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 exploration 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.

The Arc's Self-Determination Scale (Adolescent Version) was developed by The Arc National Headquarters with funding from the U. S. Department of Education, Office of Special Education Programs (OSEP), under Cooperative Agreement #H023J20012. Questions used in Section One (Autonomy) were adapted, with permission from the authors, from the Autonomous Functioning Checklist. Questions used in Section 4 (Self-Realization) were adapted, with permission from the author, from the Short form of the Personal Orientation Inventory. Appropriate citations for both instruments are available in The Arc's Self-Determination Scale Procedural Guidelines. The Arc gratefully acknowledges the generosity of these researchers.

The Arc's Self-Determination Scale Adolescent Version

By Michael Wehmeyer, Ph.D., Kathy Kelchner, M.Ed.,

Self-Determination Assessment Project

Principal Investigator Project Director

Student's name ___

Date

School

Teacher's name



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Directions:

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

14. My f	13. I am scho	12. pla	11. I do on n	1C. Act	10. I de	9. I keep meet	8. Tuse	7. I mak my a	1B. Ind	6. I kee and g	5. I do s medi	4. I kee items	3. 1 do o	2. I care	1. I mak snac	1A. Ind
friends and I choose vities that we want to do.	n involved in ool-related activities.	n weekend activities that to do.	free time activities based ny interests.	on the basis of	al with salespeople at es and restaurants.	p my appointments and ings.	the post office.	ke friends with other kids ge.	lependence: Interaction v	p good personal care grooming.	simple first aid or cal care for myself.	p my own personal stogether.	chores in my home.	e for my own clothes.	ke my own meals or ks.	lependence: Routine per
I do not awan if I have the	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	beliefs, interests	chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	vith the environment	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	Independence: Routine personal care and family oriented functions
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I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	Subtotal	the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	Subtotal	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	Subtotal
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I rakke my own meals or in ake my own clothes. I do not even if I have the chance in the chance it the chance it do sometimes when I have it do most of the time I have it do sometimes when I have it do sometimes when I have it do most of the time I have it do simple first aid or invised. I do not even if I have the indebtack care for myself. I do not even if I have the indebtack in the chance in the chan

32.	31.	30.	29.	28.	1F.		27.	26.	25.	24.	23.	22.	Ϊ	21.	20.	19.	18.	17.	1D.
I choose how to spend my personal money.	I decorate my own room.	I choose gifts to give to family and friends.	I choose my own hair style.	I choose my clothes and the personal items I use every day.	Acting on the basis of preferences,	to people in that job.	I have looked into job interests by visiting work sites or talking	I am in or have been in career or job classes or training.	I work or have worked to earn money.	I make long-range career plans.	I work on school work that will improve my career chances.	I do school and free time activities based on my career interests.	Acting on the basis of preferences,	I take part in youth groups (like 4-H, scouting, church groups)	I go shopping or spend time at shopping centers or malls.	I go to movies, concerts, and dances.	I go to restaurants that I like.	I volunteer in things that I am interested in.	Acting on the basis of pret Community involvement and
					renc								renc						preferences, and interactio
I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	beliefs, interests		I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	beliefs, interests	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	I do not even if I have the chance	beliefs, interests
					and a								and a						and a
I do sometimes when I have the chance	I do sometimes when I have the chance	I do sometimes when I have the chance	I do sometimes when I have the chance	I do sometimes when I have the chance	abilities: Personal expression		I do sometimes when I have the chance	I do sometimes when I have the chance	I do sometimes when I have the chance	I do sometimes when I have the chance	I do sometimes when I have the chance	I do sometimes when I have the chance	abilities: Post-school direc	I do sometimes when I have the chance	I do sometimes when I have the chance	I do sometimes when I have the chance	I do sometimes when I have the chance	the chance	abilities:
I do most of the time I have the chance	I do most of the time I have the chance	I do most of the time I have the chance	I do most of the time I have the chance	I do most of the time I have the chance	1F.		I do most of the time I have the chance	I do most of the time I have the chance	I do most of the time I have the chance	I do most of the time I have the chance	I do most of the time I have the chance	I do most of the time I have the chance	irections 1E.	I do most of the time I have the chance	I do most of the time I have the chance	I do most of the time I have the chance	I do most of the time I have the chance	I do most of the time I have the chance	1D. 9
					Subtotal								Subtotal						1D. Subtotal
I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	otal		I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	otal	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	I do every time I have the chance	otal



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

	34.		33.
Ending: The story ends with you working at the bookstore.	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:	Ending: The story ends with you taking a vocational class where you will learn to be a cashier.	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:
1	36.		35.
Ending: The story ends with you using your English book for homework.	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:	Ending: The story ends with you and your friends getting along just fine.	i. Beginning: Your friends are acting like they are mad at you. You are upset about this. Middle:

2B Subtotal	2A Subtotal
4) 3) 1	Ending: The story ends with you having many friends at the new school. Story Score
List four things you should do to meet this goal:	
I have not planned for that yet.	
41. What type of transportation do you plan to use after graduation?	
4)	
List four things you should do to meet this goal:	Middle:
I have not planned for that yet. I want to work	38. Beginning: You are at a new school and you don't know anyone. You want to have friends.
40. Where do you want to work after you graduate?	Story Score
4)	Ending: The story ends with you being elected as the club president.
List four things you should do to meet this goal:	
I want to live	
39. Where do you want to live after you graduate?	
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.	Middle:
2B: Goal setting and task performance Directions:	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.
A TANAN TANA	



Section 3 Subtotal	I need good luck to get what I want.	l ne
to me.	I can get what I want by working hard or	48. 1 ca
57. My choices will not be honored or	Trying hard at school will help me get a good job.	Try
I will not be able to work with others if I need to.	Trying hard at school doesn't do me much good or	47. Tryi
56. I will be able to work with others if I need to or	Other people make decisions for me.	Oth
I will be able to make friends in new situations.	I can make my own decisions or	46. I ca
55. I will have a hard time making new friends or	I am afraid to tell people when they have hurt my feelings.	my lar
I probably will not get the job I want even if I have the ability.	tell people when they have hurt my feelings or	45. I tel
If I have the ability, I will be able to get the job I want or	I tell people when I think I can do something that they tell me I can't.	tell
I can make good choices.	I usually agree with people when they tell me I can't do something or	44. Lus
53. I do not make good choices or	I usually agree with other peoples' opinions or ideas.	_ lus
I cannot work well with others.	I tell others when I have new or different ideas or opinions or	43. 1 te
52. I am able to work with others or	I tell my friends if they are doing something I don't want to do.	war war
I know how to make friends.	I usually do what my friends want or	42. I us
51. I don't know how to make friends or	wrong answers.	
reallifier do what it takes to do the Job I wallt.	There are no right or	
50. I have the ability to do the job I want or	Psychological Empowerment answer for each question.	En
I keep trying even after I get something wrong.	Check the answer that BEST describes you.	
49. It is no use to keep trying because that won't change	Directions:	Conti



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.

	ıbtotal	Section 4 Subtotal	Don't agree	Agree	35. I know what I do best.	55.
Don't agree	Agree	72. I am confident in my abilities.	Don't agree	Agree	I am loved because I give love.	64
Don't agree	Agree	71. Other people like me.	Don't agree	Agree	It is better to be yourself than to be popular.	83
Don't agree	Agree	70. I know how to make up for my limitations.	Don't agree	Agree	I am afraid of doing things wrong.	62.
Don't agree	Agree	69. I am not an important person.	Don't agree	Agree	. I can like people even if I don't agree with them.	67
Don't agree	Agree	68. I like myself.	Don't agree	Agree	. I can show my feelings even when people might see me.	60.
Don't agree	Agree	67. I feel I cannot do many things.	Don't agree	Agree	. I feel free to be angry at people I care for.	59.
Don't agree	Agree	66. I don't accept my own limitations.	Don't agree	Agree	. I do not feel ashamed of any of my emotions.	58.

Sum each Domain Total for a Total Score: Self-Determination Total =	Domain Total:	m	Psychological Empowerment	Self-Regulation 2A = 2B = Domain Total:	1F = Domain Total:	1A = 1B = 1D = 1E = 1D = 1E = 1D = 1D = 1D = 1D	Record the raw scores from each section: Autonomy	Scoring Step 1:
Domain Total: Self-Determination Total Score =	Self-Realization	Psychological Empowerment 3 =	2A =	1F = Domain Total:	11	percentage of positive responses (Positive Scores): Norm Positive Scores Sample Scores Autonomy 1A =	Using the conversion tables in Appendix A, convert raw scores into percentile scores for comparison with the sample norms (Norm Sample) and the	Scoring Step 3:
Indep: Self-Care Indep: Community Choice: Leisure Choice: Community Choice: PostSchool Choice: Personal Autonomy SelfReg: ProbSolve SelfReg: Goal Set Self- Regulation Psych Empower Self- Realization Self- Determination	10	20	40	50	- 80	One A One B One C One D One E One F One Two A Two B Two Three Four Total	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 4:
Autonomy Self- Regulation Psych Empower Self- Realization Self- Determination	10	20	40	- 60	70	One Two Three Four Total	Fill in the graph for the percentile scores indicating the percent positive responses.	Scoring Step 5: