

The Learning, Social and Emotion Adaptation Questionnaire (Primary School) – 2nd Edition

School: _____ Date: _____
 Student's Name _____
 (Full Name): _____ Gender: M / F Grade: _____
 Date of Birth: _____ Year _____ Month _____ Day _____ Age: _____
 Informant (Please specify the subject(s) taught and/or post): _____

(*) Indicates that the item is norm-referenced. **Be sure to fill in all of them** for norm-referenced analysis.)

Part A: Learning Adaptation	Student's Performance (Past month)			
	Never	Sometimes	Often	Always
A. Classroom Adaptive Skills Compared to mainstream students <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker Compared to students with ASD <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
1. Follows school rules and teachers' instructions	<input type="checkbox"/> High Concern			
1.1 Sits properly during lessons	0	1	2	3
1.2 Raises hand to speak or participate at the right time during lessons	0	1	2	3
1.3 Listens attentively during lessons*	0	1	2	3
1.4 Follows teachers' instructions during lessons*	0	1	2	3
2. Gives appropriate responses during lessons	<input type="checkbox"/> High Concern			
2.1 Gives appropriate responses during lessons (e.g., looks at the teacher and nods to indicate understanding)*	0	1	2	3
2.2 Responds when being called	0	1	2	3
2.3 Participates actively in class activities (e.g., raises hand to answer questions)	0	1	2	3

Part A: Learning Adaptation (Continued)	Never	Sometimes	Often	Always
A. Classroom Adaptive Skills (Continued)				
3. Is able to self-manage <input type="checkbox"/> High Concern				
3.1 Brings suitable books and materials to school	0	1	2	3
3.2 Organizes personal belongings (e.g., organizes homework in folders and stores them properly, keeps the desk and drawer clean and tidy)	0	1	2	3
3.3 Writes the school diary correctly and properly*	0	1	2	3
3.4 Hands in homework on time	0	1	2	3
3.5 Completes work independently as instructed*	0	1	2	3
3.6 Stays focused while working*	0	1	2	3
3.7 Distinguishes the importance of different tasks and plans the order of completion	0	1	2	3
3.8 Breaks down complicated tasks into smaller units for easy execution	0	1	2	3
3.9 Starts, carries out and completes the work based on the planned time	0	1	2	3
B. Flexibility Compared to mainstream students <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker Compared to students with ASD <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
4. Handles things with flexibility <input type="checkbox"/> High Concern				
4.1 Is willing to accept new things*	0	1	2	3
4.2 Accepts changes in rules and procedures*	0	1	2	3
4.3 Puts aside unfinished work temporarily	0	1	2	3
C. Higher-Order Thinking and Learning Skills Compared to mainstream students <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker Compared to students with ASD <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
5. Applies higher-order thinking and learning skills <input type="checkbox"/> High Concern				
5.1 Distinguishes between objective facts and personal opinions	0	1	2	3
5.2 Extracts key points from the data and summarizes into themes	0	1	2	3
5.3 Makes reasonable deductions from different pieces of related information*	0	1	2	3
5.4 Has a clear frame of thinking when writing and answering questions	0	1	2	3
5.5 Thinks from multiple perspectives*	0	1	2	3

Part B: Social Adaptation	Never	Sometimes	Often	Always
D. Communication Skills Compared to mainstream students <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker Compared to students with ASD <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
6. Participates in group discussions appropriately	<input type="checkbox"/> High Concern			
6.1 Listens to others' opinions in group discussions	0	1	2	3
6.2 Shares information or opinions in group discussions	0	1	2	3
6.3 Negotiates with others to achieve consensus in group discussions	0	1	2	3
7. Uses languages appropriately when speaking	<input type="checkbox"/> High Concern			
7.1 Speaks at an appropriate speed*	0	1	2	3
7.2 Speaks with an appropriate volume and tone	0	1	2	3
7.3 Verbal expressions are clear and organized*	0	1	2	3
7.4 Uses appropriate language style (e.g., avoids being overly direct, focuses only on topics he/she likes, repeats what others say, or uses written expressions excessively)	0	1	2	3
8. Understands and uses appropriate nonverbal cues to communicate	<input type="checkbox"/> High Concern			
8.1 Maintains appropriate eye contact	0	1	2	3
8.2 Maintains appropriate social distance according to situations and relationships with others, including physical distance and body contact	0	1	2	3
8.3 Uses nonverbal communication skills appropriately (e.g., eye gazes, body movements, postures and facial expressions)*	0	1	2	3
8.4 Understands the meaning of others' nonverbal cues (e.g., what others are looking at or trying to express)	0	1	2	3
9. Uses languages appropriately for different purposes	<input type="checkbox"/> High Concern			
9.1 Makes requests appropriately	0	1	2	3
9.2 Narrates and describes things appropriately	0	1	2	3
9.3 Explains things appropriately	0	1	2	3
9.4 Shares experiences, opinions or thoughts appropriately*	0	1	2	3
9.5 Asks questions appropriately	0	1	2	3

Part B: Social Adaptation (Continued)	Never	Sometimes	Often	Always
D. Communication Skills (Continued)				
10. Uses basic conversation skills <input type="checkbox"/> High Concern				
10.1 Initiates conversations with others appropriately	0	1	2	3
10.2 Talks about different kinds of topics with others appropriately	0	1	2	3
10.3 Joins others' conversations appropriately without interrupting them	0	1	2	3
10.4 Ends conversations appropriately*	0	1	2	3
10.5 Listens attentively to others when they speak to him or her	0	1	2	3
10.6 Responds or answers when others speak to him or her	0	1	2	3
10.7 Is able to take turns when speaking with others	0	1	2	3
11. Maintains and adjusts conversations <input type="checkbox"/> High Concern				
11.1 Stay on topic in conversations	0	1	2	3
11.2 Asks questions or provides more information to maintain conversations	0	1	2	3
11.3 Asks for clarification when he or she does not understand during conversations	0	1	2	3
11.4 Changes topics naturally during conversations*	0	1	2	3
11.5 Adjusts content, word choice and length of conversation according to the situations and the age, status and knowledge of communication partners	0	1	2	3
11.6 Adjusts content and manner of conversation according to others' responses (e.g., clarifies when others do not understand)*	0	1	2	3

Part B: Social Adaptation (Continued)		Never	Sometimes	Often	Always
E. Social Thinking		Compared to mainstream students			
		<input type="checkbox"/> Slightly weaker		<input type="checkbox"/> Significantly weaker	
		Compared to students with ASD			
		<input type="checkbox"/> Slightly weaker		<input type="checkbox"/> Significantly weaker	
12. Applies social thinking		<input type="checkbox"/> High Concern			
12.1	Understands others' points of view, feelings or intentions*	0	1	2	3
12.2	Understands the real meaning behind indirect messages, humor, proverbs, metaphors and sarcasm*	0	1	2	3
12.3	Adjusts behaviours according to others' responses (e.g., emotions, thoughts, verbal and nonverbal responses)*	0	1	2	3
12.4	Adjusts behaviours and attends to his or her own appearance to make a good impression on others*	0	1	2	3
12.5	Adjusts behaviours by analyzing the hidden rules in different social situations (e.g., don't talk to yourself on the bus)	0	1	2	3
12.6	Adjusts social manners or behaviours according to the relationship with others (e.g., be respectful when speaking to elders and relaxed when speaking to friends)	0	1	2	3
F. Social Problem Solving		Compared to mainstream students			
		<input type="checkbox"/> Slightly weaker		<input type="checkbox"/> Significantly weaker	
		Compared to students with ASD			
		<input type="checkbox"/> Slightly weaker		<input type="checkbox"/> Significantly weaker	
13. Applies basic social problem solving skills		<input type="checkbox"/> High Concern			
13.1	Handles setbacks calmly	0	1	2	3
13.2	Is able to recognize the severity of problems without overreacting or underreacting*	0	1	2	3
13.3	Considers the consequences before speaking or taking actions	0	1	2	3
13.4	Seeks helps when necessary	0	1	2	3
13.5	Uses different ways to solve problems	0	1	2	3
13.6	Realizes if he or she is being bullied or taken advantage of	0	1	2	3

Part B: Social Adaptation (Continued)	Never	Sometimes	Often	Always
F. Social Problem Solving (Continued)				
14. Handles conflicts and disagreements <input type="checkbox"/> High Concern				
14.1 Handles interruptions from others appropriately*	0	1	2	3
14.2 Respects others' opinions*	0	1	2	3
14.3 Reacts to and reflects on criticisms calmly*	0	1	2	3
14.4 Improves his or her own behaviours according to others' criticisms and opinions*	0	1	2	3
14.5 Detects disagreements and conflicts and finds solutions	0	1	2	3
14.6 Negotiates with others to achieve consensus and mutual benefits*	0	1	2	3
14.7 Knows how to deal with being rejected or ignored	0	1	2	3
14.8 Handles peer pressure appropriately (e.g., refuses to take part in illegal activities)*	0	1	2	3
15. Deals with bullying <input type="checkbox"/> High Concern				
15.1 Avoids bullies or bullying-prone situations	0	1	2	3
15.2 Deals with social bullying appropriately (e.g., teasing, spreading of rumors or cyber bullying)*	0	1	2	3
15.3 Handles physical aggression from others appropriately	0	1	2	3
G. Prosocial Behaviour Compared to mainstream students <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker Compared to students with ASD <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
16. Shows proper social manners <input type="checkbox"/> High Concern				
16.1 Shows friendliness through facial expressions or gestures (e.g., smiling, greeting others)	0	1	2	3
16.2 Makes apologies (e.g., says "sorry" or provides remedies)	0	1	2	3
16.3 Utilizes words to express politeness (e.g., "thank you" or "please")*	0	1	2	3
16.4 Responds to compliments appropriately*	0	1	2	3
16.5 Expresses objection and rejection appropriately	0	1	2	3

Part B: Social Adaptation (Continued)	Never	Sometimes	Often	Always
G. Prosocial Behaviour (Continued)				
17. Cares for and respects others <input type="checkbox"/> High Concern				
17.1 Is able to get along well with classmates without disturbing or provoking others	0	1	2	3
17.2 Knows how to encourage, praise and appreciate others	0	1	2	3
17.3 Complains or points out others' faults reasonably at the right time	0	1	2	3
17.4 Cares for or offers comfort to others*	0	1	2	3
17.5 Knows how to help others	0	1	2	3
17.6 Shares others' happiness (e.g., cheers for or congratulates the winner in competitions)*	0	1	2	3
17.7 Cares for the feelings of others (e.g., does not say embarrassing or disturbing words)	0	1	2	3
17.8 Is humble and does not show off	0	1	2	3
17.9 Is able to keep others' secrets and respect privacy, and does not disclose them casually	0	1	2	3
H. Peer Relationship and Social Initiation Compared to mainstream students <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker Compared to students with ASD <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
18. Has appropriate attitude and skills in making friends <input type="checkbox"/> High Concern				
18.1 Takes initiatives to make friends*	0	1	2	3
18.2 Makes effort to maintain friendship (e.g., chats with friends or joins activities that everyone is interested in)	0	1	2	3
18.3 Has appropriate expectations towards friendship (e.g., accepts the fact that friendship is not exclusive or gives a friend personal space)*	0	1	2	3
18.4 Is able to distinguish different levels of relationships (e.g., ordinary friends and close friends) and makes appropriate social behaviours	0	1	2	3
19. Participates in games and leisure activities appropriately <input type="checkbox"/> High Concern				
19.1 Participates in games or activities with peers*	0	1	2	3
19.2 Has diverse hobbies and leisure activities	0	1	2	3
19.3 Considers the safety of others and himself / herself when choosing and conducting activities	0	1	2	3
19.4 Is able to play games with rules with peers (e.g., ball games or board games)	0	1	2	3
19.5 Is able to engage in role-play (e.g., imaginative play or drama)*	0	1	2	3

Part B: Social Adaptation (Continued)	Never	Sometimes	Often	Always
H. Peer Relationship and Social Initiation (Continued)				
20. Has appropriate skills when playing games <input type="checkbox"/> High Concern				
20.1 Faces successes and failures positively when involving in activities (e.g., does not show arrogance or refuse to accept defeat)	0	1	2	3
20.2 Knows how to join others' games or activities*	0	1	2	3
20.3 Allows other classmates to join his or her games or activities	0	1	2	3
20.4 Takes initiatives to invite others to join his or her games or activities*	0	1	2	3
20.5 Ends games or activities with others appropriately	0	1	2	3
Part C : Emotion Adaptation				
I. Emotion Understanding and Expression <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Compared to mainstream students</p> <p><input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker</p> <p>Compared to students with ASD</p> <p><input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker</p> </div> <div style="width: 45%; text-align: right;"> <p>Never</p> <p>Sometimes</p> <p>Often</p> <p>Always</p> </div> </div>				
21. Is able to understand and express emotion <input type="checkbox"/> High Concern				
21.1 Utilizes basic emotion words (e.g., happy, angry, sad, or afraid) to describe emotional states of oneself or others*	0	1	2	3
21.2 Utilizes advanced emotion words (e.g., satisfied, excited, proud, depressed, frightened, bored, embarrassed, guilty, or jealous) to describe emotional states of oneself or others*	0	1	2	3
21.3 Expresses emotions through facial expressions, body movements and intonations*	0	1	2	3
21.4 Understands emotions through facial expressions, body movements and intonations	0	1	2	3
21.5 Understands that there are different levels of intensity of emotions and is able to express different levels of emotional intensity appropriately*	0	1	2	3

Part C: Emotion Adaptation (Continued)		Never	Sometimes	Often	Always
J. Emotion Regulation and Prevention of Emotional Meltdowns	Compared to mainstream students <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
	Compared to students with ASD <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
22. Is able to regulate emotion and prevent emotional meltdowns		<input type="checkbox"/> High Concern			
22.1 Understands the reasons behind others' emotions*		0	1	2	3
22.2 Is able to notice his or her own bodily reactions due to emotions*		0	1	2	3
22.3 Is able to explain the reasons behind his or her own emotions		0	1	2	3
22.4 Is able to predict the situations that will make him or her disturbed		0	1	2	3
22.5 Seeks attention, comforts or helps from others appropriately when experiencing negative emotions (e.g., sad, uneasy or angry)*		0	1	2	3
22.6 Utilizes appropriate strategies to regulate anger		0	1	2	3
22.7 Utilizes appropriate strategies to regulate anxiety or disappointment*		0	1	2	3
22.8 Utilizes appropriate strategies to regulate over-excitement		0	1	2	3

Part D: Atypical Behaviour		Never	Sometimes	Often	Always
K. Restricted Interests and Repetitive Behaviour	Compared to mainstream students <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker Compared to students with ASD <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
23. Is able to handle sensory inputs from the environment (e.g., sound, light, temperature etc.)					<input type="checkbox"/> High Concern
23.1	Realizes that certain environment will make him or her over-responsive to sensory inputs	0	1	2	3
23.2	Utilizes strategies calmly to avoid stimulation when facing excessive sensory stimulation from the environment (e.g., wears earplugs when feeling too noisy)	0	1	2	3
23.3	Utilizes strategies to regulate his or her responses in the environment with sensory stimulation (e.g., uses self-talk)	0	1	2	3

K. Restricted Interests and Repetitive Behaviour		Never	Sometimes	Often	Always
K1-K6 are norm-referenced items. <u>Be sure to fill in all of them</u> for norm-referenced analysis.					
K.1	Is hyper- or hyposensitive to certain sensory inputs from the environment (e.g., gets extremely irritated by mild noises; neglects physical pain)*	0	1	2	3
K.2	Loses ability to function normally due to a lack of coping strategies when facing excessive sensory stimulation*	0	1	2	3
K.3	Shows exceptionally strong attachment or reaction to particular objects or persons*	0	1	2	3
K.4	Overly insists on maintaining routines and sameness*	0	1	2	3
K.5	Exhibits repetitive use of objects, body movements, or speech*	0	1	2	3
K.6	Has highly restricted or fixated interests (e.g., always asks questions regarding the same topic)*	0	1	2	3