

## The Learning, Social and Emotion Adaptation Questionnaire (Secondary 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.)

<b>Part A: Learning Adaptation</b>	<b>Student's Performance (Past month)</b>			
	Never	Sometimes	Often	Always
<b>A. Classroom Adaptive Skills</b>  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				
<b>1. Follows school rules and teachers' instructions</b>	<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
<b>2. Gives appropriate responses during lessons</b>	<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

<b>Part A: Learning Adaptation (Continued)</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>A. Classroom Adaptive Skills (Continued)</b>				
<b>3. Is able to self-manage</b> <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
3.10 Reviews his or her own work and corrects mistakes accordingly*	0	1	2	3
3.11 Reviews his or her own work progress and performance and makes adjustments accordingly	0	1	2	3
<b>B. Higher-Order Thinking and Learning Skills</b> <b>Compared to mainstream students</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker <b>Compared to students with ASD</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
<b>4. Applies higher-order thinking and learning skills</b> <input type="checkbox"/> High Concern				
4.1 Distinguishes between objective facts and personal opinions	0	1	2	3
4.2 Extracts key points from the data and summarizes into themes	0	1	2	3
4.3 Makes reasonable deductions from different pieces of related information*	0	1	2	3
4.4 Has a clear frame of thinking when writing and answering questions	0	1	2	3
4.5 Thinks from multiple perspectives*	0	1	2	3
4.6 Organizes notes systematically	0	1	2	3
4.7 Uses visual organizers	0	1	2	3
4.8 Uses reading cognitive strategies (e.g., SQ3R, 5W1H)	0	1	2	3
4.9 Masters the skills of answering questions (e.g., decodes the question, drafts an outline)*	0	1	2	3

<b>Part B: Social Adaptation</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>C. Communication Skills</b> <b>Compared to mainstream students</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker <b>Compared to students with ASD</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
<b>5. Participates in group discussions appropriately</b>	<input type="checkbox"/> High Concern			
5.1 Listens to others' opinions in group discussions	0	1	2	3
5.2 Shares information or opinions in group discussions	0	1	2	3
5.3 Achieves consensus with others in group discussions	0	1	2	3
5.4 Responds to others' remarks in group discussions and continue to connect the conversations with the discussed topics	0	1	2	3
<b>6. Uses languages appropriately when speaking</b>	<input type="checkbox"/> High Concern			
6.1 Speaks at an appropriate speed*	0	1	2	3
6.2 Speaks with an appropriate volume and tone	0	1	2	3
6.3 Verbal expressions are clear and organized*	0	1	2	3
6.4 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
<b>7. Understands and uses appropriate nonverbal cues to communicate</b>	<input type="checkbox"/> High Concern			
7.1 Maintains appropriate eye contact	0	1	2	3
7.2 Maintains appropriate social distance according to situations and relationships with others, including physical distance and body contact	0	1	2	3
7.3 Uses nonverbal communication skills appropriately (e.g., eye gazes, body movements, postures and facial expressions)*	0	1	2	3
7.4 Understands the meaning of others' nonverbal cues (e.g., what others are looking at or trying to express)	0	1	2	3
<b>8. Uses languages appropriately for different purposes</b>	<input type="checkbox"/> High Concern			
8.1 Makes requests appropriately	0	1	2	3
8.2 Narrates and describes things appropriately	0	1	2	3
8.3 Explains things appropriately	0	1	2	3
8.4 Shares experiences, opinions or thoughts appropriately*	0	1	2	3
8.5 Asks questions appropriately	0	1	2	3

<b>Part B: Social Adaptation (Continued)</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>C. Communication Skills (Continued)</b>				
<b>9. Uses basic conversation skills</b> <input type="checkbox"/> High Concern				
9.1 Initiates conversations with others appropriately	0	1	2	3
9.2 Talks about different kinds of topics with others appropriately	0	1	2	3
9.3 Joins others' conversations appropriately without interrupting them	0	1	2	3
9.4 Ends conversations appropriately*	0	1	2	3
9.5 Listens attentively to others when they speak to him or her	0	1	2	3
9.6 Responds or answers when others speak to him or her	0	1	2	3
9.7 Is able to take turns when speaking with others	0	1	2	3
<b>10. Maintains and adjusts conversations</b> <input type="checkbox"/> High Concern				
10.1 Stay on topic in conversations	0	1	2	3
10.2 Asks questions or provides more information to maintain conversations	0	1	2	3
10.3 Asks for clarification when he or she does not understand during conversations	0	1	2	3
10.4 Changes topics naturally during conversations*	0	1	2	3
10.5 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
10.6 Adjusts content and manner of conversation according to others' responses (e.g., clarifies when others do not understand)*	0	1	2	3

<b>Part B: Social Adaptation (Continued)</b>		<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>D. Social Thinking</b>	<b>Compared to mainstream students</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker <b>Compared to students with ASD</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
<b>11. Applies social thinking</b>		<input type="checkbox"/> High Concern			
11.1	Understands others' points of view, feelings or intentions*	0	1	2	3
11.2	Understands the real meaning behind indirect messages, humor, proverbs, metaphors and sarcasm*	0	1	2	3
11.3	Adjusts behaviours according to others' responses (e.g., emotions, thoughts, verbal and nonverbal responses)*	0	1	2	3
11.4	Adjusts behaviours and attends to his or her own appearance to make a good impression on others*	0	1	2	3
11.5	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
11.6	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
<b>E. Social Problem Solving</b>	<b>Compared to mainstream students</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker <b>Compared to students with ASD</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
<b>12. Applies basic social problem solving skills</b>		<input type="checkbox"/> High Concern			
<b>A.</b>	Handles setbacks calmly*	0	1	2	3
<b>B.</b>	Is able to recognize the severity of problems without overreacting or underreacting*	0	1	2	3
<b>C.</b>	Considers the consequences before speaking or taking actions	0	1	2	3
<b>D.</b>	Uses different ways to solve problems	0	1	2	3

<b>Part B: Social Adaptation (Continued)</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>E. Social Problem Solving (Continued)</b>				
<b>13. Handles conflicts and disagreements</b> <input type="checkbox"/> High Concern				
13.1 Handles interruptions from others appropriately*	0	1	2	3
13.2 Respects others' opinions*	0	1	2	3
13.3 Reacts to and reflects on criticisms calmly*	0	1	2	3
13.4 Improves his or her own behaviours according to others' criticisms and opinions*	0	1	2	3
13.5 Detects disagreements and conflicts and finds solutions	0	1	2	3
13.6 Negotiates with others to achieve consensus and mutual benefits*	0	1	2	3
13.7 Knows how to deal with being rejected or ignored	0	1	2	3
13.8 Handles peer pressure appropriately (e.g., refuses to take part in illegal activities)*	0	1	2	3
<b>14. Deals with bullying</b> <input type="checkbox"/> High Concern				
14.1 Realizes if he or she is being bullied or taken advantage of	0	1	2	3
14.2 Avoids bullies or bullying-prone situations	0	1	2	3
14.3 Deals with social bullying appropriately (e.g., teasing, spreading of rumors or cyber bullying)*	0	1	2	3
14.4 Refuses to be taken advantage of appropriately	0	1	2	3
14.5 Handles physical aggression from others appropriately	0	1	2	3
<b>15. Uses decision-making and problem-solving skills</b> <input type="checkbox"/> High Concern				
15.1 Is able to detect problems and define problem areas	0	1	2	3
15.2 Is able to understand and analyze the requirements in a given situation	0	1	2	3
15.3 Is able to set goals for himself or herself and the criteria of success	0	1	2	3
15.4 Is able to collect relevant information to assist in decision making	0	1	2	3
15.5 Is able to consider different options and finds the most suitable one	0	1	2	3
15.6 Is able to formulate an action plan according to the selected options	0	1	2	3

<b>Part B: Social Adaptation (Continued)</b>		<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>F. Self-Awareness and Self-Advocacy</b>		<b>Compared to mainstream students</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker <b>Compared to students with ASD</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker			
<b>16. Is able to understand oneself and self-advocate</b>		<input type="checkbox"/> High Concern			
16.1	Knows his or her strengths and weaknesses*	0	1	2	3
16.2	Knows his or her likes and dislikes*	0	1	2	3
16.3	Tell others about his or her wills or likes and dislikes	0	1	2	3
16.4	Inform others his or her strengths and limitations, so that others can have reasonable expectations for him or her	0	1	2	3
16.5	Is able to describe his or her abilities, characters and qualities	0	1	2	3
16.6	Is able to describe his or her strengths and weaknesses	0	1	2	3
16.7	Is able to articulate his or her personal aspirations and values	0	1	2	3
16.8	Is able to articulate his or her individual needs and characteristics related to autism	0	1	2	3
16.9	Seeks helps when necessary*	0	1	2	3
16.10	Proposes an adjustment to the request of others through negotiation when necessary	0	1	2	3
<b>G. Prosocial Behaviour</b>		<b>Compared to mainstream students</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker <b>Compared to students with ASD</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker			
<b>17. Shows proper social manners</b>		<input type="checkbox"/> High Concern			
17.1	Shows friendliness through facial expressions or gestures (e.g., smiling, greeting others)	0	1	2	3
17.2	Makes apologies (e.g., says "sorry" or provides remedies)	0	1	2	3
17.3	Utilizes words to express politeness (e.g., "thank you" or "please")	0	1	2	3
17.4	Responds to compliments appropriately*	0	1	2	3
17.5	Expresses objection and rejection appropriately	0	1	2	3

<b>Part B: Social Adaptation (Continued)</b>		<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>G. Prosocial Behaviour (Continued)</b>					
<b>18. Cares for and respects others</b>		<input type="checkbox"/> High Concern			
18.1	Is able to get along well with classmates without disturbing or provoking others	0	1	2	3
18.2	Knows how to encourage, praise and appreciate others	0	1	2	3
18.3	Complains or points out others' faults reasonably at the right time	0	1	2	3
18.4	Cares for or offers comfort to others*	0	1	2	3
18.5	Knows how to help others	0	1	2	3
18.6	Shares others' happiness (e.g., cheers for or congratulates the winner in competitions)*	0	1	2	3
18.7	Cares for the feelings of others (e.g., does not say embarrassing or disturbing words)	0	1	2	3
18.8	Is humble and does not show off	0	1	2	3
18.9	Is able to keep others' secrets and respect privacy, and does not disclose them casually	0	1	2	3
<b>H. Peer Relationship and Social Initiation</b>		<b>Compared to mainstream students</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker <b>Compared to students with ASD</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker			
<b>19. Has appropriate attitude and skills in making friends</b>		<input type="checkbox"/> High Concern			
19.1	Takes initiatives to make friends*	0	1	2	3
19.2	Makes effort to maintain friendship (e.g., chats with friends or joins activities that everyone is interested in)	0	1	2	3
19.3	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
19.4	Is able to distinguish different levels of relationships (e.g., ordinary friends , close friends and lovers) and makes appropriate social behaviours	0	1	2	3



<b>Part B: Social Adaptation (Continued)</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>H. Peer Relationship and Social Initiation (Continued)</b>				
<b>20. Participates in games and leisure activities appropriately</b> <input type="checkbox"/> High Concern				
20.1 Participates in games or activities with peers*	0	1	2	3
20.2 Has diverse hobbies and leisure activities	0	1	2	3
20.3 Considers the safety of others and himself / herself when choosing and conducting activities	0	1	2	3
20.4 Is able to play games with rules with peers (e.g., ball games or board games)	0	1	2	3
20.5 Is able to engage in role-play (e.g., imaginative play or drama)*	0	1	2	3
20.6 Is willing to participate in entertainment and leisure activities that he or she has not previously engaged in or is less interested in	0	1	2	3
20.7 Plans holiday or evening entertainment and leisure activities in advance	0	1	2	3
20.8 Arranges a game or an entertainment activity for a group of friends on his or her own	0	1	2	3
<b>21. Has appropriate skills when playing games</b> <input type="checkbox"/> High Concern				
21.1 Faces successes and failures positively when involving in activities (e.g., does not show arrogance or refuse to accept defeat)	0	1	2	3
21.2 Knows how to join others' games or activities*	0	1	2	3
21.3 Allows other classmates to join his or her games or activities	0	1	2	3
21.4 Takes initiatives to invite others to join his or her games or activities*	0	1	2	3
21.5 Ends games or activities with others appropriately	0	1	2	3
<b>22. Has appropriate skills for getting along with the opposite sex</b> <input type="checkbox"/> High Concern				
22.1 Understands the taboos of getting along with the opposite sex (e.g., does not comment on the appearance of the opposite sex)	0	1	2	3
22.2 Is able to distinguish between friendship and romantic relationship	0	1	2	3
22.3 Considers the characteristics of the romantic partner objectively and from multiple perspectives	0	1	2	3
22.4 Knows how to handle the feeling of "like" appropriately	0	1	2	3
22.5 Is able to express his or her "positive feelings" to the opposite sex appropriately	0	1	2	3
22.6 Uses appropriate social communication skills to maintain relationships with his or her romantic partners	0	1	2	3
22.7 Is able to cope with rejection by the opposite sex or the end of a romantic relationship appropriately	0	1	2	3

<b>Part C: Emotion Adaptation</b>		<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>I. Emotion Understanding and Expression</b>	<b>Compared to mainstream students</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker <b>Compared to students with ASD</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
<b>23. Is able to understand and express emotion</b>		<input type="checkbox"/> High Concern			
23.1 Utilizes basic emotion words (e.g., happy, angry, sad, or afraid) to describe emotional states of oneself or others*		0	1	2	3
23.2 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
23.3 Expresses emotions through facial expressions, body movements and intonations*		0	1	2	3
23.4 Understands emotions through facial expressions, body movements and intonations		0	1	2	3
23.5 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
<b>J. Emotion Regulation and Prevention of Emotional Meltdowns</b>	<b>Compared to mainstream students</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker <b>Compared to students with ASD</b> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
<b>24. Is able to regulate emotion and prevent emotional meltdowns</b>		<input type="checkbox"/> High Concern			
24.1 Is able to explain the reasons behind his or her own emotions		0	1	2	3
24.2 Understands the reasons behind others' emotions*		0	1	2	3
24.3 Is able to notice his or her own bodily reactions due to emotions*		0	1	2	3
24.4 Is able to predict the situations that will make him or her disturbed		0	1	2	3
24.5 Seeks attention, comforts or helps from others appropriately when experiencing negative emotions (e.g., sad, uneasy or angry)*		0	1	2	3
24.6 Utilizes appropriate strategies to regulate anger		0	1	2	3
24.7 Utilizes appropriate strategies to regulate anxiety or disappointment*		0	1	2	3
24.8 Utilizes appropriate strategies to regulate over-excitement		0	1	2	3

Part D: Atypical Behaviour		Never	Sometimes	Often	Always
<b>K. Restricted Interests and Repetitive Behaviour</b>	<p><b>Compared to mainstream students</b></p> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker <p><b>Compared to students with ASD</b></p> <input type="checkbox"/> Slightly weaker <input type="checkbox"/> Significantly weaker				
<b>25. Is able to handle sensory inputs from the environment (e.g., sound, light, temperature etc.)</b>					<input type="checkbox"/> High Concern
25.1	Realizes that certain environment will make him or her over-responsive to sensory inputs	0	1	2	3
25.2	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
25.3	Utilizes strategies to regulate his or her responses in the environment with sensory stimulation (e.g., uses self-talk)	0	1	2	3
<b>26. Handles things with flexibility</b>					<input type="checkbox"/> High Concern
26.1	Is willing to accept new things	0	1	2	3
26.2	Accepts changes in rules and procedures	0	1	2	3
26.3	Puts asides unfinished work temporarily	0	1	2	3

<b>K. Restricted Interests and Repetitive Behaviour</b>		Never	Sometimes	Often	Always
<p><b>K1-K6 are norm-referenced items. <u>Be sure to fill in all of them for norm-referenced analysis.</u></b></p>					
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