5. Assessment Report: ISABEL L.

NAME: Isabel L.
DATE OF BIRTH: 28/09/2014
GRADE: II Std
SCHOOL: Sunrise Public School
MOTHER TONGUE: Hindi
LANGUAGES KNOWN: Hindi, English
HANDEDNESS: Right-handed

MOTHER'S NAME: Leena L. | **CONTACT NUMBER**: 9898989898
FATHER'S NAME: Rohan L. | **CONTACT NUMBER**: 9898989899
REFERRED BY: Private Pediatrician
REASON FOR REFERRAL: Suspected high-functioning autism; evaluation of social & communication skills
DATE OF EVALUATION: 1st December 2024

TESTS ADMINISTERED

- Screening for Autism Spectrum Disorder (ADOS-like informal observation)
- Ann Arbor Test of Perceptual Development (selected subtests)
- Grade-based reading and math tasks
- Social interaction checklist

BACKGROUND INFORMATION

Informant: Mother

Family History

Isabel is the second child, with an older brother in Grade 5 who has no special needs. The family has no history of autism or related conditions, though father describes himself as "quiet and introverted" during childhood.

Medical History

No significant medical issues reported; normal birth. Parents noticed delayed social milestones, e.g., minimal eye contact, limited play with peers.

Scholastic History

Teachers noticed Isabel has advanced reading skills but **difficulty in group activities**. She often prefers to work alone and appears anxious when the classroom is noisy.

GENERAL OBSERVATIONS

- Isabel made minimal eye contact initially but grew comfortable after some rapport-building.
- She spoke in a monotone voice with precise vocabulary.
- She needed direct prompts to engage in shared tasks.

TEST FINDINGS

Social Communication

- Understands and follows instructions but does not initiate conversation.
- Struggles with perspective-taking (e.g., understanding classmates' feelings).
- Responds literally to questions and statements.

Social communication: Shows features of high-functioning autism (asperger-like profile).

Perceptual and Cognitive Skills

- Exceptional pattern recognition (quickly solved puzzles, found patterns in pictures).
- Might fixate on specific details, missing the broader context.

Reading and Writing

- Reads above grade level, often self-corrects when reading aloud.
- Writing is neat but brief; does not elaborate much unless prompted.

Reading/Writing level: Above Grade 2 in decoding, at Grade 2 for written expression.

Math

- Age-appropriate understanding of numbers, addition, and subtraction.
- She responds well to structured, systematic math tasks.

Math level: On par with Grade 2.

SUMMARY

Isabel demonstrates characteristics associated with **high-functioning autism**, including strong pattern recognition, advanced reading, and challenges with social reciprocity. She benefits from clear structure and routines.

RECOMMENDATIONS

- **Social Skills Training**: Small-group interventions focusing on turn-taking, empathy, conversation skills.
- **Classroom Accommodations**: Allow "quiet corner" for sensory breaks when the class becomes overwhelming.
- **Teacher Collaboration**: Strategies for group tasks (e.g., assigning roles, step-by-step instructions).
- **Therapeutic Support**: Continue or initiate occupational therapy and speech-language interventions focusing on social communication.
- **Encourage Interests**: Incorporate her love for patterns and reading into group and class projects.

Assessed by: *Name of Assessor*
Verified by: *Name of Supervisor*