

SAIL Assessment Report

Setting up Access for Independence and Learning



Curated learning pathways for independent living

testyashwanth

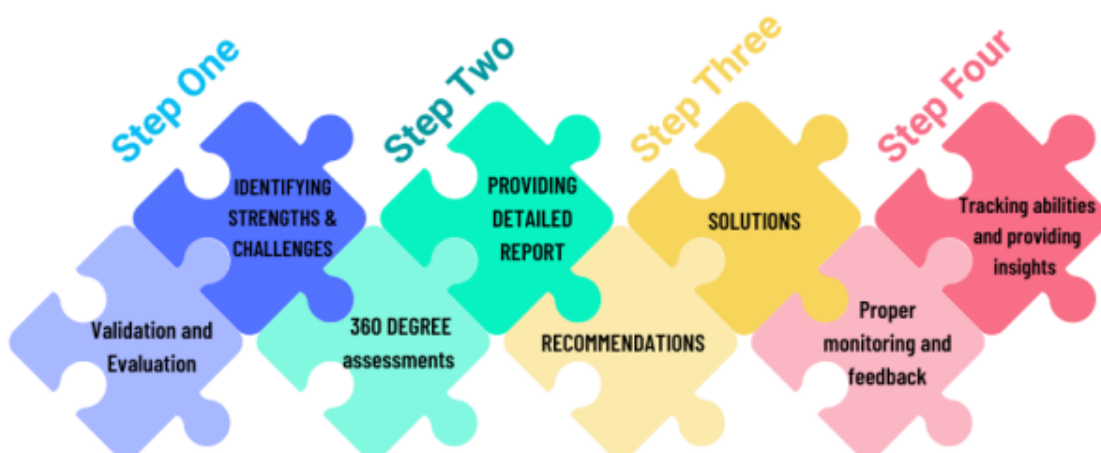
Date of Birth
06/10/2004

Date of Reporting
08 Oct 2025

FOREWORD

The overarching goal of this assessment is to determine the learner's current performance level in all areas of development. This is purely a functional assessment and has an eclectic approach that is non-diagnostic and non-measure based. At Elina, our assessment process is carried out on a strength-based approach, which enables us to see the best in a child – the value they bring by just being themselves and capitalizing on their strengths rather than focusing on their flaws. In a strength-based approach, the primary focus is not on problems or deficits, and the child is supported in recognizing the inherent resources they have at their disposal that can be used to effectively manage any condition and its associated challenges. At Elina, we place a lot of emphasis on observing the factors that help the child to realize his/her best potential, and hence details on Environmental, Emotional, Physiological, Psychological, and Social factors are recorded in detail to enable a clear picture of the intervention.

This assessment process assists in guiding the parents to the right set of resources and evolves with an intervention plan. This process also makes way for collaboration between the child, their family, the school community, and the professionals supporting them, allowing them to work together to determine an outcome that draws on the child's strengths and assets, as supported by our CoMPASS program.



INTRODUCTION:

testyashwanth is an enthusiastic 13 years old boy who likes when people listen to him. testyashwanth was assessed using Elina's assessment tool which had video observations, self-reports, parent questionnaires, parent interviews, teachers' interviews, and online and direct interactions as components of observation and assessments.

testyashwanth has been living with his parents in Chennai in a nuclear family of 4 members. He has an older brother. His mother tongue is Telugu. He speaks English and Telugu at home and understands Tamil.

testyashwanth achieved his milestones on time. He was assessed by MDA earlier. He underwent Occupational Therapy and remedial education for language and communication for 4 years. testyashwanth is currently receiving counseling support from a couple of psychology interns for an hour per week. He is in the 9th Grade at Beyond 8 and is currently pursuing Secondary Curriculum through NIOS.

This document is our observation and assessment of testyashwanth's functional skills, motor abilities, and sensory processing, and cognitive skills. This report is based on our observation of testyashwanth's response to activities prescribed by us. It is also based on our interactions with him and his parents through online and direct meetings and their answers to a questionnaire sent by us.

Given below is a summary of observations made with testyashwanth. It is a brief report of her responses during the various modes of interaction as described above.

1. CURRENT PERFORMANCE LEVEL IN 8 AREAS:

Physical	<p>testyashwanth's physical growth in terms of his height and weight is age appropriate. He was neatly dressed and had good hygiene. His parents mentioned that he is in good health. He is a picky eater and he likes sweets and sour items. He has a good body awareness and had to be reminded to maintain a good posture. There were no tics or any other awkward movements exhibited. His sleep routine is yet to get settled. He wears power glasses.</p>
Gross Motor	<p>testyashwanth's proficiency in six loco-motor skills and object control skills were evaluated, to understand both his muscle tone and strength. He had appropriate hand and leg movement. When asked to hop and jump, he could do coordinated movements. He took off and landed on both feet simultaneously during the horizontal jump. He was able to gallop. He was able to maintain a rhythmic pattern.</p> <p>In object control skills, he was able to throw and catch a ball with reasonable precision. He demonstrated good visual tracking and motor planning abilities. He was able to follow patterns, able to catch and manipulate the ball at shoulder level.</p> <p>testyashwanth performed reasonably well doing the physical tasks and was able to shift his body off the ground completely and make a smooth landing. He showed good awareness of his body and was able to label the movements appropriately.</p>

Fine Motor	<p>testyashwanth is right-handed and is showing clear right-hand dominance. He was observed to be using one hand predominantly while doing the activity. He uses the same pencil grasp and pressure as he uses for shading colors. While writing or drawing, he was able to rest his elbows comfortably on the table. He tends to slouch a bit for longer sit-down activities.</p> <p>While doing a near-point copying activity he copied exactly as it is in the printed form like copying a shape and he is yet to achieve the grade level pace in writing. While copying a manuscript he wrote it all in capital letters.</p> <p>On the test of visual motor integration, he was asked to copy geometric forms in order of complexity. He was able to copy simple and complex geometric patterns with ease and demonstrated attention to detail. His sense of spatial orientation and directionality were adequate.</p>
Fine Motor	<p>While cutting, he gave the required amount of pressure. He was able to plan and move the other hand as he cuts. Able to cut in bunches also with appropriate pressure. Able to grate both up and downward movements for a while. His eye-hand coordination seemed reasonable. We could not observe his planning and coordination in cutting liquid pockets like a milk sachet. He exhibited good focus in shoe lacing activity, good finger isolation, and completed the task.</p> <p>Overall, testyashwanth has good finger isolation, in-hand manipulation, and bilateral hand coordination, and midline crossing is established well.</p>

Sensory	testyashwanth's visual perception is his major way of assimilation of information. testyashwanth seeks tactile and movement activities and avoids socio-emotional stimuli. He is sensitive to auditory stimuli and has a low registration of attentional stimuli. He often is observed to perceive proprioceptive feedback appropriately. Intervention in tactile, oral, vestibular, and proprioceptive areas will help in self-regulation.
Cognitive	testyashwanth visual perceptual skills and patterns are good; auditory perceptual skills need to be worked on. He could point to pictures, action words, and his body parts. He could sort basic shapes, colors, pictures, and words. testyashwanth was able to read but was not audible. testyashwanth could write the dictated words and needed prompts to answer in sentences. He is aware of basic mathematical operations and processes. Basic numeracy skills are observed. However, understanding mathematical concepts and its application needs a lot of exposure. Left/right awareness, vocabulary, and comprehension need to be worked on. Working memory, sustained attention, cause/effect, problem-solving, and critical thinking need to be worked on. Self-awareness as well as awareness of task initiation, sustenance, and completion need more exposure.
Speech and Communication	Receptive communication is present when he attends to the information/instruction. He speaks in a low tone; likes to hum/sing during tasks. testyashwanth needs a lot of motivation to express himself. The intent for communication, initiation, sustenance, and closure of communication could not be observed. Comprehension of a few question words was observed. Clarity and articulation were observed when mike was used.

Social and Emotional	testyashwanth could adapt to the new environment during face-to-face interaction. He had to be prompted for social etiquette. He was cooperative for most of the activities done by the assessors and was able to communicate his disinterest through his behaviors. He had limited eye contact, yet could respond appropriately to gestures like hi five, bye, etc. with prompts and modeling. He was aware of basic emotions and expressed them through facial expressions.
Play	testyashwanth preferred to explore the environment when the opportunity is provided and engaged in solitary play. Pretend play could not be observed. Joint attention could be invoked in tasks of his interest. Social play is yet to develop
ADLs	According to his parents, testyashwanth is independent in brushing, toileting, pulling up pants/socks and wearing sandals. He needs minimum help for buttoning/unbuttoning and often eats food independently.

II. DAILY ROUTINE

According to his parents, testyashwanth has a structured daily routine. He engages himself in karate and swimming classes in the evenings. testyashwanth also has the habit of doing yoga before bedtime.

III. SWOT Analysis:

1) Strengths:

- Following one on one instructions
- Visual skills and patterns
- Cognitive skills

- Independence in activities of daily living
- Receptive communication
- Visual memory
- Ability to fall into a routine

2) Work on

- Sensory integration - Proprioceptive, tactile, vestibular, oral
- Social and emotional skills
- Muscle strength/posture
- Expressive communication - Tone, clarity
- Gross and fine motor skills
- Writing skills
- Self-awareness
- Managing stress and anxiety
- Sustained attention
- Comprehension

3) Opportunities

- Promoting independence in everyday life through exploration, observation, and modeling
- Exposure to a lot of situations will also encourage him to communicate and observe appropriate social skills
- Providing opportunities for making mistakes and self-correction
- Channelizing energy with goal-driven physical activities
- Right teaching strategy will help him connect his observations to his knowledge- OT, special education
- Co-regulation strategies to manage emotion

4) Threats

- Too many verbal prompts
- Outcome-oriented approach
- Managing academic stress

Disclaimer

- This is not a clinical evaluation.
- The assessment provided is not intended to replace or diagnose any medical advice given to the child by a qualified registered medical doctor.
- The findings are based on the child's performance during online and offline interactions. This report is solely based on the responses and results submitted during the assessment process and parental inputs.
- This report does not serve as the basis for exam concessions or exemptions.