

1. Assessment Report: JIAH S.

NAME: Jiah S.

DATE OF BIRTH: 12/02/2015

GRADE: I Std

SCHOOL: Little Blossoms Primary School

MOTHER TONGUE: Tamil

LANGUAGES KNOWN: Tamil, English

HANDEDNESS: Right-handed

MOTHER'S NAME: Priya S. | **CONTACT NUMBER:** 9876543210

FATHER'S NAME: Senthil S. | **CONTACT NUMBER:** 9876543211

REFERRED BY: Class Teacher, Little Blossoms Primary School

REASON FOR REFERRAL: Educational & behavioral evaluation

DATE OF EVALUATION: 15th June 2024

TESTS ADMINISTERED

- NIMHANS Index of Learning Disabilities (screening)
- Developmental Screening Test
- Grade-based reading, spelling, and arithmetic checklists
- Observational assessment in classroom setting

BACKGROUND INFORMATION

Informant: Mother

Family History

Jiah is the only child. The family reports no significant medical or developmental histories. Both parents work in the IT sector. They have noticed that Jiah is frequently restless and seems to lose focus very easily.

Medical History

No major medical concerns or illnesses reported. Normal birth history; developmental milestones (sitting, crawling, walking) within normal limits.

Scholastic History

Jiah has just moved to Grade 1. The class teacher observed that Jiah finds it hard to stay seated and attend to tasks. She often leaves work incomplete. Parent noticed similar behaviors at home during online kindergarten sessions.

GENERAL OBSERVATIONS

- Jiah was friendly but impulsive; she interrupted multiple times during the session.
 - She had difficulty waiting for instructions to be completed before starting a task.
 - She demonstrated age-appropriate language (Tamil & English) but was quick to shift from one topic to another.
-

TEST FINDINGS

Attention and Behavioral Observations

- Jiah shows significant restlessness, fidgeting, and poor attention span.
- She needs constant reminders to complete a given task.
- She is easily distracted by external stimuli (e.g., sounds in the hallway).

Reading Skills

- She recognizes letters and can phonetically sound out simple CVC (consonant-vowel-consonant) words.
- She reads storybooks with significant help, often skipping words due to impatience.

Reading level: Emergent, slightly below Grade 1 expectations.

Spelling Skills

- She can spell simple words if given time, but often rushes and makes careless mistakes (e.g., reversing letters, skipping letters).
- In a controlled setting, her spelling improves with adult guidance.

Spelling level: At grade level when focused, but inconsistent.

Written Expression

- Jiah's handwriting is large with uneven spacing.
- She tends to finish quickly without reviewing or checking for mistakes.
- Sentence formation is basic (2-3 words long).

Writing level: At the early Grade 1 stage, with occasional omissions due to inattention.

Math

- She can count up to 50.
- She struggles with one-to-one correspondence (often skips or repeats numbers).
- She is able to do simple addition with concrete materials but gets restless and leaves tasks incomplete.

Math level: Slightly below Grade 1 expectation due to inattention.

SUMMARY

Jiah shows signs of **attention difficulties** consistent with **ADHD-like symptoms**. Her academic performance fluctuates based on her attention. Remediation and strategies to enhance focus are required.

RECOMMENDATIONS

- **Behavioral strategies:** A token reward system for completing tasks; frequent breaks to manage restlessness.
- **Parental guidance:** Implement consistent routines at home; use visual schedules.
- **Academic support:** Small-group or one-on-one instruction to help Jiah stay on track; reduce distractions in the classroom.
- **Occupational therapy consult:** To address possible sensory needs and assist with fine motor skills.
- **Periodic review:** Ongoing assessment for ADHD. If symptoms persist, consider a pediatric evaluation for formal diagnosis.

Assessed by: *Name of Assessor*

Verified by: *Name of Supervisor*