**PRIMARY / SECONDARY TEACHER QUESTIONNAIRE**

**Full Name of Child: Grade: Date:**

**Full Name of Teacher: School:**

***For the following: Please tick currently observed challenges for your student.***

**\*Items are optional for high school students**

**SOCIAL COMMUNICATION SKILLS:**

|  |  |
| --- | --- |
|  | \*Unable to communicate using a range of words that have meaning |
|  | \*Unusual speech e.g. echoes words or phrases, makes up words |
|  | \*Difficulties understanding expressions on others faces |
|  | \*Limited use of gestures when communicating (e.g. only shake head or nod) |
|  | \*Struggles to offer comfort to others |
|  | Unusual tone, volume, rhythm or rate of speech (e.g. monotone, overly formal) |
|  | Struggles to communicate needs or feelings to others |
|  | Odd or inappropriate comments |
|  | Only engages in conversation with familiar others |
|  | Only talks about topics of interest to them |
|  | Says the same thing over and over again until they get a reply |
|  | Struggles to show sustained eye contact |
|  | Their facial expressions do not match how they are feeling |
|  | Does not know or want to start interactions with others |
|  | Does not respond appropriately when spoken to by others (etc look up, smile) |
|  | Shows unexpected body language with others (e.g. standing too close) |
|  | Struggles to sustain conversation with others (how to keep it going to and fro) |

**SOCIAL INTERACTION SKILLS:**

|  |  |
| --- | --- |
|  | \*Does not understand when they are being teased or bullied |
|  | \*Does not share their things with others |
|  | \*Prefers to be on their own. |
|  | \*Tends to watch others (observer / bystander role) rather than join in |
|  | \*Does not join in if schoolmates invite them to engage with them |
|  | \*Difficulties reading social cues (facial expressions, gestures, body language) |
|  | Prefers to engage with older or younger schoolmates |
|  | Does not enjoy meeting new people |
|  | Finds it hard to make friends |
|  | Struggles with appropriate social skills (waiting turn, turn taking) |
|  | Tends to assign roles or tell others what they have to do (scripted) |
|  | Does not like losing or letting others win |
|  | Struggles to sustain friendships with more than one peer or 2-3 others |
|  | Difficulties resolving social conflicts without adults getting involved |
|  | Does not want to engage in group activities |

**SENSORY CHALLENGES:**

|  |  |
| --- | --- |
|  | \*Likes to put things in their mouth (e.g. pencil ends) or chew their sleeves |
|  | \*Puts items up their face, smelling, sniffing or licking them |
|  | Overly sensitive to particular sounds compared to others (alarm bell) |
|  | Gets upset in noisy environments e.g. playground / assembly |

**FIXATED INTERESTS:**

|  |  |
| --- | --- |
|  | Special interests unusual in intensity (fixates on a topic, talks, reads, watches) |
|  | Unusually good memory for particular details e.g. train schedules |
|  | Struggles to talk about any other topic outside of their interests to others |
|  | Difficulties redirecting to other activities (gets upset if not allowed to pursue) |

**INFLEXIBLE OR RITUALISTIC BEHAVIOUR:**

|  |  |
| --- | --- |
|  | \*Exhibits compulsive rituals (wants to sit on the same seat) |
|  | \*Needs to put items in a certain order (e.g. stationary, books) |
|  | \*Exhibits unusual hand or body movements e.g. spinning, rocking, flapping |
|  | Insists on a daily consistent schedule (wants to do things the same way) |
|  | Struggles to deal with changes to routine at school (e.g. substitute teacher) |
|  | Struggles to transition between activities at school |
|  | Trouble changing their mind or being flexible |
|  | Perfectionistic and wants to do things ‘just right’ |
|  | Insists on adherence to rules or gets upset if rules are broken |

**OTHER BEHAVIOUR:**

|  |  |
| --- | --- |
|  | Tends to overreact to small problems |
|  | Regular angry outbursts or meltdowns |
|  | Takes a long time to calm down |
|  | Restless, not able to sit still, highly active |
|  | Aggressive to others when upset |
|  | Hurts themselves if distressed (banging head on wall) |
|  | More anxious than others over typical situations |

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| --- | --- |
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