

# AIR Self-Determination Scale®

## EDUCATOR FORM

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Date of Birth (or age) \_\_\_\_\_ Grade \_\_\_\_\_  Female  Male

Educator's Name \_\_\_\_\_

School Name \_\_\_\_\_

### HOW TO FILL OUT THIS FORM

Each page of this form lists characteristics and behaviors that indicate the degree to which your student demonstrates traits of self-determination and the degree to which the people influencing your student provides opportunities that foster self-determination. For each item, select the appropriate rating code based on what you have observed about your student. An example is provided to illustrate each characteristic. Feel free to write in a different example that supports your rating for your student.

Here is an example of how you should mark your answers.

#### EXAMPLE QUESTION:

Student checks for errors after completing a project.

#### EXAMPLE ANSWER:

Check the box of the rating code which tells what your student is most like:  
(Check **ONLY ONE** box per question).

- 1 **Never**.....student **never** checks for errors.
- 2 **Almost Never**.....student **almost never** checks for errors.
- 3 **Sometimes**.....student **sometimes** checks for errors.
- 4 **Almost Always**.....student **almost always** checks for errors.
- 5 **Always**.....student **always** checks for errors.

## KNOWLEDGE of Self-Determination Behaviors

<p><b>1. Student knows own abilities and limitations.</b>  <i>Example:</i> James can identify his personal strengths and talents, such as his musical ability as well as areas in which he needs improvement, like his below average math problem-solving skills.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
<p><b>2. Student knows how to set expectations and goals that satisfy own interests and needs.</b>  <i>Example:</i> Lee wants to attend college and knows that to get good grades, she needs to work hard on her assignments and complete them on time.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
Knowledge Total: Items 1+2					
<p><b>3. Student knows how to make choices, decisions, and plans to meet own goals and expectations.</b>  <i>Example:</i> When making plans to meet her goals, Lynn knows how to identify various strategies, weigh the pros and cons, and follow through.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
<p><b>4. Student knows how to take actions to complete own plans successfully.</b>  <i>Example:</i> Kenneth knows how to follow through on a scheduled plan to complete his work accurately and on time.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
Knowledge Total: Items 3+4					
<p><b>5. Student knows how to evaluate results of actions to determine what was effective.</b>  <i>Example:</i> Germaine knows what questions to ask to find out how well she is doing.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
<p><b>6. Student knows how to change actions or plans to meet goals and satisfy needs and wants.</b>  <i>Example:</i> Jose understands that to get an A in math, he may need to study one hour every night; if that doesn't work he may have to work two hours every night; and if that doesn't work he may have to learn to study more effectively.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
Knowledge Total: Items 5+6					

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## ABILITY to Perform Self-Determination Behaviors

<p><b>1. Student expresses own interests, needs, and abilities.</b>  <i>Example:</i> Sarah communicates her athletic interest and talent in conversations, written journals, or participation in sports activities.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
<p><b>2. Student sets expectations and goals that will satisfy own interests needs, and wants.</b>  <i>Example:</i> Loving to spend time drawing and doing art, Daniel sets the goal of finding art classes that he can take after school once a week.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
Ability Total: Items 1+2						
<p><b>3. Student knows how to make choices, decisions, and plans to meet own goals and expectations.</b>  <i>Example:</i> Anna weighed the pros and cons of doing three types of history projects, chose to write a research report, outlined the report, and made a schedule for completing the report on time.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
<p><b>4. Student initiates actions on own choices and plans.</b>  <i>Example:</i> Ming begins work right away each time he gets an assignment or is asked by someone to help with a project.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
Ability Total: Items 3+4						
<p><b>5. Student gathers information on results of actions.</b>  <i>Example:</i> After completing her work, Theresa checks it for errors and asks others to look it over and make suggestions.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
<p><b>6. Student changes own actions or plans to satisfy expectations and goals, if necessary.</b>  <i>Example:</i> Ricardo tries different approaches to solve problems and to complete tasks that are difficult for him.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
Ability Total: Items 5+6						

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**PERCEPTION of Knowledge and Ability to Perform Self-Determination Behaviors**

<p><b>1. Student feels free to express own needs, interests, and abilities, even when facing opposition from others.</b>  <i>Example:</i> Fran defends her needs and interests to anyone who questions them.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
<p><b>2. Student feels free to set own goals and expectations, even if they are different from the expectations others have for the student.</b>  <i>Example:</i> Trevor does not feel constrained by others' opinions in setting goals and expectations for himself.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
Perception Total: Items 1+2						
<p><b>3. Student feels free to make own choices, decisions, and plans to meet own goals and expectations.</b>  <i>Example:</i> Corine often considers her parents' suggestions when making choices and plans, but the final plans taken to meet her goals are her own.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
<p><b>4. Student feels confident about being able to successfully complete own plans.</b>  <i>Example:</i> When Nicholas schedules his own activities, he is confident he can complete them accurately and on time.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
Perception Total: Items 3+4						
<p><b>5. Student is confident about using feedback to evaluate results of own work.</b>  <i>Example:</i> Amanda is confident that she will be able to benefit from the feedback she receives from her parents, teachers, and peers.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
<p><b>6. Student changes plans again and again to meet a goal without getting discouraged.</b>  <i>Example:</i> Levar is motivated to work on a project as long as it takes, using whatever approaches are necessary, to get it right.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>	
Perception Total: Items 5+6						

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## OPPORTUNITY To Perform Self-Determination Behaviors AT SCHOOL

<p><b>1. Student has opportunities at school to explore, express, and feel good about own needs, interests, and abilities.</b>  <i>Example:</i> Christine’s teachers encourage her to talk about her athletic interests and abilities and about what sports activities she wants to do.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
<p><b>2. Student has opportunities at school to identify goals and expectations that will meet his or her needs, interests, and abilities; to set these goals; and to feel good about them.</b>  <i>Example:</i> Troy’s teachers let him know that he is responsible for setting his own goals to get his needs and wants met.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
Opportunity at School Total: Items 1+2					
<p><b>3. Student has opportunities at school to learn about making choices and plans, to make them, and to feel good about them.</b>  <i>Example:</i> Shebra’s teachers allow her to make her own choices and plans for school assignments, family chores, and leisure activities.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
<p><b>4. Student has opportunities at school to initiate actions to meet expectations and goals.</b>  <i>Example:</i> Manuel’s teachers tell him that he is responsible for scheduling study time and for handing in assignments on time.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
Opportunity at School Total: Items 3+4					
<p><b>5. Student has opportunities at school to get results of actions taken to meet own plans.</b>  <i>Example:</i> Michelle’s teachers are available to give feedback on projects whenever she needs it.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
<p><b>6. Student has opportunities at school to change actions and plans to satisfy own expectations.</b>  <i>Example:</i> Laurent’s teacher encouraged him to take his time and to revise his work as often as necessary to satisfy his own expectations.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
Opportunity at School Total: Items 5+6					

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## OPPORTUNITY To Perform Self-Determination Behaviors AT HOME

<p><b>1. Student has opportunities at home to explore, express, and feel good about own needs, interests, and abilities.</b>  <i>Example:</i> Maria’s parents encourage her to talk about her athletic interests and abilities and about what sports activities she wants to do.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
<p><b>2. Student has opportunities at home to identify goals and expectations that will meet his or her needs, interests, and abilities; to set these goals; and to feel good about them.</b>  <i>Example:</i> Roberto’s parents let him know that he is responsible for setting his own goals to get his needs and wants met.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
Opportunity at Home Total: Items 1+2					
<p><b>3. Student has opportunities at home to learn about making choices and plans, to make them, and to feel good about them.</b>  <i>Example:</i> Kelly’s parents allow her to make her own choices and plans for school assignments, family chores, and leisure activities.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
<p><b>4. Student has opportunities at home to initiate actions to meet expectations and goals.</b>  <i>Example:</i> Anthony’s parents tell him that he is responsible for scheduling study time and for handing in assignments on time.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
Opportunity at Home Total: Items 3+4					
<p><b>5. Student has opportunities at home to get results of actions taken to meet own plans.</b>  <i>Example:</i> Thuy’s parents are available to give feedback on projects whenever she needs it.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
<p><b>6. Student has opportunities at home to change actions and plans to satisfy own expectations.</b>  <i>Example:</i> Stacy’s parents encourage him to take his time and to revise his work as often as necessary to satisfy his own expectations.</p>	Never <input type="checkbox"/> <b>1</b>	Almost Never <input type="checkbox"/> <b>2</b>	Sometimes <input type="checkbox"/> <b>3</b>	Almost Always <input type="checkbox"/> <b>4</b>	Always <input type="checkbox"/> <b>5</b>
Opportunity at Home Total: Items 5+6					

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**PLEASE WRITE YOUR ANSWERS TO THE FOLLOWING QUESTIONS IN THE SPACES BELOW.**

**Give an example of a goal the student is working on.**

**What is the student doing to reach this goal?**

**How is the student doing in reaching this goal?**

**Thank you.**

