AIR Self-Determination Scale®

PARENT FORM

| Student's Name | |
|----------------|--|
| Date | |
| School Name | |
| Parent's Name | |

HOW TO FILL OUT THIS FORM

Please answer these questions about how your child goes about getting what he or she wants or needs. This may occur at school, or after school, or it could be related to your child's friends, other family members, a job or hobby.

This is not a Test.

There are no right or wrong answers. The questions will help us learn about your child's strengths and areas where your child may need help.

Goal

A goal is something your child wants to get or achieve, either now or next week or in the distant future. Your child can have many different kinds of goals. Your child could have a goal that has to do with school (like getting a good grade on a test or graduating from high school). Your child could have a goal that has to do with getting along better with friends or family (like making his mom proud). Your child could have a goal of saving money to buy something (a new iPod® or new sneakers), or doing better in sports (getting on the basketball team). Each child's goals are different because each person has different things that they want or need or that they are good at.

Plan

A plan is the way your child decides to meet his or her goal, or the steps your child needs to take in order to get what (s)he wants or needs. Like goals, your child can have many different kinds of plans. An example of a plan to meet the goal of getting on the basketball team would be: to get better by shooting more baskets at home after school, to play basketball with friends on the weekend, to listen to the coach when the team practices, and to watch the pros play basketball on TV.

The AIR Self-Determination Scale was developed by the American Institutes for Research (AIR), in collaboration with Teachers College, Columbia University, with funding from the U.S. Department of Education, Office of Special Education Programs (OSEP), under Cooperative Agreement HO23J200005.

HOW TO MARK YOUR ANSWERS

EXAMPLE QUESTION

After completing a project, my child checks for errors.

EXAMPLE ANSWER

Circle the number of the answer that tells what your child is most like.

Circle ONLY ONE number.

- 1. Never......My child never checks for errors after completing a project.
- 2. Almost Never.....My child almost never checks for errors after completing a project.
- 3. Sometimes......My child sometimes checks for errors after completing a project.
- 4. Almost Always....My child almost always checks for errors after completing a project.
- 5. Always...... My child always checks for errors after completing a project.

REMEMBER

There are NO right or wrong answers.

This will not affect your child's grade. So please think about each question carefully before you circle your answer.

THINGS MY CHILD DOES

| 1. My child knows what (s)he | Never | Almost Never | Sometimes | Almost Always | Always |
|---|-----------|-----------------|-------------------|------------------|----------------|
| needs, likes, and is good at. | □ 1 | 2 | 3 | 1 4 | [] 5 |
| 2. My child sets his or her own goals to satisfy wants or needs. (S)he thinks about his or her own abilities when setting goals. | Never | Almost Never | Sometimes 0 3 | Almost Always | Always |
| | Things My | | Total Items 1 + 2 | | |
| 3. My child figures out how to | Never | Almost Never | Sometimes | Almost Always | Always |
| meet goals alone. (S)he makes plans and decides what to do independently. | 1 | □ 2 | 3 | 1 4 | [] 5 |
| 4. My child begins work on plans | Never | Almost Never | Sometimes | Almost Always | Always |
| to meet his or her goals as soon as possible. | 1 | 2 | 3 | 4 | <u>[]</u> 5 |
| | IIThing | | | | |
| 5. My child checks his or her own | Never | Almost Never | Sometimes | Almost Always | Always |
| progress when completing his or her plan. (S)he asks others what they think of his or her progress. | T I | □ 2 | 3 | []] 4 | |
| 6. If my plan doesn't work, my | Never | Almost Never | Sometimes | Almost Always | Always |
| child tries another one to meet my goals. |] | <u> </u> | 3 | □ 4 | D 5 |
| | Thing | s My Child D | ocs – Total Item | 5 + 6 | |
| Things My Child Docs – Total Items 5 + 6 | | | | | |

WHAT HAPPENS AT HOME

| 1. At home, people listen when my child tanks about what (s)he wants and is good at. 2. At home, people let my child know that (s)he can set his or her own goals to get what (s)he wants or needs. Almost Never Sometimes Almost Always Almost Sometimes Almost Always Almost Sometimes Almost Sometimes Almost Sometimes Almost Sometimes Almost Never Sometimes Almost Never Sometimes Almost Never Sometimes Almost Always Almost Never Sometimes So | WIGHT HALL END AT HOME | | | | | |
|--|--|----------|---------------|-------------------|---------------|--------|
| about what (s)he wants and is good at. 2. At home, people let my child know that (s)he can set his or her own goals to get what (s)he wants or needs. Almost Never Never Sometimes Always Always Always Almost Never Sometimes Always Always Always Always Plans to meet his or her own goals and to feel good about them. Almost Never Sometimes Always Always Never Sometimes Always Alway | . At home, people listen when my child talks | Never | 1 | Sometimes | | Always |
| 2. At home, people let my child know that (s)he can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get his or her own goals. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his or her own goals to get what (s)he wants or needs. Comparison of the can set his | about what (s)he wants and is good at. | | [] 2 | □ 3 | □ 4 | □ 5 |
| 3. At home, my child has learned how to make plans to meet his or her own goals and to feel good about them. 4. At home, my child is allowed to act on his or her plans right away. 5. At home, my child has someone to tell him or her when (s)he is meeting his or her own goals. 6. At home, people understand my child when child her to change plans to meet his or her own goals. Almost Never Sometimes Always Almost Never Never Sometimes Always Almost Never Never Sometimes Always Almost Never Never Sometimes Always Almost Always Almost Never Nev | (s)he can set his or her own goals to get | | Never | | Always | Always |
| 3. At home, my child has learned how to make plans to meet his or her own goals and to feel good about them. 4. At home, my child is allowed to act on his or her plans right away. 5. At home, my child has someone to tell him or her when (s)he is meeting his or her own goals. 6. At home, people understand my child when child her to change plans to meet his or her own goals. Almost Never Sometimes Always Almost Never Sometimes Always Almost Always Almost Never Never Sometimes Always Almost Never Sometimes Always Always Almost Never Sometimes Always Alway | | | hat Happens 8 | it School – Total | Items $1 + 2$ | |
| plans to meet his or her own goals and to feel good about them. 1 | 3. At home, my child has learned how to make | | Almost | | Almost | Always |
| 4. At home, my child is allowed to act on his or her plans right away. Color Never Never Sometimes Always Always | plans to meet his or her own goals and to | []] | 2 | 3 | 4 | 5 |
| What Happens at School – Total Items 3 + 4 What Happens at School – Total Items 3 + 4 5. At home, my child has someone to tell him or her when (s)he is meeting his or her own goals. Never Almost Never Sometimes Always Almost | 4. At home, my child is allowed to act on his | Never | | Sometimes | 1 | Always |
| 5. At home, my child has someone to tell him or her when (s)he is meeting his or her own goals. 6. At home, people understand my child when (s)he has to glang a plans to meet his or her or her had been to change plans to meet his or her or her had been to change plans to meet his or her or her had been to change plans to meet his or her or her had been to change plans to meet his or her or her had been to change plans to meet his or her o | or her plans right away. | 1 | 2 | | 4 | 5 |
| 5. At home, my child has someone to tell him or her when (s)he is meeting his or her own goals. 6. At home, people understand my child when (s)he has to glang a plans to meet his or her or her had been to change plans to meet his or her or her had been to change plans to meet his or her or her had been to change plans to meet his or her or her had been to change plans to meet his or her or her had been to change plans to meet his or her o | | <u> </u> | Vhat Hannens | at School – Tota | 1 Items 3 + 4 | |
| or her when (s)he is meeting his or her own goals. The standard of the standard or her own goals. The standard or her own goals | 5. At home, my child has someone to tell him | Never | Almost | | Almost | Always |
| 6. At home, people understand my child when Never Never Sometimes Always A | or her when (s)he is meeting his or her own | | | 3 | 4 | 5 |
| 1 /oNe kee to alreage plans to meet his of her. | 6. At home, people understand my child when (s)he has to change plans to meet his or her own goals. They offer advice and encouragement. | Never | | Sometimes | | Always |
| own goals. They offer advice and $\frac{1}{1}$ $\frac{1}{2}$ $\frac{3}{3}$ $\frac{4}{3}$ | | | | 3 | 4 | 5 |
| What Happens at School – Total Items 5 + 6 | | | What Happens | s at School – Tot | al Items 5 + | 6 |

WHAT HAPPENS AT SCHOOL

| 1. At school, people listen when my child talks about what (s)he wants and is good at. 1 | | | ·-· · - ·- | ···- | | <u> </u> |
|--|--|-------|-----------------------|-------------------|------------------|----------|
| about what (s)he wants and is good at. 1 | At school, people listen when my child talks | Never | Almost Never | Sometimes | Almost Always | Always |
| 2. At school, people let my child know that (s)he can set his or her own goals to get what (s)he wants or needs. Color Co | about what (s)he wants and is good at. | | [] 2 | П 3 | 4 | 5 |
| What Happens at School – Total Items 1 + 2 3. At school, my child has learned how to make plans to meet his or her own goals and to feel good about them. 4. At school, my child is allowed to act on his or her plans right away. 5. At school, my child has someone to tell him or her when (s)he is meeting his or her own goals. 6. At school, people understand my child The school of the schoo | 2. At school, people let my child know that | Never | | Sometimes | 1 | Always |
| 3. At school, my child has learned how to make plans to meet his or her own goals and to feel good about them. 4. At school, my child is allowed to act on his or her plans right away. 5. At school, my child has someone to tell him or her when (s)he is meeting his or her own goals. 6. At school, people understand my child 6. At school, people understand my child 7. Never Never Sometimes Almost Always | (s)he can set his or her own goals to get what (s)he wants or needs. | 1 | □ 2 | 3 | 4 | 5 |
| 3. At school, my child has learned how to make plans to meet his or her own goals and to feel good about them. 4. At school, my child is allowed to act on his or her plans right away. 5. At school, my child has someone to tell him or her when (s)he is meeting his or her own goals. 6. At school, people understand my child 6. At school, people understand my child 7. Never Never Sometimes Almost Always | | | hat Happens a | at School – Total | Items 1 + 2 | |
| make plans to meet his or her own goals and to feel good about them. 1 | 3. At school, my child has learned how to | | Almost | | Almost | Always |
| 4. At school, my child is allowed to act on his or her plans right away. Output | make plans to meet his or her own goals | 1 | 2 | 3 | | [] 5 |
| 4. At school, my child is allowed to act on his or her plans right away. Continue C | | | | | | Almore |
| What Happens at School – Total Items 3 + 4 5. At school, my child has someone to tell him or her when (s)he is meeting his or her own goals. Never Never Sometimes Always Always Always and sometimes his or her own goals. Almost Never Sometimes Always A | 4. At school, my child is allowed to act on his | Never | Never | Sometimes | Aiways | Always |
| 5. At school, my child has someone to tell him or her when (s)he is meeting his or her own goals. 1 | or her plans right away. | 1 | 2 | 3 | 4 | 5 |
| 5. At school, my child has someone to tell him or her when (s)he is meeting his or her own goals. 1 | | | | | 1 Trama 2 + 4 | |
| 5. At school, my child has someone to tell him or her when (s)he is meeting his or her own goals. Never Never Sometimes Always Always and the school, people understand my child Never Never Sometimes Always Alway | | | | | | |
| or her when (s)he is meeting his or her own goals. Contact Co | 5 At school, my child has someone to tell him | Never | 1 - | Sometimes | | Always |
| 6. At school, people understand my child Never Never Sometimes Always Always | or her when (s)he is meeting his or her own | lli . | | | | |
| 6. At school, people understand my child Never Never Sometimes Always Always | | | Almost | | Almost | - |
| the state of the second control of the state | 6. At school, people understand my child when (s)he has to change plans to meet his or her own goals. They offer advice and encouragement. | Never | l l | Sometimes | | Always |
| or her own goals. They offer advice and 1 2 3 4 5 | | | | | 1 4 | 5 |
| What Happens at School – Total Items 5 + 6 | | _1 | <u> </u> | s at School – Tot | al Items 5 + 6 | , |

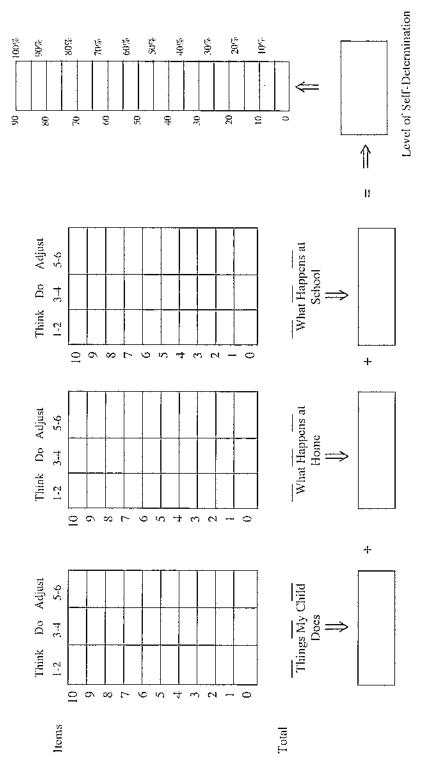
Please go on to the next page \Rightarrow

| PLEASE WRITE YOUR ANWERS TO THE FOLLOWING QUESTIC | NS |
|---|-------------|
| Give an example of a goal your child is working on now. | |
| | |
| | |
| | |
| | |
| | |
| What are your child doing to reach this goal? | |
| | |
| | |
| | |
| | |
| | |
| How is your child doing in reaching this goal? | |
| | |
| | |
| | |
| | |

THANK YOU!

The AIR Self-Determination Scale was developed by the American Institutes for Research (AIR), in collaboration with Teachers College, Columbia University, with funding from the U.S. Department of Education, Office of Special Education Programs (OSEP), under Cooperative Agreement HO23J2000.

The AIR Self-Determination Profile Parent Form



(Write sum in box and mark column)

Date

Student's Name_