



# SAIL Assessment Report

Setting up Access for Independence and Learning



**Curated learning pathways for independent living**

**Date of Birth**  
**05/07/2015**

**Brindha V**

**Date of Reporting**  
**26 Oct 2025**

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.

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/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

	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

<b>Gross Motor</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
<b>Posture</b>	<b>Needs major support</b>		
<b>Motor Planning</b>	<b>Developing</b>	Diya could do tasks that was easy and direct to comprehend. She took a few times to plan rolling the mat. When she was asked to move to left, right, back and front, she took only small steps though sufficient space was available on one end.	
<b>Gait</b>	<b>Needs major support</b>		
<b>Balance</b>	<b>Needs major support</b>		
<b>Coordination</b>	<b>Needs major support</b>		
<b>Agility</b>	<b>Needs major support</b>		

Gross Motor	Observation	Evidence	Recommendation
<b>Muscle tone</b>	<b>Needs major support</b>		
<b>Endurance</b>	<b>Needs major support</b>		
<b>Locomotor skills</b>	<b>Meeting</b>	<p>"Diya is happy to do physical activities. Good running, jumping on both legs (sideways, front and back) and hopping; crawling could not be observed - as the chair's height was not adequate; she could move her body by pulling weight - has good core strength.</p> <p>Climbed the steps on alternate feet appropriately with a bag; she could get down swiftly; seemed to causally pace her left hand on the railing."</p>	<p>Locomotor skills such as skipping, galloping, leaping and sliding can be included.</p> <p>Variations in speed can be introduced.</p> <p>Involving her in various household activities that involve multiple gross motor skills.</p> <p>Exercises like crab walking, planks, pushing objects, chair push-ups, hanging from a rope/bar, etc. will enhance proprioception.</p>
<b>Object control</b>	<b>Meeting</b>	Able to engage in ball activity well - catch, throw, kick and roll; she could follow if modelled.	
<b>Posture</b>	<b>Developing</b>	She has a good standing and sitting posture on the chair. Could sit cross-legged on the floor but was fidgeting.	



Gross Motor	Observation	Evidence	Recommendation
Climb	Needs major support		

## Fine Motor

Fine Motor	Observation	Evidence	Recommendation
Speed of operation	Developing	Appropriate in preferred and known tasks; developing in academic and non-preferred activities.	<p>"More practice and exposure to activities involving all the fine motor skills.</p> <p>Varied finger and wrist exercises</p> <p>Practical exposure to household chores</p> <p>Improving strength and pressure by using tools such as stapler, punching machine, pegging etc.</p> <p>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.</p> <p>Practical exposure to household tasks such as cooking, gardening, baking, wiping, dusting, washing, drawing rangoli using powder etc."</p>

Fine Motor	Observation	Evidence	Recommendation
Dexterity	Developing	Pincer grasp could be observed but was inconsistent. She has good muscle control and coordination. Used all the five fingers while pegging cloth pegs.	"More practice and exposure to activities involving all the fine motor skills. Varied finger and wrist exercises Practical exposure to household chores Improving strength and pressure by using tools such as stapler, punching machine, pegging etc. 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. Practical exposure to household tasks such as cooking, gardening, baking, wiping, dusting, washing, drawing rangoli using powder etc."

Fine Motor	Observation	Evidence	Recommendation
<b>Finger isolation</b>	<b>Meeting</b>	Observed while cutting and in imitating exercises	"More practice and exposure to activities involving all the fine motor skills. Varied finger and wrist exercises Practical exposure to household chores Improving strength and pressure by using tools such as stapler, punching machine, pegging etc. 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. Practical exposure to household tasks such as cooking, gardening, baking, wiping, dusting, washing, drawing rangoli using powder etc."

Fine Motor	Observation	Evidence	Recommendation
<b>In hand manipulation</b>	<b>Meeting</b>	Translation was observed in the pallanguzhi game; shift was observed while using the pencil for adjusting its position	"More practice and exposure to activities involving all the fine motor skills. Varied finger and wrist exercises Practical exposure to household chores Improving strength and pressure by using tools such as stapler, punching machine, pegging etc. 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. Practical exposure to household tasks such as cooking, gardening, baking, wiping, dusting, washing, drawing rangoli using powder etc."

Fine Motor	Observation	Evidence	Recommendation
Object Manipulation	Developing	Able to use objects that she has been exposed to; holding of vegetables while cutting is developing	"More practice and exposure to activities involving all the fine motor skills. Varied finger and wrist exercises Practical exposure to household chores Improving strength and pressure by using tools such as stapler, punching machine, pegging etc. 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. Practical exposure to household tasks such as cooking, gardening, baking, wiping, dusting, washing, drawing rangoli using powder etc."
Handling of writing tools	Meeting	Use of pencil was observed; she had used pen and colours for other activities but could not be observed directly.	
Coordination	Developing	Appropriate eye-hand and bilateral coordination	

Fine Motor	Observation	Evidence	Recommendation
Rotation	Developing		
Translation	Emerging		
Shift	Meeting		
Hand dominance	Meeting	Right handed with support from left hand	

<b>Hand Writing</b>			
<b>Posture</b>	<b>Meeting</b>	She has a good standing and sitting posture on the chair while doing the activities. Could sit cross-legged on the floor but was fidgeting.	
<b>Pencil grip / grasp</b>	<b>Developing</b>	Tripod grasp was observed while writing in cursive, though she changed the grip to keep in between the thumb and index finger at times (when not using cursive).	
<b>Hand position</b>	<b>Meeting</b>	Able to place the paper and hold it appropriately.	
<b>Pencil pressure</b>	<b>Meeting</b>	The pressure while writing and colouring was adequate.	
<b>Legibility</b>	<b>Meeting</b>		
<b>Letter formation</b>	<b>Meeting</b>		
<b>Letter size and spacing</b>	<b>Meeting</b>		



<b>Hand Writing</b>			
Word spacing	Meeting		
Speed of writing	Needs major support		
Reading Books	Needs major support		

## Cognition

Cognition Skills	Observation	Evidence	Recommendation
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<b>Memory - ST</b>	<b>Developing</b>	Able to recall and repeat longer sentences; she could answer the questions from recent events	<p>"Providing opportunities for self-correction, associating new concepts with the old, using multi-sensory methodologies for learning, etc.</p> <p>Brain gym exercises before the task.</p> <p>Movement and sensory breaks when needed.</p> <p>Breaking big tasks into smaller chunks.</p> <p>Activities such as playing card games, reading aloud, teaching a concept to others, using multisensory teaching techniques, chunking and associating information etc.</p> <p>Explore diverse topics and new information, kindle curiosity in the child, accepting different viewpoints and considering different angles, questioning self and others etc.</p> <p>Self-correcting materials such as puzzles, flip cards, matching cards, etc. could be provided and she should be encouraged to solve them independently through trial/error.</p> <p>Use of puzzles, brain teasers, riddles to enhance thinking.</p> <p><small>Use of proper tools and other writing tools need</small></p>
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<b>Memory- LT</b>	<b>Developing</b>	<p>Able to recall and repeat longer sentences; she could answer the questions from recent events</p> <p>Aware of her birthday, her mother's birthday, names of family members, action words, body parts etc.</p>	<p>Making her tear the daily calendar sheet as a habit and asking her to go through the details in them as a daily practice. She can also use calendar wooden blocks to change the date and day.</p> <p>Using google maps to understand locations, directions, duration etc.</p> <p>Allowing her to decide and mark the questions that are easy and she can do on her own, those that need help and those that are extremely difficult.</p> <p>Reduce distractions in and during the work, Clutter free work space, Consistent study space and time, Explicit instructions using visual charts, Breaking down tasks into smaller chunks, Sensory or movement breaks between tasks, Establishing short term specific goals (be specific), Span the work based on child's strength and current attention span, Encourage the child to self-monitor, Providing small responsibilities at home and school for attention breaks, Multi-sensory teaching approaches, Provide immediate</p>
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<b>Working Memory</b>	<b>Developing</b>	She is able to hold information and manipulate in phonemic activities, reading etc. Diya can perform multi-step instructions, but looks for reassurance.	
<b>Critical Thinking</b>	<b>Emerging</b>	She can think at a concrete and semi concrete level with some cues; needs motivation for extending thinking and making inferences.	
<b>Problem solving</b>	<b>Emerging</b>	Diya is able to solve problems such as using the available tangram pieces to make a complete picture as far as possible. She does not always use the eraser to correct the mistakes.	
<b>Reasoning</b>	<b>Developing</b>	She is generally cautious and works carefully while filling water, scooping pulses etc. She is aware of cause and effect for known and practised tasks. Needs more exposure implementing in daily life scenarios.	
<b>Time concept</b>	<b>Emerging</b>	Able to think logically and answer direct questions based on the available information. She does not ask questions on the extra information needed for processing a situation. Needs help in understanding abstract and complex concepts such as fact and opinion.	

<b>Attention</b>	<b>Developing</b>	<p>"Able to sustain attention in preferred tasks; gets distracted when she makes mistakes and is unable to proceed further. In Maths, she overlooked arithmetic symbol in one of the sums."</p>	
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Perception Skills	Observation	Evidence	Recommendation
<b>A. Visual Perception</b>			
<b>Visual Memory</b>	<b>Developing</b>	She could recall most of the objects taken out of the bag in the same order.	
<b>Visual Form Constancy</b>	<b>Meeting</b>		
<b>Visual Figure-ground</b>	<b>Meeting</b>	Able to count specific objects from a group	
<b>Visual Spatial</b>	<b>Meeting</b>	Able to copy geometrical shapes appropriately; she could arrange the tangram puzzle; expressed that the place was not enough.	
<b>Visual Closure</b>	<b>Meeting</b>	Able to copy geometrical shapes appropriately; she could arrange the tangram puzzle; expressed that the place was not enough.	
<b>Visual Discrimination</b>	<b>Developing</b>	Able to differentiate similar images	

<b>B. Auditory Perception</b>			
<b>Auditory Discrimination</b>	<b>Meeting</b>	Aware of sounds in the environment, differentiates sounds in letters, identified same and different sounds	
<b>Auditory Tracking</b>	<b>Meeting</b>	Observed while following multi step instructions, physical activities and listening comprehension in an individual setting	
<b>Auditory attention</b>	<b>Developing</b>	Observed while following multi step instructions, physical activities and listening comprehension in an individual setting	
<b>Auditory Memory</b>	<b>Meeting</b>	Immediate recall was good; she could repeat long sentences. Delayed recall was better in the first activity where she recalled 4 out of 5 words; when she was asked to associate a picture along with the word and recall, she could do only 1.	
<b>Auditory Sequential Memory</b>	<b>Meeting</b>	In the digit span task, she repeated the numbers in forward sequence upto 7 digits and numbers in reverse sequence upto 4 digits.	
<b>Auditory closure</b>	<b>Meeting</b>		

B. Auditory Perception			
<b>Tactile Perception</b>	<b>Meeting</b>	Diya was comfortable closing her eyes and found all the objects by touching except for mirror; able to say that the sound can be from keys and expressed surprise when it she knew it was from a bell.	Extending her strength by blindfolding and asking her to say the properties of the object such as texture, shape, size, etc. Introduce new objects that might feel similar.
<b>Kinesthetic Perception</b>	<b>Developing</b>	She is aware of her body, movement and postural control; spatial awareness and planning are developing.	Introducing new games and physical activities in her daily routine.
<b>Laterality / Directionality</b>	<b>Developing</b>	Diya is aware of her own laterality; she perceives the laterality of her own drawing or others similar to hers'. She identified the places on the map and could correct the answers.	Imitation and modelling in front of a mirror, yoga postures, practising her to name other person's L and R (standing in front of her and facing her), using objects and then moving on to the pictures.

Academic Skills	Observation	Evidence	Recommendation
<b>Reading</b>			
Pre-reading skills	Meeting		
Visual tracking	Meeting		

Reading			
<b>Phonological awareness - Does not involve print</b>	<b>Developing</b>	Presence of word awareness, rhyming and family words; not aware of syllables.	"- 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. - Using high interest materials. - Asking open ended questions, predicting the end of a story, perspective taking etc. can help in complex tasks

Reading			
<b>Phonemic awareness</b>	<b>Meeting</b>	Able to blend, substitute and identify sounds	
<b>Phonics (vowels, consonants, phonic rules)</b>	<b>Developing</b>	Able to use sounds and phonic rules in known words; needs help for new words	
<b>Sight words reading</b>	<b>Developing</b>	She comprehended a picture on frog and tadpole. For one of the questions, she answered frog or eggs. The words were already given above the passage.	
<b>Picture comprehension</b>	<b>Meeting</b>	She comprehended a picture on frog and tadpole. For one of the questions, she answered frog or eggs. The words were already given above the passage.	
<b>Listening comprehension</b>	<b>Meeting</b>		
<b>Reading comprehension</b>	<b>Developing</b>	Diya read 2 stories and a story book with good intonations; fluency is developing. Decoding of new words is developing.	

Reading			
Vocabulary	Meeting	Diya read 2 stories and a story book with good intonations; fluency is developing. Decoding of new words is developing.	

Maths			
Pre-math	Meeting	Able to identify and apply patterns, similarities and differences, counting, ordering, sorting etc.	
Numerical concepts	Meeting	Able to identify and apply patterns, similarities and differences, counting, ordering, sorting etc.	
Concept - Quantity	Meeting	Aware of counting, more and less	
Concept - Size	Meeting	Aware of big and small	
Concept - Position	Meeting	Able to pour cups of water and say the number of cups needed to fill the vessels.	
Concept - Volume	Meeting	Based on the worksheet done, she could do simple and carryover addition	
Operations - Addition	Meeting	Based on the worksheet done, she could do simple and borrowing subtraction	
Operations - Subtraction	Meeting	She could do the single digit multiplication in the worksheet.	

Maths			
Operations - Multiplication	Meeting	Able to do simple division, as seen in the worksheet.	
Operations - Division	Meeting	Aware of +, -, x and division	
Using symbols	Meeting	Aware of +, -, x and division	<ul style="list-style-type: none"> <li>- Exposure to use of Maths in daily life such as time, date, money etc.</li> <li>- Encouraging mental calculations (memorizing facts and rules, using shortcuts and tricks, rounding and estimating techniques)</li> <li>- Constant practice of known concepts and relating them to new ones</li> <li>- Mental math games with timers</li> <li>- Breaking down complex sums to small chunks</li> <li>- Focus on working memory</li> <li>- Formulating word problems from daily life and encouraging her to frame problems on her own"</li> </ul>

Maths			
Solving word problems	Needs major support		
Time concept	Unable to observe clearly		
Money concept	Unable to observe clearly		
Mental arithmetic	Unable to observe clearly		
Application of Math concepts to real-life	Unable to observe clearly		

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>		
Behaviour - Respects teachers and peers	<b>Needs major support</b>		

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		
Word choices / Vocabulary	Needs major support		

Executive Function Skills			
<b>Planning &amp; Prioritization</b>	<b>Emerging</b>		
		<p>Diya understood the sequence in structured tasks. She can use a planner or a calendar to plan long and short-term assignments but has difficulty with step-by-step directions. Diya has many unfinished projects.</p> <p>She can solve mathematical problems in her head but has difficulty showing her work on paper (e.g., can read and solve a word problem in her head but has trouble documenting ON PAPER the steps she used to solve the problem).</p> <p>Diya experiences problems in determining priorities, destinations, or goals and is unable to prioritize or understand relative urgency of tasks. Her written work is typically shorter or of poorer quality than that of her peers.</p>	<p>Use Visual Planners: Provide structured graphic organizers to plan tasks in a step-by-step manner.</p> <p>Use sticky notes to paste on her work desk.</p> <p>Practice Sequence Games: Play "What comes next?" games to reinforce structured thinking.</p> <p>Planning goals: Write down daily and weekly goals for overall task planning and execution.</p>

Executive Function Skills			
Organization	Emerging		
		<p>Diya doesn't procrastinate. She has difficulty retelling the details of a story in her own words. Diya has a messy room, backpack, or school desk. Her verbal and written communications are confusing and disorganized. She is able to write legibly only when she writes very slowly or with great effort. Diya's written work (paragraphs, essays, book reports) is disorganized and confusing.</p> <p>Diya has trouble following multi-step instructions and is unable to remember and follow multi-step directions.</p>	<ul style="list-style-type: none"> <li>- Work with her to create a scheme or template with pictures or photographs.</li> <li>- Show organizational tools and have her try them out.</li> <li>- Structure the environment to promote organization.</li> <li>- Help her walk through the process.</li> <li>- Decrease clutter in the child's environment.</li> <li>- Give her choices of organizational systems and have her choose/modify the one she likes best.</li> <li>- Create storage solutions with her so that a consistent system is in place to organize the materials for her courses and activities. For instance, provide different plastic bins with lids for each course or activity.</li> <li>- Provide her with charts or maps that contain the information necessary for completing different tasks so that she knows what to do and in what order.</li> </ul>

Executive Function Skills			
Metacognition	Emerging	Diya gives up quickly when learning new tasks. She is unable to explain rationale for decision making and has difficulty estimating one's strengths and weaknesses. Diya has difficulty learning from mistakes and does not use previous experiences to help self in current situations.	Embed metacognitive questions into instruction/conversations. Help child decide on how performance will be evaluated. Self-assessment : Have the child evaluate her performance. Compare evaluations. Teach her to ask questions - <ul style="list-style-type: none"><li>o What's my problem?</li><li>o What's my plan?</li><li>o Am I following my plan?</li><li>o How did I do?</li></ul> Using strategies such as think aloud, reflective journaling after the task is completed etc.

Executive Function Skills			
Flexibility	Needs major support		
		<p>Diya was stuck after the second iteration in category switching. Her reading speed, flow, and/or understanding decline significantly as she reads for an extended period of time (e.g., she reads for the first five minutes with little difficulty, but begins to struggle as reading time increases). Diya struggles to separate objects into groups or categories (e.g., putting objects into groups based on shape, size, or color; categorizing songs by genre, such as pop, rock, country, hip hop, etc).</p> <p>Diya has difficulty comparing or ordering objects or quantities (e.g., putting different sized rectangular blocks in order from shortest to longest; comparing the heights of two objects to see which one is taller; comparing the areas of different rooms in the house to see which room is largest). She has difficulty putting mathematical ideas into words (e.g., can compute the answer to a problem but cannot EXPLAIN VERBALLY why or how she got the answer).</p> <p>Diya has difficulty switching from one activity to another and making transitions from one activity to another. She is unable to switch attention from one task to another. Diya</p>	<p>Expand Brainstorming Capacity: Play category-based games (e.g., name five objects in different categories).</p> <p>Encourage Perspective-Taking: Use "What if?" scenarios to encourage alternative thinking.</p> <p>Introduce Variability in Tasks: Ask the same question in different formats to build adaptability.</p>

Executive Function Skills			
<b>Time Management</b>	<b>Needs major support</b>		
		<p>Diya often does not finish written work. She wastes time at the beginning of tests, chores, or activities and is unable to complete chores and homework without interruption. Diya grossly underestimates (or overestimates) the time necessary to complete schoolwork or chores. She completes many activities (including fun ones and chores) slowly. Diya takes a very long time to do her math work (e.g., completes addition, subtraction, multiplication, or division problems very slowly; takes a long time to read and understand word problems).</p>	<p>Time Estimation Activities: Ask her to predict how long tasks will take and compare actual time taken.</p> <p>Tools for support:</p> <ul style="list-style-type: none"> <li>o Make schedules and time limits explicit.</li> <li>o Picture schedules</li> <li>o Clocks, alarms</li> <li>o Tablet/phone apps (Choiceworks, Pomodoro)</li> <li>o Timers (app: Sand Timer)</li> </ul> <p>Practice estimating how long it takes to do something.</p> <p>Help her to follow schedules (daily events to homework plans).</p>

## Speech and Communication

Communication skills	Observation	Evidence	Recommendation
<b>A. Receptive</b>			
<b>Following simple instructions</b>	<b>Meeting</b>		Exposure to varied new concepts, kindling her curiosity to ask more questions on a topic, telling a story and asking her to complete it, prediction activities, fun-based games and activities etc. will help in enhancing comprehension of abstract concepts.
<b>Comprehension of size</b>	<b>Meeting</b>		
<b>Comprehension of time</b>	<b>Developing</b>	She can read the time from a clock correctly but is yet to relate it to the activities in daily life	
<b>Comprehending instructions</b>	<b>Meeting</b>	Clarifies when she has a doubt	

A. Receptive			
Name Call response	Meeting		
WH-Questions	Meeting	Aware of varied question patterns and answers them; says that she does not know if she is not sure	
Comprehension of position	Meeting	Observed while doing various tasks and in conversations	
Comprehension of quantity	Meeting	Aware of counting, more and less	
Stops to an activity when No is said	Unable to observe clearly		
Picture comprehension	Meeting	She comprehended a picture on frog and tadpole. For one of the questions, she answered frog or eggs. The words were already given above the passage.	

B. Expressive			
<b>Intent for communication</b>	<b>Meeting</b>		Extending expressive skills - playing word games, build on synonyms, use of dictionary, introducing one new word per day, using the learnt word while speaking, expanding simple and compound sentences to complex sentence structures etc. Reading newspapers and magazines for diverse topics.
<b>Initiation of communication</b>	<b>Meeting</b>	She has good initiation skills and shows no hesitation to communicate.	
<b>Communication mode</b>	<b>Meeting</b>	Verbal	
<b>Sustenance/Maintanance of communication</b>	<b>Meeting</b>	She expressed about the roller coaster ride and her favourite toy. She generally speaks fluently.	
<b>Using full sentence</b>	<b>Meeting</b>		
<b>Vocabulary</b>	<b>Developing</b>	Needs more exposure to age-appropriate vocabulary	

<b>B. Expressive</b>			
<b>Closure of communication</b>	<b>Meeting</b>	Able to understand the closure of communication by the adults. Uses verbal and non-verbal language to express closure.	
<b>Expressing likes and dislikes/discomfort</b>	<b>Meeting</b>		
<b>Asking for help</b>	<b>Unable to observe clearly</b>	She was not observed asking for help directly, though she clarified her doubts whenever needed.	
<b>Expresses need</b>	<b>Meeting</b>	Expressed her need to use the restroom.	
<b>Usage of grammar</b>	<b>Developing</b>	Uses simple grammar structures while speaking	
<b>Saying No</b>	<b>Meeting</b>	Aware of saying 'No' and uses it appropriately.	

C. Production of speech			
<b>Production of sound</b>	<b>Meeting</b>	She displayed good tone and voice modulation, articulation and clarity while speaking and during pretend play. She has an accent while speaking.	
<b>Tone and voice modulation</b>	<b>Meeting</b>		
<b>Clarity</b>	<b>Meeting</b>		
<b>Articulation of sound</b>	<b>Developing</b>		

## Social and Emotional

Socio-Emotional Skills	Observation	Evidence	Recommendation
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<b>Social smile</b>	<b>Meeting</b>	<p>She gave a subtle smile while entering the new environment and eventually expressed positive feelings.</p>	<p>Using an emotional wheel for further understanding of complex emotions. Healthy modelling by adults at home for self-regulation and coping mechanisms. Establishing boundaries for appropriate and inappropriate behaviours in all the settings. Preparing her in advance for a stressful situation along with healthy coping mechanisms. Providing opportunities to engage with children having similar interests, meeting them at home and other common places, and eventually extending to new children. Practical experiences for relating individuality and independence - exploration, problem solving, decision making, promoting her uniqueness etc. Encourage her to ask questions in varied topics, explain her reasoning and justify her decision. Have healthy discussions on ethics, cultures etc. and provide opportunities to apply the moral values in real-life situations. <small>Help her understand the source and effect of her</small></p>
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<b>Eye-contact</b>	<b>Developing</b>	Makes proper eye contact when confident; tends to keep looking down	
<b>Intent to socialise</b>	<b>Meeting</b>	Diya showed willingness to meet the new people. According to her parents, she easily mingles with known people.	
<b>Making a choice</b>	<b>Meeting</b>	She could express her choice of the tasks she was willing to do. Generally makes choices in her daily life.	
<b>Identify and express emotions</b>	<b>Meeting</b>	Able to understand and express feelings based on the given situation. Diya listened to a story and expressed the other person's emotions and the possible reasons. She also spoke about the positive and negative emotions she faced in the rollercoaster ride.	
<b>Adapting to new people (Able to identify the primary caregivers separation)</b>	<b>Meeting</b>	Adapted well to the new environment immediately. She was aware that her mother would come back when she completed her tasks.	
<b>Self-awareness</b>	<b>Developing</b>	Aware of her likes and dislikes, though she does not extend it further to the next level. She understands her own thoughts, emotions and behaviours.	

<b>Compliance - Able to accept No for an answer</b>	<b>Unable to observe clearly</b>	Generally she was compliant, though wanted to do limited writing task.	
<b>Adapting to new environment</b>	<b>Meeting</b>	Diya could adjust her behaviour based on the new environment and felt comfortable.	
<b>Turn taking</b>	<b>Meeting</b>	Observed in play and general conversations with the adults	
<b>Asking for help</b>	<b>Unable to observe clearly</b>	She was not observed asking for help directly, though she clarified certain doubts and looked for reassurance with the mother.	
<b>Manage and regulate emotions</b>	<b>Developing</b>	According to her parents, Diya is very expressive. When she is happy she will be bubbling, can't stay still and will hug everyone. She doesn't get too angry, but of late she argues more for everything.	
<b>Cope with stress</b>	<b>Unable to observe clearly</b>		

<b>Understanding different viewpoints</b>	<b>Developing</b>	Able to understand visible and concrete information; needs help for subtle and abstract concepts when she is with her peers.  Diya tries to negotiate in academic tasks.	
<b>Self- acceptance</b>	<b>Meeting</b>	She seems to be fine the way she is, as observed in the direct observation.	
<b>Resilient</b>	<b>Developing</b>	Needs prompts and motivation to engage in non-preferred tasks	
<b>Establish independence and individuality</b>	<b>Developing</b>	Diya displays individuality and wants to do things in her way, though independence without prompts and help is still developing	
<b>Establish and maintain relationship/friendship</b>	<b>Meeting</b>	According to the parents, Diya has quite a few friends in her school, old and new communities; and some of them are close	
<b>Values and respect rules / authority</b>	<b>Meeting</b>	She understands authority and follows the rules; accepts the adult's opinions and feedback.	
<b>Responsible for action</b>	<b>Unable to observe clearly</b>		



<b>Develop sense of morality</b>	<b>Developing</b>	She has her own opinions and was observed linking it to a story. Understood right and wrong but needs more exposure to form her individual values and principles.	
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## Play

Play	Observation	Evidence	Recommendation
<b>Joint Attention</b>	<b>Meeting</b>	Observed in academic and non-academic tasks	
<b>Initiation</b>	<b>Meeting</b>	Able to imitate physical actions, brain gym exercises and yoga postures	
<b>Group Participation</b>	<b>Meeting</b>	Diya could engage in ball play with the adults. She also willingly engages with her friends and peers and likes to be part of a group.	
<b>Turn taking</b>	<b>Meeting</b>	Observed with adults while playing	
<b>Solitary play</b>	<b>Unable to observe clearly</b>		
<b>Parallel play</b>	<b>Unable to observe clearly</b>		

<b>Play</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
<b>Structured play</b>	<b>Meeting</b>	She can engage in structured play when rules and outcomes are clearly established.	
<b>Social play</b>	<b>Meeting</b>	According to her parents, Diya plays with her friends in the apartment.	
<b>Pretend play</b>	<b>Meeting</b>	Diya pretended to be a vet for her pet dogs. Has good skills though two way interaction could not be observed. She used appropriate vocabulary.	
<b>Eye contact</b>	<b>Developing</b>	Makes proper eye contact when confident; tends to keep looking down	
<b>Social smile</b>	<b>Meeting</b>	Predominantly observed in the videos and while playing	

Play	Observation	Evidence	Recommendation
Cooperative play	<b>Unable to observe clearly</b>		<p>Extending her areas of interest and staying updated on current topics appropriate for her age. Mediums such as books of various genres can be used during bedtime.</p> <p>Having a time for structured play at home with the family members on weekends by introducing new games.</p> <p>Building self-confidence, exposure to positive experiences in varied social settings, etc.</p> <p>Exposure to varied groups of children, types of play and different environments will benefit in enhancing social play skills.</p> <p>Creating new role play scenarios with known people based on her needs in social interactions.</p>

## ADL

ADL	Observation	Evidence	Recommendation
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<b>Toileting</b>	<b>Meeting</b>	Based on parent's inputs	<p>Maintaining a fixed routine for consistency will benefit.</p> <p>Using a timer, stopwatch or her favourite music for the awareness of duration and enable independent task completion.</p> <p>Enable her experience the effect of not completing a task on time and the cause for the same, without giving verbal instructions and prompts.</p> <p>A visual checklist of the daily routine can be placed in her room.</p> <p>She can be asked to prepare her own schedule in a creative way.</p> <p>Routines of other adults at home can be displayed explicitly for her awareness and understanding.</p> <p>Reading book or screen time can be avoided while eating,</p> <p>Consistent practice and maintaining a routine is crucial.</p>
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<b>Bathing</b>	<b>Meeting</b>	Based on parent's inputs - she takes a bath in the evening.	
<b>Brushing</b>	<b>Meeting</b>	Independent in brushing; appropriate manual dexterity was observed	
<b>Dressing</b>	<b>Meeting</b>	Based on parent's inputs	
<b>Feeding Habits</b>	<b>Meeting</b>	Eats food independently	
<b>Awareness of belongings</b>	<b>Meeting</b>	Based on parent's inputs; she also took her water bottle along with her during the direct interaction	
<b>Functional mobility</b>	<b>Meeting</b>		

## 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. Brindha V 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
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Seeks out and is attracted to a stimulating sensory environment	<p>Diya has a high threshold and seeks more inputs in tactile, movement and oral stimuli.</p> <p>She touches people or objects to the point of annoying others, displays need to touch toys, surfaces, or textures and touches people and objects more than her peers.</p> <p>Diya pursues movement to the point it interferes with daily routines (for example, can't sit still, fidgets), becomes excited during movement tasks (physical activity, dancing) and seems more active than her peers.</p> <p>She takes movement or climbing risks that are unsafe and appears to enjoy falling.</p> <p>She shows a strong preference for certain tastes and craves certain foods, tastes, or smells. Diya watches everyone when they move around the room and jumps from one thing to another so that it interferes with activities.</p>	<p><b>Oral Input:</b> Provide a chewable necklace, crunchy snacks etc to meet oral sensory needs. Encourage using a water bottle with a straw for controlled oral input. Exposing her 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.</p> <p><b>Tactile Input:</b> 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.</p> <p><b>Movement Breaks:</b> Incorporate short physical activities between tasks (e.g., jumping jacks, wall push-ups) to channel energy.</p> <p><b>Work Area Setup:</b> Maintain a clutter-free environment with a visual boundary for academic tasks to reduce distractions.</p>
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<p>Distressed by a stimulating sensory environment and attempts to leave the environment</p>	<p>Diya scores the highest in this quadrant. It is predominantly observed in socio-emotional and auditory stimuli. She has a low threshold and attempts to leave the environment.</p> <p>Unfamiliar input is distressing for her and she prefers to stick to routines. Diya has fears that interfere with daily routines, expresses feeling like a failure, gets frustrated easily and resists eye contact from the mother or others. Diya is sensitive to criticisms and needs positive support to return to challenging situations. She displays temper tantrums and looks stubborn or uncooperative.</p> <p>Diya interacts or participates in groups less than same-aged children and has difficulty with friendships (for example: making or keeping friends).</p> <p>She struggles to complete tasks when music or TV is on, is distracted when there is a lot of noise around, becomes unproductive with background noise and holds hands over ears to protect them from sound.</p> <p>Diya engaged in a noise free environment during the direct observation. Avoidance was not observed from auditory stimuli. She mingled well with the new adults.</p>	<p><b>Sensitivity:</b> Provide noise-canceling headphones during structured work. Minimize background noise with quiet workspaces or soft instrumental music.</p> <p><b>Social Environment Support:</b> Use social stories and role-playing before group interactions to build confidence. Identifying the triggers for inappropriate social behaviour with her 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.</p> <p><b>Emotional Regulation:</b> Implement visual emotion charts and self-regulation strategies (deep breathing, sensory breaks). Increasing his self-confidence through motivation, self-affirmations and positive talk.</p> <p><b>Task Transitions:</b> Use a visual schedule with clear beginning-to-end steps to reduce frustration when shifting activities.</p> <p><b>Clear Expectations:</b> Set firm yet flexible rules with visual prompts and non-materialistic reinforcement for appropriate behavior.</p>
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Sensitivity to stimuli, distractibility, discomfort with sensory stimuli	<p>Though Diya avoids certain stimuli and leaves the environment, she also stays in the place by responding passively. She is sensitive to oral and socio-emotional stimuli.</p> <p>Diya rejects certain taste or food smell and eats only certain taste (for example, sweet, salty). She struggles to interpret body language or facial expression and needs more protection from life than her peers.</p> <p>Diya struggles to pay attention and looks away from tasks to notice all actions in the room.</p>	<p><b>Focus Support:</b> Provide a visual boundary at the desk and use a weighted lap pad to help sustain attention.</p> <p><b>Sensory Breaks:</b> Use movement-based strategies like chair push-ups or wall presses to reset focus.</p> <p><b>Food Sensitivity:</b> Gradually expose her to different textures, using a structured sensory diet. Offer a choice between two preferred foods to increase acceptance.</p>
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Missing stimuli, responding slowly	<p>Diya misses to notice certain stimuli more than the others. She misses registering movement, body positioning and socio-emotional inputs.</p> <p>She loses balance unexpectedly when walking on an uneven surface, bumps into things, failing to notice objects or people in the way, seems accident-prone and takes excessive risks.</p> <p>Diya seems to have weak muscles, becomes tired easily, especially when standing or holding the body in one position, drapes self over furniture or on other people.</p> <p>She rushes through coloring, drawing and writing tasks and does things in a harder way than needed.</p> <p>She has low self-esteem, seems oblivious within an active environment, has a hard time finding objects in competing backgrounds and seems unaware when people come into the room.</p>	<p><b>Proprioceptive Input:</b> Use weighted vests or heavy work activities (e.g., carrying books, pushing carts) to improve body awareness.</p> <p><b>Spatial Awareness:</b> Provide clear, labeled storage areas to help with organization and locating objects.</p> <p><b>Self-Esteem Boosting:</b> Use positive reinforcement (verbal praise, visual rewards) to acknowledge strengths and build confidence.</p> <p><b>Task Pacing:</b> Use visual timers and “first-then” prompts to encourage a slower, more mindful approach to work.</p> <p><b>Motor Awareness Activities:</b> Engage in resistance exercises (e.g., theraband pulls, yoga poses) to strengthen muscles and improve spatial control.</p>
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