

The Arc's Self-Determination Scale

Adolescent Version

The Arc's Self-Determination Scale (Adolescent Version) is a student self-report measure of self-determination designed for use by adolescents with cognitive disabilities. The scale has two primary purposes:

- To provide students with cognitive disabilities and educators a tool that assists them in identifying student strengths and limitations in the area of self-determination; and
- To provide a research tool to examine the relationship between self-determination and factors that promote/inhibit this important outcome.

The scale has 72 items and is divided into four sections. Each section examines a different essential characteristic of self-determination: Autonomy, Self-Regulation, Psychological Empowerment and Self-Realization. Each section has unique directions that should be read before completing the relevant items. Scoring the scale (see Procedural Guidelines for scoring directions) results in a total self-determination score and subdomain scores in each of the four essential characteristics of self-determination. A comprehensive discussion and exploration of self-determination as an educational outcome is provided in The Arc's Self-Determination Scale Procedural Guidelines, as well as detailed scoring procedures and a discussion about the use of self-report measures in general. The scale **should not be** used until the administrator is thoroughly familiar with these issues.

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Student's name Jacob W.

Date _____

School ZC HS

Teacher's name _____

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Section One

Autonomy

Directions:

Check the answer on each question that BEST tells how you act in that situation. There are no right or wrong answers. Check only one answer for each question. (If your disability limits you from actually performing the activity, but you have control over the activity (such as a personal care attendant), answer like you performed the activity.)

1A. Independence: Routine personal care and family oriented functions

- | | | | | |
|--|--|---|---|---|
| 1. I make my own meals or snacks. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input checked="" type="checkbox"/> I do most of the time I have the chance | <input type="checkbox"/> I do every time I have the chance |
| 2. I care for my own clothes. | <input checked="" type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input type="checkbox"/> I do every time I have the chance |
| 3. I do chores in my home. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input checked="" type="checkbox"/> I do most of the time I have the chance | <input type="checkbox"/> I do every time I have the chance |
| 4. I keep my own personal items together. | <input type="checkbox"/> I do not even if I have the chance | <input checked="" type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input type="checkbox"/> I do every time I have the chance |
| 5. I do simple first aid or medical care for myself. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input checked="" type="checkbox"/> I do every time I have the chance |
| 6. I keep good personal care and grooming. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input checked="" type="checkbox"/> I do every time I have the chance |

1A. Subtotal **3** **11**

1B. Independence: Interaction with the environment

- | | | | | |
|--|--|--|---|--|
| 7. I make friends with other kids my age. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input checked="" type="checkbox"/> I do most of the time I have the chance | <input type="checkbox"/> I do every time I have the chance |
| 8. I use the post office. | <input checked="" type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input type="checkbox"/> I do every time I have the chance |
| 9. I keep my appointments and meetings. | <input checked="" type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input type="checkbox"/> I do every time I have the chance |
| 10. I deal with salespeople at stores and restaurants. | <input checked="" type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input type="checkbox"/> I do every time I have the chance |

1B. Subtotal **2**

1C. Acting on the basis of preferences, beliefs, interests and abilities: Recreational and leisure time

- | | | | | |
|--|---|--|--|---|
| 11. I do free time activities based on my interests. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input checked="" type="checkbox"/> I do every time I have the chance |
| 12. I plan weekend activities that I like to do. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input checked="" type="checkbox"/> I do every time I have the chance |
| 13. I am involved in school-related activities. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input checked="" type="checkbox"/> I do every time I have the chance |
| 14. My friends and I choose activities that we want to do. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input checked="" type="checkbox"/> I do every time I have the chance |
| 15. I write letters, notes or talk on the phone to friends and family. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input checked="" type="checkbox"/> I do every time I have the chance |
| 16. I listen to music that I like. | <input type="checkbox"/> I do not even if I have the chance | <input type="checkbox"/> I do sometimes when I have the chance | <input type="checkbox"/> I do most of the time I have the chance | <input checked="" type="checkbox"/> I do every time I have the chance |

1C. Subtotal **18**

1D. Acting on the basis of preferences, beliefs, interests and abilities:

Community involvement and interaction

- 17. I volunteer in things that I am interested in. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 18. I go to restaurants that I like. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 19. I go to movies, concerts, and dances. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 20. I go shopping or spend time at shopping centers or malls. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 21. I take part in youth groups (like 4-H, scouting, church groups) I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance

1D. Subtotal

8

1E. Acting on the basis of preferences, beliefs, interests and abilities: Post-school directions

1E. Subtotal

13

- 22. I do school and free time activities based on my career interests. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 23. I work on school work that will improve my career chances. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 24. I make long-range career plans. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 25. I work or have worked to earn money. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 26. I am in or have been in career or job classes or training. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 27. I have looked into job interests by visiting work sites or talking to people in that job. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance

1F. Acting on the basis of preferences, beliefs, interests and abilities: Personal expression

1F. Subtotal

14

- 28. I choose my clothes and the personal items I use every day. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 29. I choose my own hair style. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 30. I choose gifts to give to family and friends. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 31. I decorate my own room. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance
- 32. I choose how to spend my personal money. I do not even if I have the chance I do sometimes when I have the chance I do most of the time I have the chance I do every time I have the chance

Please check Section One, A thru F, to make sure there is only one answer for each question.

Section TWO

Self-Regulation

Directions:

Each of the following questions tell the beginning of a story and how the story ends. Your job is to tell what happened in the middle of the story, to connect the beginning and the end. Read the beginning and ending for each question, then fill in the BEST answer for the middle of the story. There are no right or wrong answers. Remember, fill in the one answer that you think BEST completes the story.

2A. Interpersonal cognitive problem-solving

33. **Beginning:** You are sitting in a planning meeting with your parents and teachers. You want to take a class where you can learn to work as a cashier in a store. Your parents want you to take the Family and Child Care class. You can only take one of the classes.

Middle: Explain to my parents why

I want to take the child care class.

Ending: The story ends with you taking a vocational class where you will learn to be a cashier.

Story Score 1

34. **Beginning:** You hear a friend talking about a new job opening at the local book store. You love books and want a job. You decide you would like to work at the bookstore.

Middle: I apply at the bookstore.

Ending: The story ends with you working at the bookstore.

Story Score 1

35. **Beginning:** Your friends are acting like they are mad at you. You are upset about this.

Middle: Talk to my friends, ask

why they are mad, apologize
if I did something wrong.

Ending: The story ends with you and your friends getting along just fine.

Story Score 2

36. **Beginning:** You go to your English class one morning and discover your English book is not in your backpack. You are upset because you need that book to do your homework.

Middle: Call my mom to bring
me the book.

Ending: The story ends with you using your English book for homework.

Story Score 1

37. **Beginning:** You are in a club at school. The club advisor announces that the club members will need to elect new officers at the next meeting. You want to be the president of the club.

Middle: Convince everyone to vote for me.

Ending: The story ends with you being elected as the club president.

Story Score 1

38. **Beginning:** You are at a new school and you don't know anyone. You want to have friends.

Middle: Go up to new person and talk to them.

Ending: The story ends with you having many friends at the new school.

Story Score 1

2A Subtotal 7

2B: Goal setting and task performance

Directions:

The next three questions ask about your plans for the future. Again, there are no right or wrong answers. For each question, tell if you have made plans for that outcome and, if so, what those plans are and how to meet them.

39. Where do you want to live after you graduate?

I have not planned for that yet.

I want to live in an apartment

List four things you should do to meet this goal:

- 1) save money
- 2) get a job
- 3) look for apartments
- 4) make a plan

40. Where do you want to work after you graduate?

I have not planned for that yet.

I want to work in education

List four things you should do to meet this goal:

- 1) score well on ACT/SAT
- 2) apply for college
- 3) find way to pay for school
- 4) volunteer in schools

41. What type of transportation do you plan to use after graduation?

I have not planned for that yet.

I plan to use my own car

List four things you should do to meet this goal:

- 1) get permit
- 2) license
- 3) insurance
- 4) pay for gas

2B Subtotal 9

Section Three

Psychological Empowerment

Directions:

Check the answer that BEST describes you.

Choose only one answer for each question.

There are no right or wrong answers.

49. It is no use to keep trying because that won't change things... or I keep trying even after I get something wrong.
50. I have the ability to do the job I want... or I cannot do what it takes to do the job I want.
51. I don't know how to make friends... or I know how to make friends.
52. I am able to work with others... or I cannot work well with others.
53. I do not make good choices... or I can make good choices.
54. If I have the ability, I will be able to get the job I want... or I probably will not get the job I want even if I have the ability.
55. I will have a hard time making new friends... or I will be able to make friends in new situations.
56. I will be able to work with others if I need to... or I will not be able to work with others if I need to.
57. My choices will not be honored... or I will be able to make choices that are important to me.
42. I usually do what my friends want... or I tell my friends if they are doing something I don't want to do.
43. I tell others when I have new or different ideas or opinions... or I usually agree with other peoples' opinions or ideas.
44. I usually agree with people when they tell me I can't do something... or I tell people when I think I can do something that they tell me I can't.
45. I tell people when they have hurt my feelings... or I am afraid to tell people when they have hurt my feelings.
46. I can make my own decisions... or Other people make decisions for me.
47. Trying hard at school doesn't do me much good... or Trying hard at school will help me get a good job.
48. I can get what I want by working hard... or I need good luck to get what I want.

Section 3 Subtotal

13

Section Four

Self-Realization

Directions:

Tell whether you think each of these statements describes how you feel about yourself or not. There are no right or wrong answers. Choose only the answer that BEST fits you.

58. I do not feel ashamed of any of my emotions.

Agree Don't agree

66. I don't accept my own limitations.

Agree Don't agree

59. I feel free to be angry at people I care for.

Agree Don't agree

67. I feel I cannot do many things.

Agree Don't agree

60. I can show my feelings even when people might see me.

Agree Don't agree

68. I like myself.

Agree Don't agree

61. I can like people even if I don't agree with them.

Agree Don't agree

69. I am not an important person.

Agree Don't agree

62. I am afraid of doing things wrong.

Agree Don't agree

70. I know how to make up for my limitations.

Agree Don't agree

63. It is better to be yourself than to be popular.

Agree Don't agree

71. Other people like me.

Agree Don't agree

64. I am loved because I give love.

Agree Don't agree

72. I am confident in my abilities.

Agree Don't agree

65. I know what I do best.

Agree Don't agree

Section 4 Subtotal

13

Scoring Step 1:

Record the raw scores from each section:

Autonomy
 1A =
 1B =
 1C =
 1D =
 1E =
 1F =

Domain Total:

Self-Regulation

2A =
 2B =

Domain Total:

Psychological Empowerment

3 =

Domain Total:

Self-Realization

4 =

Domain Total:

Scoring Step 2:

Sum each Domain Total for a Total Score:

Self-Determination Total =

Scoring Step 3:

Using the conversion tables in Appendix A, convert raw scores into percentile scores for comparison with the sample norms (Norm Sample) and the percentage of positive responses (Positive Scores):

Norm Sample	Positive Scores
-------------	-----------------

Autonomy

1A =
 1B =
 1C =
 1D =
 1E =
 1F =

Domain Total:

Self-Regulation

2A =
 2B =

Domain Total:

Psychological Empowerment

3 =

Domain Total:

Self-Realization

4 =

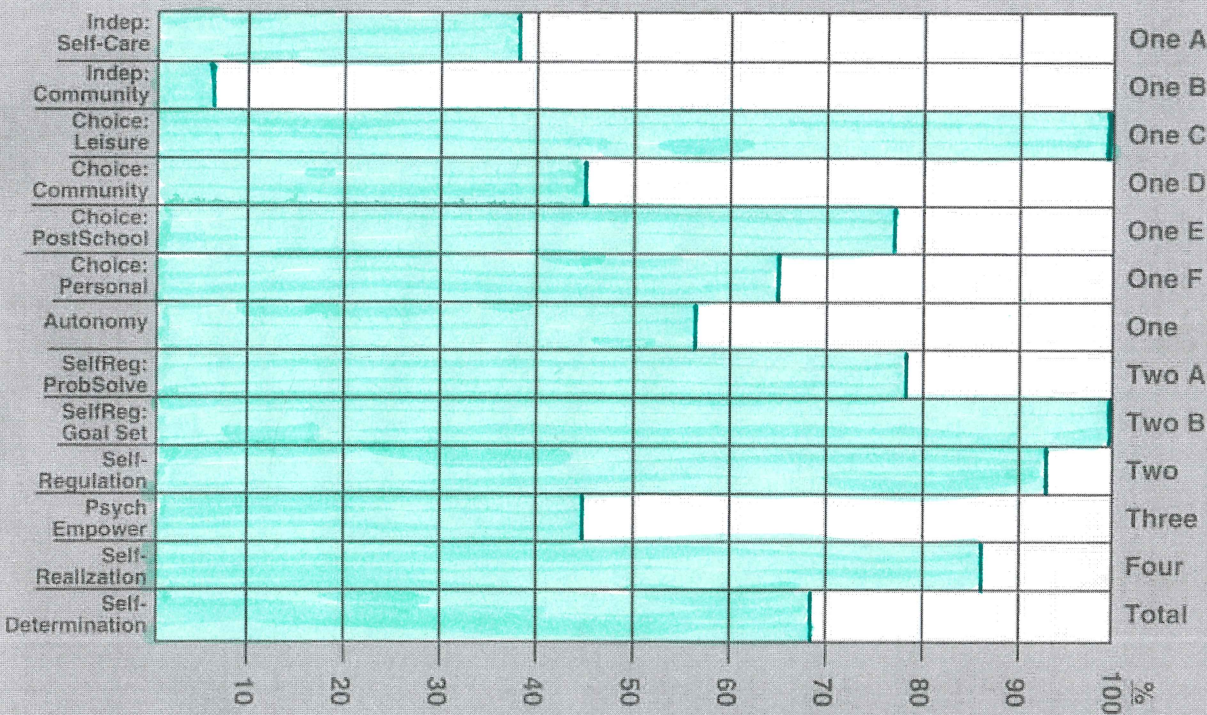
Domain Total:

Self-Determination

Total Score =

Scoring Step 4:

Fill in the graph for the percentile scores from the norming sample. From the appropriate percentile down, darken the complete bar graph. (See example in Scoring Manual):



Scoring Step 5:

Fill in the graph for the percentile scores indicating the percent positive responses.

