

Self-Determination Inventory: Student Report



OVERVIEW

The Self-Determination Inventory: Student Report (SDI:SR) assesses a young person's self-determination through three essential characteristics of self-determination: intentional choices (Decide), goal setting (Act), and decision making (Believe).



SUBSCALES

1. Autonomy
2. Self-Initiation
3. Pathways Thinking
4. Self-Direction
5. Control-Expectancy
6. Psychological Empowerment
7. Self-Realization



TARGET POPULATION

Youth with and without disabilities, aged 13-22.



LENGTH & HOW IT IS MEASURED

- 21 questions.
- Uses a continuous scale, between “Agree” and “Disagree”.
- Self-reported, administered online using the survey platform.

- Available in English, Spanish, and American Sign Language (ASL).
- Includes accessibility features such as audio playback, in-text definitions of potentially challenging words, visual cues to indicate when items were responded to, and completion progress bar.
- The platform generates a total score.



DEVELOPER

- Karrie A. Shogren and colleagues at the Kansas University Center on Developmental Disabilities (KUCDD), 2015.



PSYCHOMETRICS

- **Reliability**
Strong reliability and invariance.
- **Validity**
Construct validity.



GOOD TO KNOW

- The full list of 21 questions is not publicly available, but users can gain insights into the assessment by reviewing the Guide (see below), which provides an overview of the assessment's structure and purpose.
- An assessment is also available to measure a practitioner, parent/caregiver, or family member's perception of a young person's self-determination (see the options on the survey platform).



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LEARN MORE

- The **Self-Determination Inventory** is available online from the Kansas University Center on Disabilities.
- The **Self-Determination Inventory: Student Report Guide** (2019) supports interpreting scores.
- Shogren, K. A., Little, T. D., Grandfield, E., Raley, S., Wehmeyer, M. L., Lang, K. M., & Shaw, L. A. (2020). The Self-Determination Inventory–Student Report: Confirming the factor structure of a new measure. *Assessment for Effective Intervention*, 45(2), 110–120.
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