The **AIR-Self-Determination Scale** measures self-determination **reliably** on the student, parent, and teacher forms in high school students with ASD, but have **small associations** between them.

Greater adaptive behavior skills, higher levels of family empowerment, and lower family burden are associated with higher self-determination.

**METHODS**

**AIR-SDS Sample Items**
- **Student Form**
  - Capacity
  - Opportunity
- **Parent Form**
  - Capacity
  - Opportunity
- **Educator Form**
  - Capacity
  - Opportunity

**RESULTS**

**Overall Self-Determination Mean**

**Correlations among Student, Parent, and Teacher Reported Self-Determination**

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Parent</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td>.11*</td>
<td></td>
<td>.27***</td>
</tr>
<tr>
<td><strong>Parent</strong></td>
<td></td>
<td>.11*</td>
<td></td>
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<tr>
<td><strong>Teacher</strong></td>
<td></td>
<td></td>
<td>.11*</td>
</tr>
</tbody>
</table>

**DISCUSSION**

- The current study provides support for use of the AIR-SDS with high school students with ASD, their parents, and teachers and highlights the importance of incorporation of multiple reporters.
- Promoting adaptive behavior, supporting family empowerment, and reducing family burden may help to increase self-determination.