

## *The Attitudes Star*

*How accurate is each of the following statements about your child?*

- 5 Extremely accurate
- 4 Very accurate
- 3 Moderately accurate
- 2 Slightly accurate
- 1 Not at all accurate

### RESILIENCY

1. Keeps going when there is adversity—for example, goes back out for a sport after not getting picked for a team the first time around.  
1      2      3      4      5
  
2. Talks about how difficulties are part of learning—for example, “Sometimes you don’t get it right the first time.”  
1      2      3      4      5
  
3. Describes himself as “someone who sticks with it,” “not a quitter,” or “a tough kid.”  
1      2      3      4      5
  
4. Talks about how not everyone is perfect and can discuss mistakes made by someone who is a hero to him—for example, “LeBron’s team lost to Dallas in the final in 2011, but he worked hard and won the next year.”  
1      2      3      4      5
  
5. Talks about past mistakes with ease—for example, “Boy, I was terrible at drawing when I started, but now I am better.”  
1      2      3      4      5

Total Score for Resiliency \_\_\_\_

## INTEGRATION OF SPECIFIC LEARNING DISABILITIES

1. Describes herself using *dyslexic*, *LD*, or the relevant profile term to a new friend or acquaintance with ease.

1            2            3            4            5

2. Explains how her dyslexia or profile is relevant to events in school or life—for example, “I get audiobooks in English because I am not a good eye reader, but I am a good ear reader.”

1            2            3            4            5

3. Presents his strengths and weaknesses in a thoughtful way—for example, explaining to a teacher, “When I eye-read, it is like I have a bad cell phone connection to the page; a talking computer is much clearer, like a landline.”

1            2            3            4            5

4. Is at ease being associated with other students in special education or with disabilities (that is, displays an attitude opposite to something like “Those kids are retards”).

1            2            3            4            5

5. Praises people who try to help him—for example, “Ms. Jones is nice to spend time on this with me” (instead of something like “Ms. Jones is stupid and I hate her”).

1            2            3            4            5

Total Score for Integration of SLDs \_\_\_\_\_

## SELF-AWARENESS

1. Refers to her strengths and weaknesses related to dyslexia in a matter-of-fact way—for example, “I am pretty good at talking to people” or “I am not the best speller.”

1            2            3            4            5

2. Talks about habits and traits that are not related to his dyslexia—for example, “I am a fast runner” or “I sometimes forget to clean up my area.”

1            2            3            4            5

3. Is aware of and has ways to reduce or manage stress—for example, by drawing pictures or talking to a friend.

1            2            3            4            5

4. Is interested in feedback that could help her improve her life.

1            2            3            4            5

5. Notices when he has hurt someone’s feelings or helped someone out and comments on it—for example, “I should have apologized after I said that” or “I helped Alex a lot when I offered to teach him how to play Risk.”

1            2            3            4            5

Total Score for Self-Awareness \_\_\_\_\_

## PROACTIVITY

1. Makes decisions in a timely manner, including both small ones (for example, “I want fish sticks for dinner”) and large ones (“I want to join the Scouts this fall”).

1            2            3            4            5

2. Talks about her ability to make changes in her own life and in the world—for example, “I am going to learn to play the drums” or “I am interested in dinosaurs and am going to learn more about them.”

1            2            3            4            5

3. Participates in community, social, and family networks, engaging people in conversation and being part of the social scene.

1            2            3            4            5

4. Can work on a project without coaxing or pressure from others—for example, enjoys a hobby that she can sustain on her own, such as drawing or rock collecting.

1            2            3            4            5

5. Suggests that the family or a group of friends do new things—for example, “How about we try go-cart racing next week?”

1            2            3            4            5

Total Score for Proactivity \_\_\_\_

## EMOTIONAL STABILITY

1. Shows balanced emotional states, reacting in proportion to the scale of events—for example, “I am frustrated that I got a C on this” rather than throwing a tantrum.

1            2            3            4            5

2. Has rich and meaningful friendships with peers—that is, has two or more friends with whom she spends time and feels connected to.

1            2            3            4            5

3. Takes part in social activities regularly—for example, going to birthday parties or being a part of school clubs.

1            2            3            4            5

4. Expresses a positive and hopeful outlook—for example, “I think things will get better” or “I bet this time it will work out.”

1            2            3            4            5

5. Is open to feedback, listening when people want to tell him how he might do something better or that another person’s feelings were hurt, and then changes his behavior in the future.

1            2            3            4            5

Total Score for Emotional Stability \_\_\_\_

## GOAL SETTING

1. Plans for the future—for example, “I want to save up for a new skateboard” or “Next year I want to join the glee club.”

1            2            3            4            5

2. Talks about goals he has currently—for example, “I am going to learn to play this entire piece of music” or “I want to go on the school trip to Washington, D.C., next year.”

1            2            3            4            5

3. Understands the step-by-step nature of goal setting—for example, “First I want to learn to use a yo-yo, then I want to work on some tricks.”

1            2            3            4            5

4. Sets goals that are attainable—for example, “I want to learn to play chopsticks on the piano” (instead of “I want to be Taylor Swift”).

1            2            3            4            5

5. Has general goals that provide direction to his development overall—for example, “I like building things and I want to do more stuff where I get to build.”

1            2            3            4            5

Total Score for Goal Setting \_\_\_\_

## SOCIAL SUPPORTS

1. Actively seeks support from friends and family, getting guidance or encouragement—for example, “I want to become a good Boy Scout. Can you help me with knot tying this weekend?”  
1          2          3          4          5
2. Has family and friends who set realistic goals for her—for example, “We want her to move up 10 percent this year in her grades” (instead of “If she does not make varsity, then she is not trying”).  
1          2          3          4          5
3. Explains on her own that she gets guidance and encouragement from people close to her.  
1          2          3          4          5
4. Without embarrassment, uses help from family or mentors when offered—for example, “The drama teacher is going to help me learn my lines” (not “I don’t want her to know I don’t know the lines yet”).  
1          2          3          4          5
5. Maintains relationships with teachers and mentors—for example, “I told Ms. Jones, my teacher last year, that I got into science camp, and she was happy.”  
1          2          3          4          5

Total Score for Social Supports \_\_\_\_

## POSSIBILITY THINKING

1. Enjoys trying new foods, meeting new people, or trying new hobbies.

1            2            3            4            5

2. Has a high propensity to prototype activities—for example, trying out a new way to get to school, a new way to dress, or a new way to train for a sport—in small steps, revising when it does not work.

1            2            3            4            5

3. Challenges people's sense of what is possible or what is appropriate, asking why we do it one way or whether we might do it another way in the future.

1            2            3            4            5

4. Willing to be exposed to criticism from peers or teachers when they do not agree with the way he is approaching a situation—for example, "Most people think cooking is not for boys, but I want to try it."

1            2            3            4            5

5. Interested in people who approach the world differently; open to learning lessons from new people and practices—for example, "Can we host an exchange student this summer? I want to learn about Japan."

1            2            3            4            5

Total Score for Possibility Thinking \_\_\_\_\_