a high neurological threshold and responds actively to the stimuli - tactile, movement and oral.	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.
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. Structured visual input help in process better.



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<b>Quadrants</b>	<b>Evidence</b>	<b>Recommendations</b>
Seeks out and is attracted to a stimulating sensory environment		Oral Input: Exposing him gradually to varied tastes, smells, and textures in food in a graded way would be helpful.
Seeks out and is attracted to a stimulating sensory environment		
Seeks out and is attracted to a stimulating sensory environment	He touches people or objects to the point of annoying others and more than his peers, displays need to touch toys, surfaces, or textures. Rehaan pursues movement to the point it interferes with daily routines (for example, can't sit still, fidgets), becomes excited during movement tasks and seems more active than same-aged children. He looks for opportunities to fall with no regard for own safety. In the direct interaction, Rehaan preferred to be on the move and explore the environment.	
Seeks out and is attracted to a stimulating sensory environment		



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<b>Quadrants</b>	<b>Evidence</b>	<b>Recommendations</b>
Seeks out and is attracted to a stimulating sensory environment	Rehaan puts objects in mouth (for example, pencil, hands). In the videos, he placed dal and other objects on his lips. He watches everyone when they move around the room and jumps from one thing to another so that it interferes with activities, thereby affecting his attention to the task.	
Distressed by a stimulating sensory environment and attempts to leave the environment	Rehaan scores the highest in this quadrant. He has a low threshold and responds actively by leaving the environment. He shows avoidance in social-emotional, auditory and tactile stimuli.	Sensitivity: Provide noise-canceling headphones during structured work. Minimize background noise with quiet workspaces or soft instrumental music. Follow the sensory diet for tactile sensitivity.
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 the adults/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.



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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		Emotional Regulation: Implement visual emotion charts and self-regulation strategies (deep breathing, sensory breaks). Increasing his self-confidence through motivation, self-affirmations and positive talk. Use positive reinforcement (verbal praise, visual rewards) to acknowledge strengths and build confidence.
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.
Distressed by a stimulating sensory environment and attempts to leave the environment		
Distressed by a stimulating sensory environment and attempts to leave the environment		



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Quadrants	Evidence	Recommendations
Distressed by a stimulating sensory environment and attempts to leave the environment	<p>Rehaan prefers familiar routines and displays rigidity; he is distressed by changes in plans, routines, or expectations. He sticks to known tasks and objects thereby avoiding new ones. This can make him look stubborn or uncooperative. Rehaan gets frustrated easily, throws temper tantrums, and has strong emotional outbursts when unable to complete a task. He is sensitive to criticisms and needs positive support to return to challenging situations. As a result, Rehaan has difficulty with friendships (for example: making or keeping friends).</p>	
Distressed by a stimulating sensory environment and attempts to leave the environment		
Distressed by a stimulating sensory environment and attempts to leave the environment	<p>Rehaan shows an emotional or aggressive response to being touched and reacts strongly to unexpected or loud noises (for example siren, whistle sound). In the direct observation, he wanted to play with the toys and had to be distracted to engage in other tasks.</p>	



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<b>Quadrants</b>	<b>Evidence</b>	<b>Recommendations</b>
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli	Though Rehaan actively avoids certain stimuli and leaves the environment, he also passively responds to some of them. He notices certain stimuli more than the others and gets easily distressed.	Focus Support: Provide a visual boundary at the desk and use a weighted lap pad to help sustain attention. Utilize weighted blankets, vests, or compression garments to provide calming deep pressure and improve tactile processing.
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli		Tactile Inputs: Incorporate play-based activities like finger painting, using shaving cream, or exploring textured materials to improve tolerance for different textures. Follow the sensory program recommended by the professional.
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli		
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli		
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli	Rehaan is sensitive to tactile stimuli. He shows distress during grooming (for example. hair cutting, face washing, fingernail cutting) and becomes anxious when standing close to others (for example, in a line).	



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<b>Quadrants</b>	<b>Evidence</b>	<b>Recommendations</b>
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli		
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli	He is sensitive to the external stimuli and hence is easily distracted - looks away from tasks to notice all actions in the room, struggles to pay attention and gets lost easily.	
Missing stimuli, responding slowly	Rehaan has a high threshold and needs more inputs to notice certain stimuli. He registers a few stimuli lower than the others, predominantly in tactile, movement and body positioning.	Positional Awareness: Activities that involve resistance, weight-bearing, and controlled movements can stimulate proprioceptors (sensory receptors in muscles and joints) and enhance body awareness. Focus on specific body parts and movements can help him become more aware of his body position and movement.
Missing stimuli, responding slowly		Movement awareness: Use vestibular activities along with proprioception such as swinging, spinning, obstacle course, animal walks, jumping and hopping etc.



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<b>Quadrants</b>	<b>Evidence</b>	<b>Recommendations</b>
Missing stimuli, responding slowly		Tactile awareness: Gradual and graded exposure to tactile stimuli. Provide sensory rich environment for exploration.
Missing stimuli, responding slowly		
Missing stimuli, responding slowly	He seems oblivious to messy hands or face and unaware of pain. Rehaan loses balance unexpectedly when walking on an uneven surface, bumps into things, failing to notice objects or people in the way and becomes tired easily, especially when standing or holding the body in one position. He walks loudly as if feet are heavy and seems accident-prone.	
Missing stimuli, responding slowly		
Missing stimuli, responding slowly	Rehaan seems oblivious within an active environment (for example, unaware of activity) and stares intensively at objects. He rushes through coloring, drawing and writing tasks.	



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