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

1. Student knows own abilities and limitations. *Example:* 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.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**
2. Student knows how to set expectations and goals that satisfy own interests and needs. *Example:* 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.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**

Knowledge Total: Items 1+2 [ ]

3. Student knows how to make choices, decisions, and plans to meet own goals and expectations. *Example:* When making plans to meet her goals, Lynn knows how to identify various strategies, weigh the pros and cons, and follow through.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**
4. Student knows how to take actions to complete own plans successfully. *Example:* Kenneth knows how to follow through on a scheduled plan to complete his work accurately and on time.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**

Knowledge Total: Items 3+4 [ ]

5. Student knows how to evaluate results of actions to determine what was effective. *Example:* Germaine knows what questions to ask to find out how well she is doing.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**
6. Student knows how to change actions or plans to meet goals and satisfy needs and wants. *Example:* 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.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**

Knowledge Total: Items 5+6 [ ]

Please go on to the next page⇒

ABILITY to Perform Self-Determination Behaviors

1. Student expresses own interests, needs, and abilities. *Example:* Sarah communicates her athletic interest and talent in conversations, written journals, or participation in sports activities.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**
2. Student sets expectations and goals that will satisfy own interests needs, and wants. *Example:* 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.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**

Ability Total: Items 1+2 [ ]

3. Student knows how to make choices, decisions, and plans to meet own goals and expectations. *Example:* 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.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**
4. Student initiates actions on own choices and plans. *Example:* Ming begins work right away each time he gets an assignment or is asked by someone to help with a project.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**

Ability Total: Items 3+4 [ ]

5. Student gathers information on results of actions. *Example:* After completing her work, Theresa checks it for errors and asks others to look it over and make suggestions.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**
6. Student changes own actions or plans to satisfy expectations and goals, if necessary. *Example:* Ricardo tries different approaches to solve problems and to complete tasks that are difficult for him.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**

Ability Total: Items 5+6 [ ]

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PERCEPTION of Knowledge and Ability to Perform Self-Determination Behaviors

	Never	Almost Never	Sometimes	Almost Always	Always
1. Student feels free to express own needs, interests, and abilities, even when facing opposition from others. *Example:* Fran defends her needs and interests to anyone who questions them.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. Student feels free to set own goals and expectations, even if they are different from the expectations others have for the student. ***Example:*** Trevor does not feel constrained by others' opinions in setting goals and expectations for himself.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5

Perception Total: Items 1+2 [ ]

	Never	Almost Never	Sometimes	Almost Always	Always
3. Student feels free to make own choices, decisions, and plans to meet own goals and expectations. *Example:* Corine often considers her parents' suggestions when making choices and plans, but the final plans taken to meet her goals are her own.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
4. Student feels confident about being able to successfully complete own plans. *Example:* When Nicholas schedules his own activities, he is confident he can complete them accurately and on time.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5

Perception Total: Items 3+4 [ ]

	Never	Almost Never	Sometimes	Almost Always	Always
5. Student is confident about using feedback to evaluate results of own work. *Example:* Amanda is confident that she will be able to benefit from the feedback she receives from her parents, teachers, and peers.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
6. Student changes plans again and again to meet a goal without getting discouraged. *Example:* Levar is motivated to work on a project as long as it takes, using whatever approaches are necessary, to get it right.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5

Perception Total: Items 5+6 [ ]

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OPPORTUNITY To Perform Self-Determination Behaviors AT SCHOOL

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

OPPORTUNITY To Perform Self-Determination Behaviors AT HOME

1. Student has opportunities at home to explore, express, and feel good about own needs, interests, and abilities. *Example:* Maria's parents encourage her to talk about her athletic interests and abilities and about what sports activities she wants to do.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**
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. *Example:* Roberto's parents let him know that he is responsible for setting his own goals to get his needs and wants met.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**

Opportunity at Home Total: Items 1+2 [   ]

3. Student has opportunities at home to learn about making choices and plans, to make them, and to feel good about them. *Example:* Kelly's parents allow her to make her own choices and plans for school assignments, family chores, and leisure activities.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**
4. Student has opportunities at home to initiate actions to meet expectations and goals. *Example:* Anthony's parents tell him that he is responsible for scheduling study time and for handing in assignments on time.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**

Opportunity at Home Total: Items 3+4 [   ]

5. Student has opportunities at home to get results of actions taken to meet own plans. *Example:* Thuy's parents are available to give feedback on projects whenever she needs it.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**
6. Student has opportunities at home to change actions and plans to satisfy own expectations. *Example:* Stacy's parents encourage him to take his time and to revise his work as often as necessary to satisfy his own expectations.	Never **1**	Almost Never **2**	Sometimes **3**	Almost Always **4**	Always **5**

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.

The AIR Self-Determination Profile
Educator Form

	Think 1-2	Do 3-4	Adjust 5-6
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
0			

___ ___ ___

Knowledge ⇓

	Think 1-2	Do 3-4	Adjust 5-6
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
0			

___ ___ ___

Ability ⇓

	Think 1-2	Do 3-4	Adjust 5-6
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
0			

___ ___ ___

Perception ⇓

	Think 1-2	Do 3-4	Adjust 5-6
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
0			

___ ___ ___

Opportunity at School ⇓

	Think 1-2	Do 3-4	Adjust 5-6
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
0			

___ ___ ___

Opportunity at Home ⇓

150	100%
140	
130	90%
120	80%
110	
100	70%
90	60%
80	
70	50%
60	40%
50	30%
40	
30	20%
20	
10	10%
0	

Capacity ⇓ [ ]   **+**   **Opportunity** ⇓ [ ]   **=**   [ ] **Level of Self-Determination**

(Write sum in box and mark in column)

Student Name_____ Date_____